50
1960 - 2015

SEAAIR 2015
SOUTH EAST ASIAN ASSOCIATION FOR INSTITUTIONAL RESEARCH
15th Annual Conference

CONFERENCE PROCEEDING

Internationalization and Inclusivity of Higher Education in South East Asia: Perspectives, Practices and Pragmatics

FTU's 55th Anniversary

Labour Publishing House

30th September - 2nd October, 2015
Hanoi, Vietnam

Internationalization and Inclusivity of Higher Education in South East Asia: Perspectives, Practices and Pragmatics

FOREIGN TRADE UNIVERSITY
91 Chua Lang Street, Dong Da District, Hanoi City, Vietnam
The Secretariat, SEAAIR 2015
Department of Research and Academic Affairs of Foreign Trade Universtity
Telephone No: +844 32595158 ext 231, 236, 238 - Email: seaair2015ftu@gmail.com

ISBN: 978-604-59-4639-8

Not for sale

Editorial Board

Table of Contents

MESSAGE FROM SEAAIR

Dear delegates of SEAAIR 2015 Conference,

On behalf of SEAAIR, we would like to extend a very warm welcome to all participants of the 2015 SEAAIR Annual Conference in Hanoi, Vietnam. In AEC 2015, SEAAIR is bringing on board its 5th partner within the ASEAN Community of which we are proud and to be assembled here to share and learn academically, socially and culturally across the ASEAN family.

For SEAAIR 2015, 141 Researchers from 12 countries submitted a total of 105 abstracts of which 90 were accepted. The papers underwent rigorous review and this led to a final acceptance of 53 full papers. The 2015 Conference theme, "Internationalization and Inclusivity of Higher Education in South East Asia: Perspectives, Practices and Pragmatics" highlights one of the key challenges of higher education institutions to be more attuned to inclusive education for all and internationalization of curricula and practices which is an aim of ASEAN.

SEAAIR conferences have always aimed to bring together policy-makers, academics, researchers, practitioners and managers in higher education institutions. It continues to aim to expand academic and networking relationships, provide and share new academic, cultural and learning experiences through collaborative efforts via Institutional Research. SEAAIR has grown from strength to strength over the past 15 years to provide a balance of quality academic papers and the rich culture as offered and shared by each host institution anchored in Malaysia, Thailand, Indonesia, Philippines, and now, Vietnam. We fully believe that SEAAIR will continue to benefit and build on the academic and cultural learning and sharing as we moves towards a more inclusive and international ASEAN Community 2015.

It is hoped that everyone will enjoy the conference’s learning and sharing, the local cuisine and cultural spots, the hospitality of the Vietnamese and the rich traditions and cultures of Vietnam. To add to your experience at SEAAIR 2015, the local organizing committee has worked hard to create not only an academic but also an enjoyable and memorable cruise taking us to our extended site at Ha Long Bay, which is a first in the 15 years of SEAAIR history.

We sincerely thank the LOC members and organising team for the 2015 SEAAIR Conference to take up the challenge of hosting SEAAIR in Hanoi, Vietnam and all participants who will make this conference a success. Happy sharing and learning across AEC 2015. We look forward to having you re-join and rekindle the friendships and camaraderie made in the past, strengthened in the present and eternalized in the post AEC 2015.

Thank you and I remain,

Assoc. Prof. Teay Shawyun, Ph.D
President, SEAAIR

MESSAGE FROM FOREIGN TRADE UNIVERSITY

Greetings from Foreign Trade University

It is our honour to host the 15th Annual Conference of South East Asian Association for Institutional Research (SEAAIR) with the theme “Internationalization and Inclusivity of Higher Education in South East Asia: Perspectives, Practices and Pragmatics”.

Higher education plays an increasingly important role in socio-economic development of all countries. The World bank has mentioned that “education is the new currency by which nations maintain economic competitiveness and global prosperity”. Higher education is extending across national boudaries, creating more opportunities as well as challenges to universities. Globalization of higher education does not always come with better access to education for all people. The mandates are not only to develop the educational sector but also to make it accessible to all people such that all learners, irrespective of ethnics, gender… are supported to study, participate, and contribute. The challenge is how to make the process of internationalisation of higher education to be in line with more equal access to education for all people.

As one of leading universities in Vietnam, Foreign Trade University is proud to bring leaders, researchers and practitioners from university across region and out of the region come to Vietnam attending SEAAIR2015. With 5 sub-themes, the conference brings a plurality of ideas, interests, and perspectives to a single location, where participants can interact, discuss and exchanges of experiences borne out of diversifed institutional research.

The SEAAIR 2015 will be a memorial event with both academic and cultural activities. We are confident that your gathering will yield innovative ideas and recommendations that futher promote the internationalisation and inclusivity of higher education in the region. We are confident that your involvement in the cultural activities of the conference will strengthen our friendship as a basis for cooperation.

On behalf of the Foreign Trade University, I wish you a memorable and productive conference.

Assoc.Prof.Dr BUI ANH TUAN
President
Foreign Trade University
VIETNAM

MESSAGE FROM MINISTRY OF EDUCATION AND TRAINING

BỘ GIÁO DỤC VÀ ĐÀO TẠO

Dear distinguished guests and participants of SEAAIR2015.

Ladies and Gentlemen

On behalf of the Department of Science, Technology and Environment, Ministry of Education and Training, Vietnam, We would like to extend our warmest welcome to participants of the SEAAIR 2015 annual meeting in Vietnam, hosted by the Foreign Trade University.

As we all know, the international integration process has touched all aspects and all organizations of our society, including higher education institutions. In particular, the South East Asia countries are expecting the establishment of ASEAN Economic Community (AEC) in the next few months. The international and regional integrations bring about opportunities and challenges when universities operate in a bounderless area, where they compete and co-operate at the same time to deliver the high quality human resource to the whole region. It's essential that they enable the access and involvement of all people in the higher education. In other words, universities are engaged in the internationalization and inclusivity as mentioned by the theme of this conference.

Institutional research is a broad category of work done at universities to inform in areas such as admission, curriculum, teaching and learning methodology and technology, enrollment management, etc. The ultimate objective of institutional research is improving the operation of the universities and contributing to the development of society. So, it becomes an integral activity of every university. The annual meeting of SEAAIR is a precious opportunity, where participants can share, discuss and learn the perspectives, practices and pragmatics of other universities in the region, which all contribute to the development of the higher education. The SEAAIR meeting 2015 is a good opportunity for you to exchange the experiences and research results applicable to the higher education institutions.

On behalf of the Department of Science, Technology and Environment, Ministry of Education and Training, Vietnam, I highly appreciate the initiative and efforts of the Foreign Trade University to bring the SEAAIR to Vietnam and providing excellent utilities to ensure the success of this conference. I do believe that this will be the first step for SEAAIR to anchor and develop in Vietnam, the 5th country in the region to join the association. The expansion of SEAAIR to Vietnam will help our higher education institutions integrate into the region and bring us closer to each other.

We wish all the participants a enjoyable and beneficial stay in Hanoi and Halong with both academic and cultural activities.

And finally, let me wish you a successful conference and fruitful discussion. Thank you all.

Assoc. Prof. Dr. Le Trong Hung,
Director General of Science, Technology and Environment,
Ministry of Education and Training of Vietnam

Theme 1:

Managing of Internationalization and Inclusivity of Teaching and Learning towards Students' Success

A Learning Management of the Visual Arts Subject in the Art Learning Strand for the ASEAN Community

Kittima Kengkhetrkij

Ramkhamhaeng University, Thailand (kroo_bb@hotmail.com)

ABSTRACT

The purpose of this research was to study the learning management of the visual arts subject in the Art Learning Strand for the ASEAN community. The samples of this study were 119 art teachers in the schools under the jurisdiction of Bangkok Metropolis Secondary School Education Area, selected using the simple random sampling technique, and five art educators and specialists in art education curriculum and learning management. The research instruments consisted of a questionnaire and an interview form. The data were analyzed using percentage, arithmetic mean, standard deviation and a content analysis. The research results revealed that the teachers agreed with the overall learning management of the visual arts subject in the Art Learning Strand for the ASEAN community. When each area of the learning management was considered, teachers agreed as follows: Objectives, Contents, Learning Activities, Learning assessment and Learning media. The art educator and the specialists in art education curriculum and learning management gave the following recommendations: Objectives should be in accord with the established learning standards and visual arts knowledge of the ASEAN community should be identified; Contents should be in accord with the established Thai and ASEAN visual arts learning standards and contents; Learning Activities should be in accord with the established learning standards, with an emphasis on techniques and creative art-making based on the Thai and ASEAN local wisdom; Learning Assessment should be in accord with the established learning standards, using diverse assessment techniques; regarding Learning Media, learners' creation, presentation, dissemination and research of the Thai and ASEAN visual art works utilizing the information technology should be encouraged.

Keywords: A Learning Management, The Visual Arts Subject**,** The Art Learning Strand, The ASEAN Community

Introduction for the Study

Association of Southeast Asian Nation (ASEAN) was established on the aims and purposes of promoting active collaboration and mutual assistance on matters of common interest in the economic, social, cultural development in the region and promoting regional peace and stability.

At the 9th ASEAN Summit in 2003, the ASEAN Leaders resolved that an ASEAN Community shall be established. The ASEAN Community is comprised of three pillars:

1. ASEAN Political-Security Community
2. ASEAN Economic Community
3. ASEAN Socio-Cultural Community

At the 12th ASEAN Summit in January 2007 was originally set to be hosted on Cebu Island in the Philippines, the Leaders affirmed their strong commitment to accelerate the establishment of an ASEAN Community by 2015 and signed the Cebu Declaration on the Acceleration of the Establishment of an ASEAN Community by

2015. This causes all organizations involved in taking steps to promote ASEAN awareness and understanding by working with various agencies in moving the countries towards the ASEAN Community.

The issue has many repercussions for the Education Ministry, which is the main agency in charge of developing human resources. Education lies at the core of ASEAN's development process, creating a knowledge-based society and contributing to the enhancement of ASEAN competitiveness. ASEAN also views education as the vehicle to raise ASEAN awareness, and create a sense of belonging to the ASEAN Community and understanding of the richness of ASEAN's history, languages, cultural and common values. Education Ministry plans to strengthen teaching our students English and our neighboring countries' languages. They have to initiate ASEAN studies curricula for all levels to make our students understand ASEAN more (Ministry of Education, 2009).

By implementing ASEAN Integration in the Curriculum, Ministry of Education is in effect adopting common curriculum which is responsive to the needs of learners in the ASEAN region. The curriculum for responding to the demands or work qualifications of ASEAN competitiveness includes 3 components: 1) Core subjects 2) Prescribed elective subjects 3) Activities which organized in accordance with the regulations of the Basic Education Core Curriculum B.E.2551 (A.D.2008). Also to prepare students for the ASEAN Community in terms of 1) Knowledge 2) Skills 3) Attitude to be accurate in assessment of learning outcomes.

Furthermore, Office of the Basic Education Commission, Ministry of Education hosted a seminar for knowledge on ASEAN awareness and understanding in every core basic education curriculum, especially in area of arts. The learning area of arts helps to develop learners in various respects –physical, mental, intellectual, emotional and social, as well as lead to a foundation for future education or livelihood. The main contents include: 1) Visual Arts 2) Music 3) Dramatic Arts which are bridge between ASEAN Community member states. The Education sector is working towards developing source materials on ASEAN for reference by organizing ASEAN Young Artists Seminar under the topic "Similarity in Difference, pathway to dreamed ASEAN Community" to enhance education cooperation and promote understanding and awareness towards ASEAN (Ministry of Education, 2009).

The learning area of arts is aimed at developing knowledge and understanding in learners, enabling them to acquire artistic skills and techniques, and to appreciate artistic value. This provides them with opportunities to freely express themselves in various branches of arts and to promote higher education or profession linkages between ASEAN in the future.

As the importance of the Art Learning Strand showed above, researcher has summarized the main points of learning management of the visual arts subject in the Art Learning Strand for the ASEAN Community which consist of purposes of study, content, activities, evaluation and assessment, and instructional media. Researcher interviewed of academicians in the visual arts in Art Learning Strand and specialist in curriculum and art learning management to be useful information in collecting data on learning management in ASEAN Community to be most qualified and high efficient.

Purpose of Study

To study a learning management of the visual arts subject in the Art Learning Strand for the ASEAN Community.

Scope of the Research

Content-based

A learning management of the visual arts subject in Art Learning Strand

Population and Samples

Teachers in the visual arts subject in Art Learning Strand in Bangkok Secondary Educational Service, academicians, and specialists in curriculum and art learning management

Research Methodology

Population and Samples

1. 119 teachers in the visual arts subject in Art Learning Strand in Bangkok Secondary Educational Service Area 1 and 2 using simple random sampling.

2.5 academicians and specialists in curriculum and art learning management in ASEAN Community.

The teachers, academicians and specialists in curriculum and art learning management in ASEAN Community were selected by the following criteria:

2.1 They are all experienced in the visual arts subject in Art Learning Strand

2.2 They are very career-oriented and their works had been widely publicized throughout the academic standards

2.3 They are well experienced in designing and developing curriculum and art learning management in ASEAN Community.

Research Tools

1. Questionnaire for teachers in the visual arts subject in Art Learning Strand in Bangkok Secondary Educational Service was categorized into 3 parts as follows:

Part 1 Educational status and general information of the teachers.

Part 2 Teacher's opinions towards the learning management of the visual arts subject in the Art Learning Strand for the ASEAN community in 1) Objective of learning 2) Learning content 3) Classroom management 4) Evaluation and assessment 5) Learning media.

Part 3 Recommendation on the learning management of the visual arts subject in the Art Learning Strand for the ASEAN community

2. Semi-structure interview questions for academicians and specialists in curriculum and art learning management in ASEAN Community was divided into 3 parts as follows:

Part 1 Educational status and general information of the academicians and specialists in curriculum and art learning management.

Part 2 Academicians and specialists' opinions towards art learning management in the visual arts subject in Art Learning Strand in ASEAN Community as the following questions.

1. What is your opinion about art learning management in the visual arts subject in Art Learning Strand before adapting the educational pathway in ASEAN Community?

2. What is your opinion about the learning management of the visual arts subject in the Art Learning Strand for the ASEAN community in 1) Objective of learning 2) Learning content 3) Classroom management 4) Evaluation and assessment 5) Learning media?

3. What is/are your learning concept(s) in developing art learning management in the visual arts subject in Art Learning Strand in ASEAN Community?

4. What do you think are the factors in promoting art learning management in the visual arts subject in Art Learning Strand in ASEAN Community?

5. What do you think will be the trends in learning management in the visual arts subject in the Art Learning Strand?

Part 3 Recommendation on the learning management of the visual arts subject in the Art Learning Strand for the ASEAN community

Validation of Research Tools

1. Ask the academicians of honour to validate the research tools

2. Revise the questionnaire and interview questions as the academicians of honour's recommendation in term of content validity

3. Try out the revised questionnaire with the sampling group which are 10 teachers in the visual arts subject in Art Learning Strand in other Secondary Educational Service Areas and the interview questions were applied with 1 specialist in art learning management in the visual arts subject in Art Learning Strand in ASEAN Community

4. Gather all information from the try-out processes to find the validity by applying an instant computer program of Social Science

Data Collection

Researcher asked for assistance from the school director in Bangkok Secondary Educational Service Area 1 and 2 to collect data from the questionnaire by post enclosed envelop and stamp ready for post back. For the interview, the researcher interviewed the academicians and specialists by tape recording.

Data Analysis

1. Find the statistic from the questionnaire information to summarize by using computer program in social science
2. Analyze the interview information, summarize and present them in descriptive analysis style in frequency distribution table

Sample of Data Analysis on the teacher's opinions towards the learning management of the visual arts subject in the Art Learning Strand were at a good level.

Table 1: Findings of the teacher's opinions towards
the learning management in ASEAN Community

No.	Teachers' opinions in each aspect of learning management	Mean ($\overline{X}$)	Standard Deviation (S.D.)	Opinion
1	Objectives	4.06	0.62	Agree
2	Contents	4.43	0.54	Agree
3	Learning Activities	4.38	0.55	Agree
4	Learning Assessment	4.00	0.58	Agree
5	Learning media	4.21	0.81	Agree
Total		4.23	0.50	Agree

Score interpretation, 4.50 -5.00 is strongly agree, 3.05 – 4.49 is agree, 2.50 – 3.49 is fair, 1.50 – 2.49 is disagree, 1.00 – 1.49 is strongly disagree.

Sample of Data Analysis on the academicians' opinions towards the visual arts subject in the Art Learning Strand and the specialists' opinions on the curriculum and art learning management

Table 2: The frequency of learning environment and management
in the visual arts subject in the Art Learning Strand for the ASEAN Community

No.	Content	Frequency
1	The objective of learning, learning content, classroom management, evaluation and assessment and instructional materials on the basis of educational curriculum standards	5

Table 3: The frequency of various aspects of learning management in ASEAN Community

No.	Content	Frequency
1	Learning environment in the visual arts subject in the Art Learning Strand before the ASEAN Community objective of learning, learning content, classroom management, evaluation and assessment and Learning media on the basis of educational curriculum standards	5

Table 4: The frequency of developing learning management
in learning environment and management in the visual arts subject
in the Art Learning Strand for the ASEAN Community

No.	Content	Frequency
1	Promote the basic knowledge of Thai Culture	2
2	Develop cooperative education network	2
3	Give the seminars on development in teaching	1

Table 5: The frequency of factors in learning enhancement in the visual arts subject in the Art Learning Strand for the ASEAN Community

No.	Content	Frequency
1	The need of self-developed of the teachers in learning management	3
2	The administration in educational development eg. learning enhancement system	3
3	The knowledge, understanding and support from the educational staffs	4

Table 6: The frequency of learning management trend in the visual arts subject in the Art Learning Strand

No.	Content	Frequency
1	Learning management ability to serve in various cultures	2
2	The connection between knowledge and understanding in cultural arts	2
3	The integration in learning of various subjects with arts	2

Discussion on Research Result

1. A discussion on the result of questionnaire for teachers in a learning management of the visual arts subject in the Art Learning Strand for the ASEAN Community

1.1 General information of the questionnaire respondents

Teachers in the visual arts subject in Art Learning Strand in Bangkok Secondary Educational Service Area 1 and 2 are most female aged between 25-30, 56-60, and 31-35 respectively. They most graduated Bachelor's and experience in teaching less than 10 years. Some have experience in teaching for 26-30 years and the others have been teaching for 21- 25. Most of them are interested in learning to join ASEAN Community in medium rate. A number of teachers stated that they haven't attended any training or seminar about ASEAN Community so far. According to Acharaporn Klinkesorn (2013) revealed the problem about the readiness of the teachers in classroom management for ASEAN Community. Teachers claimed that they need to attend in the training or seminar on preparing for the upcoming change in ASEAN Community.

1.2 Teachers' opinion about classroom management preparing for ASEAN Community were at a good level.

1.2.1 Objective of learning

Teachers agreed with the classroom management preparing for ASEAN Community in objective learning should clearly specify the attitude towards Thainess through the visual arts in ASEAN Community and ability in the visual arts work consistent with learning and self-developing skills. Nattaya Piluntananon (2002) mentioned that the objective of learning should reflect modern and specific expectation to emphasize learners' objective and outcome. Furthermore, objective of learning should be various and flexible in many groups of learners and harmonize with living in the world society. Therefore, teachers are able to specify objective of learning in accordance with the educational curriculum standards for learners to promote an awareness of ASEAN Community through the visual arts work and proud of Thainess and ASEAN.

The study showed that to teachers need to know about students' learning out come to specify objective of learning in three aspects: 1) Cognitive Domain 2) Affective Domain 3) Psychomotor Domain. This result agreed with the study of Bunjongjit Ruengnarong (2008) which said that a method of specifying objective of learning in the visual arts subject in the Art Learning Strand is divided into three aspects: 1) Cognitive Domain 2) Affective Domain 3) Psychomotor Domain.

1.2.2 Learning Content

Teachers agreed with the classroom management preparing for ASEAN Community to support technique and way of raising job opportunity both in Thailand and ASEAN countries. Moreover, they also stated that learning objective should include a relationship of visual arts and Thai history and support the value of art and local wisdom of Thai and ASEAN countries. Ancharee Pongtang (2010) indicated that Thai local wisdom plays important role in preserving Thai culture. It's important to support the process of Thai cultural inheritance as it's the basis for culture, tradition, believe, and other standard practice.

The study showed that arts educational institutes in different regions in Thailand have their own unique cultural heritage. The institutes should support the artists, local artisan, and local scholar to take part in classroom management. Once the learners realize the genuine Thai arts, they can apply it into cultural heritage and hand down on ASEAN heritage.

1.2.3 Classroom Management

Teachers agreed with the imagination, creative thinking, synthesizing, criticizing, and emotion expressing should be applied in daily life.

Moreover, it's better to support learning in various cultural arts and emphasize learners to realize a relationship of visual arts, history and culture in Thai and ASEAN contexts. Accordingly, teachers play important role in designing learning activities to be interesting. The study of Wut Wattanasin (1998) indicated that art teachers should be energetic and keep teaching up to date to enhance students' understanding in visual arts, history and culture in Thai and ASEAN contexts. Joyce Millman (2009) stated that students should participate in classroom activities. Teachers may help students to develop understanding about different in social and culture through arts and prepare for Learning media to clearly explain in classroom

1.2.4 Evaluation and Assessment

Teachers agreed with the evaluation and assessment should be done by job evaluation, behavior observation, and arts exhibition. Teachers should observe and interview each student to understand limitation of students ability and skills.

The study of Vicki R. Lind (2007) identified that evaluation and assessment are needed to be modified to develop arts teachers to become more professional. Teachers shouldn't only judge students by their work, but also their personal ability and skills. By observation, teachers are able to design a suitable course for their students.

1.2.5 Learning media

Teachers agreed with the Learning media should be creative and widely publicized. Teachers and students should cooperate in creating arts works by mixing local wisdom with technology to be generally known in ASEAN and worldwide. The study of Somjai Teeratit (2013) stated that a strategy in developing students to realize and become ASEAN citizen is to support them to use technology to develop cooperative education network between Thailand and ASEAN countries in three aspects: 1) Cognitive Domain 2) Affective Domain 3) Psychomotor Domain.

1.3 Discussion about other points in the visual arts subject in the Art Learning Strand in ASEAN

Teachers suggested that value-added, art realization, national uniqueness, communication skill, and technology should be added in learning content in educational curriculum standards. Moreover, seminars and study field trip are suggested to be held to exchange knowledge between ASEAN countries. The study of Sumontaree Pajubmor (2013) agreed that board of the directors is important factor in developing teachers in many aspects such as moral principles, ethical behavior, English skill, technology, and classroom management. The study indicated that teachers in Art Department haven’t been supported in developing themselves. One teacher has to teach in three different skills: Visual Arts, Music Art, and Dancing Art while Art teachers in university has specialized teachers in each skills. Based on the recent exam result of Ordinary National Educational Test (O-NET) in 2012, the result revealed that students in primary and secondary levels need to improve their skills in arts (Bureau of Academic Affairs and Educational Standards, 2014). This can be inferred that art teachers in primary and secondary schools needed to be supported from the directors.

2. A discussion on the result of interviewed of academicians in the visual arts in Art Learning Strand and specialist in curriculum and art learning management

2.1 General information of the interviewees
Academicians in the visual arts in Art Learning Strand and specialist in curriculum and art learning management are most female aged between 45-50, 60-65 and 51-55 respectively. Two of them are lecturers and three are arts academicians. Most of them are senior, well-qualified, and very experienced in basic and higher education in teaching and academic works.

2.2 Learning environment and management in the visual arts subject in the Art Learning Strand for the ASEAN Community

2.2.1 Learning environment in the visual arts subject in the Art Learning Strand before the ASEAN Community. The points at issue are objective of learning, learning content, classroom management, evaluation and assessment and Learning media on the basis of educational curriculum standards. There was a loose connection between ASEAN Community and teachers’ understanding in concept of learning management in ASEAN Community. The study of Achara Klinkaset (2013) indicated that teachers understand the learning management in middle to low levels. The results of these reflect badly on whole education system which in urgent need of promoting students’ awareness and readiness to ASEAN Community

2.2.2 Learning management in the visual arts subject in the Art Learning Strand before the ASEAN Community. The points at issue are objective of learning, learning content, classroom management, evaluation and assessment and instructional materials on the basis of educational curriculum standards in accordance with the regulations of the Basic Education Core Curriculum B.E.2551 (A.D.2008) and the visual arts subject should be more intensive.

Anak Sompong reflected that the use of theoretical knowledge in class should have practical application. For examples, students have to be bilingual, especially in English and another neighboring language. Somjai Teeratid (2013) also added that every activity about ASEAN should be held in Thai-English to set an international environment. The evaluation and assessment should be done in various contexts such as behavior observation, questioning, and interviewing. Moreover, self-evaluation, peer-review, parental participation should be supported in evaluation and assessment processes. Wiroon Tungcharoen (1989) inferred that arts subject is different from other subjects so evaluation and assessment should be flexible, various, and able to follow-up. According to ASEAN research in evaluation and assessment also showed that evaluation and assessment should be various and learner-centered. Learning materials; such as visual arts, should be produced by learners on the principle of local wisdom and sufficient economy.

2.2.3 Opinion about developing learning management in learning environment and management in the visual arts subject in the Art Learning Strand for the ASEAN Community. Academicians in the visual arts in Art Learning Strand and specialist in curriculum and art learning management agreed to promote understanding in Thai cultural arts and educational cooperative network including training or seminar for teachers. The study of Thanh Thi Hong Pham (2013) found that teachers seminar should be held regularly. Teachers in Asia countries should reform their education system from the traditional teacher-centered into student-centered. The evaluation and assessment should be various and flexible as well. All of these reformation should start at higher education system to form Arts Educational Network to exchange knowledge across countries.

2.2.4 Opinion about factors in learning enhancement in the visual arts subject in the Art Learning Strand for the ASEAN Community. Academicians in the visual arts in Art Learning Strand and specialist in curriculum and art learning management indicated that teachers should be well-qualified in arts education both in Thai and ASEAN. The studied found that the factor that most influenced was administration in educational management such as learning enhancement system, well-qualified educational officers. Although Ministry of Education has prepared to host many different seminars for knowledge on ASEAN awareness and understanding, education system is vague. The study of Matinee Wongwanit et al. (2011) also found the problem of unclear education system in ASEAN countries, lack of educational cooperation, ignorance in ASEAN community. They all agreed to begin at solving from higher education system; especially in Arts Education, to be role-model for educational reformation.

2.2.5 Opinion about learning management trend in the visual arts subject in the Art Learning Strand. Academicians in the visual arts in Art Learning Strand and specialist in curriculum and art learning management agreed that teachers should cooperate in learning management with other teachers from different countries. However, teachers should be supported Arts learning management and readiness for ASEAN to serve each educational institute. Baker Dawn (2013) inferred that every subjects are able to be incorporated in arts subject and help students to connect things they have learned and everything in everyday life.

Recommendations

According to the Acceleration of the Establishment of an ASEAN Community by 2015, the education system in Thailand has been adapted. Arts learning strand is one of the most important factors to support ASEAN Socio-Cultural Community. Learning environment and management in the visual arts subject in the Art Learning Strand for the ASEAN Community should be on the same row especially in higher education so that the institutes can produce well-qualified teachers and academicians. The institutes which provide the Bachelor in Arts are suggested to identify the learning objective, content, activity, and media to reflect the uniqueness of Thai arts as well as combine them with the ASEAN arts to produce the well qualified graduates in Art Strand to serve ASEAN Community. Besides, the learning evaluation and assessment should be flexible grading system to agree with other ASEAN universities. Moreover, the government should support learning management in long-life development.

Recommendations for Future Research

1. Further research about ASEAN Community in other education levels should be supported.
2. Further research about ASEAN Community with other arts and cultural organizations should be supported.
3. Further research about ASEAN Community in Arts Strand with other fields of study should be supported.

References

1. Acharaporn Klinkesorn (2013). *An Analysis of Teachers in ASEAN Community*. Chulalongkorn University. *8*(1), 2864-2878.
2. Anak Sompong (2014). *A Study of Role Model in ASEAN Community of Secondary School*. Chulalongkorn University. *9*(1), 28-41.
3. Ancharee Pongtang (2010). *Achievement in Arts Learning in Local Wisdom of Multiple Intelligence of Mattayom 3 Students in Sena School*. Srinakharinwirot University.
4. Bunjongjit Ruengnarong (2008). *Study of Learning Management in Arts Strand (Visual Arts)* of school in Rachatewi Area, Bangkok.
5. Ministry of Education (2008). *Basic Education Core Curriculum B.E.2551 (A.D.2008)*.
6. Ministry of Education (2009). *Education: Establishment of an ASEAN Community 2015*. Retrieved from http://www.obec.go.th.
7. Ministry of Education (2009). *Education: Basis of an ASEAN Community*. Retrieved from http://www.obec.go.th.
8. Ministry of Education (2014). *Learning Management Design: Arts Strand*. Seminar papers on Arts learning management (Visual Arts, Music, Dramatic Arts).
9. Matinee Wongwanit et al. (2011). *Trend in ASEAN Community: Problem, Threat, and Suggestions.*
10. Nattaya Piluntananon (2002). *From Standard to Classroom*. Thai Wattana Panit Press.
11. Somjai Teeratit (2013). *Strategies on Developing Learners in ASEAN Community*. Srinakharinwirot University.
12. Sumontaree Pajubmor (2013). *A Role of Educational Administrators in ASEAN Community*. Srinakharinwirot University.
13. Wiroon Tungcharoen (1989). *Thai Visual Arts*. Tonaor Press.
14. Wut Wattanasin (1998). *Arts in Secondary Education*. Songkra Nakarin University.
15. Baker, D. (2013). Art integration and cognitive development. *Journal for Learning through The rts 9*(1). Retrieved September 20, from http://scholarship.org/uc/item/ 9wv1m987.

16. Joyce, M. (2009). Critical literacy and art education: Alternatives in the school reform movement. *Penn GSP Perspectives on Urban Education, 6*(2), 68-71. from http:www.urbanedjornal.org.
17. Pham, T. T., & Renshaw, P. (2013). How to enable asian teachers to empower students to adopt student-centered learning*. Australian Journal of Teacher Education, 38*(11). Retrieved August 19, from http://ro.ecu.edu.au/ajte/vol38/iss11/5.
18. Lind, V. (2013). High quality professional development: An investigation of the supports for and barriers to professional development in arts education. *International Journal of Education & the Artsl, 8*(2). Retrieved August 9, from http://ijea.asu.edu/v8n2/.

The Art of Thai Boxing as the World Cultural Heritage

Pongtorn Sangwipark

Ramkhamhaeng University, Thailand (ramuniversity42@gmail.com)

ABSTRACT

The purposes of this research were two folds. Firstly, it aimed to study the conventions and traditions of the art of Thai boxing or Muay Thai from past to present in terms of Yok Kru (the ritual to commit oneself as a disciple), guru worship dance, costumes, good luck charms, traditional Thai music band including music instruments for boxing match. Secondly, it was to study the acculturation process of Muay Thai from past to present, covering each of the dimensions discussed above. The research began with a thorough search of both primary and secondary documentary sources. Data collection were conducted covering a 2-year span through observations and interviews of 50 samples from five boxing locations, namely, Lumpini Stadium, Siam Boxing Stadium at Omnoi, Sasiprapa MuayThai Gym, Jaroenthong Muay Thai School, and the Department of Physical Education at the Faculty of Education, Ramkhamhaeng University.The findings indicated that the practice of Thai boxing resulted from the changes in the purpose of training. The sole purpose of boxing training in the past was to prepare young men to become soldiers or warriors, whereas training at present has a variety of aims ranging from training to become professional Thai boxers, to become Thai boxing trainers, to disseminate the national art of fighting, and for the teaching and learning in educational institutions. Currently, Thai boxing art is widely popular. Apart from Thai boxing gyms, there are also Thai boxing schools offering lessons to those interested, particularly to foreigners. Thai boxing is, at present, considered to be a type of professional sports spreading to other countries and continents. From a positive point of view, this means Thai boxing is being accepted at the international level. However, it should also be acknowledged that Thai boxing has been developed to the point that it has become a business-oriented fighting sport, both locally and internationally. Matches are being held regularly. Nevertheless, despite the changes caused by capitalist motives, the majority of the Thai boxing art identities, including worship dance, martial arts, music accompanying worship dance, and Thai boxing performance, remain largely intact and await further development for the time to come.

Keywords: The Art of Thai Boxing**,** a World Cultural Heritage**,** the teaching and learning in Thai Boxing.

Introduction for the Study

There are a large number of distinct styles of Thai martial arts such as Krabi Krabong (swordplay) and Muay Thai (Thai Boxing). Muay Thai is one of the cultural martial arts which has long been developed over hundreds of year. It is delicate and elegant, but decisive and strong. It is also traditional, cultural, and historical form of perfect combination. This unique and beautiful aspects of the sport blend well with spirit, superstitious, traditional Muay Thai music (known as the *sarama*), and Muay Thai traditional garments. This physical and mental discipline which includes combation shins is known as “the art of eight limbs” because it is characterized by the combined use of fists, elbows, knees, shins, being associated with a good physical preparation that makes a full-contact fighter very efficient.

Moreover, the unique characters of Muay Thai should be preserved and protected in various aspects as national treasures for Thai culture and heritage. For example, Muay Thai traditional garments and equipments, Muay Thai music, the offensive and defensive tactics and techniques, proper posture and position, and skills have been passed down from generation to generation to enhance awareness. According to *Luecha Subanpong* (1988, page 115) inferred that the authentic art of Muay Thai; *Wai Khru* (Paying respect to teachers), shows the unique traditional Thai martial art. *Sakchai Pitakwong* (1983, page 7) also stated that Muay Thai has been a part of Thai history and heritage for hundreds of years, as with most traditions from ancient times. This fighting sport was more than the use of weapons, but most importantly, should engage total commitment from mind, body, and soul with patience, endeavor, and gratitude.

As stated above, researcher is interested in knowing and studying more about the cultural and traditional of Muay Thai from the past to present on the research topic of Martial Art of Muay Thai, Thai Cultural Heritage to International Treasure. Muay Thai is provided in the course of higher education in the colleges or universities that Department of Physical Education, Faculty of Education is available such as in Ramkhamhaeng University. Researcher is hoping that this study will be useful for educational institutions in government and private sectors to be aware and proud of Thai martial art as a part of Thai heritage and world heritage henceforward.

Purpose of Study

1. To study Muay Thai rules and regulations from the past to present
2. To study teaching processes of Muay Thai to worldwide

Terminology of Study

Teaching Process is defined as a teaching method of an instructor transformed incapable and inefficient persons into capable and efficient learners. Including knowledge transference of boxing, learners have gained some knowledge from theories in Muay Thai and applied them into solutions.

Martial Art of Muay Thai is characterized by the combined use of elbows, knees, feet, and fists being associated with a good physical preparation that makes a full-contact fighter very efficient, along with the beautiful aspects of the sport blend well with spirit, superstitious, traditional Muay Thai music and garments.

Traditional Thai music instruments for boxing match are the musical instruments used in the traditional music for Thai boxing. In the traditional Thai system of organology, they are classified into four categories, by the action used in playing. They comprise a wide range of wind (1 Pi chawa), and percussion instruments (2 Glong khaek (barrel drums), 1 Ching).

Culture means a long lasting culture saved as national treasures that are preserved and protected as documentation for Thai culture and heritage and passed down from generation to generation.

Traditions and customs were described as something that people do and considered together into beliefs, stories, ways of thinking, behaving, or doing something that has been used by the people in a society for a long time. They were inherited, established, or customary pattern of thought, action, behavior or a social custom.

Expected Outcome/Benefits of the Study

1. To become aware of Muay Thai rules and regulations and teaching processes in the past including changes from the past to present.

2. To be useful and correct information and widely publicized knowledge of martial art of Muay Thai to Thais and foreigners on behalf of cultural preservation and introductory Thai culture to worldwide.

Research Methodology

This research applied historical and qualitative approaches to find out the information based on history, handbooks and researches as well as in-depth interviewing to get all useful data then analyze and summarize the result of study.

Scope of Study

This study was scoped out to two sections as follows:

1. Muay Thai Instructors: 20 instructors consist of

1) Instructors from Sasiprapa Muay Thai Gym (3 instructors)
2) Instructors from Charoenthong Kiatbanchong Boxing Studio (3 instructors)
3) Instructor from Department of Physical Education, Faculty of Education, Ramkhamhaeng University (1 instructor)
4) Muay Thai agencies (5 agencies)
5) Muay Thai narrator (1 narrator)
6) Traditional Muay Thai musicians (7 musicians)

2. Muay Thai Learners: 30 learners consist of

1) Professional Muay Thai boxers from Sasiprapa Muay Thai Gym (10 boxers)
2) Muay Thai trainees from Charoenthong Kiatbanchong Boxing Studio (10 trainees)
3) Muay Thai students from Department of Physical Education, Faculty of Education, Ramkhamhaeng University (10 students)

There are altogether 50 participants in this study.

Population and Samples

Population in this study are from main boxing stadium, boxing camp, boxing studio, and boxing institute (Bachelor's Degree)

Samples are from the following purposive sampling:

Muay Thai Instructors*:* 20 instructors consist of

1) Instructors from Sasiprapa Muay Thai Gym (3 instructors)
2) Instructors from Charoenthong Kiatbanchong Boxing Studio (3 instructors)

3) Instructor from Department of Physical Education, Faculty of Education, Ramkhamhaeng University (1 instructor)
4) Muay Thai agencies (5 agencies)
5) Muay Thai narrator (1 narrator)
6) Traditional Muay Thai musicians (7 musicians)

Muay Thai Learners: 30 learners consist of

1) Professional Muay Thai boxers from Sasiprapa Muay Thai Gym (10 boxers)
2) Muay Thai trainees from Charoenthong Kiatbanchong Boxing Studio (10 trainees)
3) Muay Thai students from Department of Physical Education, Faculty of Education, Ramkhamhaeng University (10 students)

There are altogether 50 participants in this study.

Research Tools

1. *Interview Form* Researcher uses the interview form to get general information at the beginning then go through more complicated questions about Muay Thai. The questions were open-ended type and formed to ask the instructors and learners' opinions towards Muay Thai martial art, teaching process of Muay Thai, along with spreading and developing Muay Thai to global.

2. *Observation Form* Researcher uses the observation form to observe rules and regulations, tradition, and teaching process of Muay Thai observing the tradition of Yok Kru (the ritual to commit oneself as a disciple), guru worship dance, costumes, good luck charms, traditional Thai music band including music instruments for boxing match.

3. *Field Equipment* For example, recorder, camera, etc.

Research Tools Development

1. Study papers, journals, textbooks, and related research to get useful information to create an interview form and observation form.
2. Study methods to create an interview form and observation form.
3. Create an interview form and observation form.
4. Ask 7 specialists in Muay Thai to find content validity of the interview form and the observation form.
5. Examine and edit the interview form and the observation form according to the specialists' suggestions then apply them.

Data Collection

1. Contact interviewees to ask for permission and cooperation to collect data.
2. Observe location of Muay Thai television network broadcasting and interview Muay Thai instructors and learners.
3. Examine and classify the information from the interview and observation according to the purpose of study.

Data Analysis

1. Apply content analysis to classify information of social and cultural phenomena of Muay Thai
2. Analyze and summarize the information according to the purpose of study and present them in descriptive analysis style

Discussion on Research Result

Base on the study of the art of teaching Muay Thai to be internationalized sport from the sample groups in the 5 fields: Lumpini Boxing Stadium, Omnoi Main Stadium, Sasiprapa Muay Thai Gym, Charoenthong Kiatbanchong Boxing Studio, and Department of Physical Education, Faculty of Education, Ramkhamhaeng University.

The research findings reveal that there are some different in the purposes of studying. Many Thais formerly practiced the art as a form of self-defense to protect themselves and their families, to be professional boxers, and to preserve Muay Thai martial art. Until now, the tradition of Muay Thai was lost when most practitioners just fight for their living as a professional boxer, boxing trainers and instructors.

Today, the evolution of Muay Thai is a part of Thai heritage and history with most objects and traditions from ancient times. Muay Thai's traditions have been passed down from generation to generation as with most ancient self defense. The curriculum of Muay Thai in the university is taught in both theoretical and practical based. The curriculum includes traditions and customs of Muay Thai in various aspects such as history, competition, rules and regulations of Muay Thai in theories. Then they put theories into practice like practicing Wai Kru, Mae Mai Muay Thai (the major fighting) and Luk Mai Muay Thai (tricks and techniques).

Moreover, Muay Thai includes many aspects of proud tradition and heritage, a long lasting culture were saved as national treasures that are preserved and protected as documentation for Thai culture and heritage. It is delicate and elegant, but decisive and strong. This fighting sport was more than the use of weapons, but most importantly, should engage total commitment from mind, body, and soul with patience, endeavor, and gratitude. This fighting style will soon be recognized as an international sport.

Recommendations for Future Research

1. State of problem of Muay Thai development should be studied in various aspects; for example, a problem of bet on Muay Thai, a problem of fixed matching, etc. to continue developing Muay Thai in the future.

2. The National Boxing Act 1999 should be studied to be guidelines on promoting a standard of the Arts of Muay Thai and providing an appropriate welfare for boxers and stuffs.

3. State of problem of other Thai martial arts such as Krabi Krabong (swordplay), Dab Thai (Thai sword) should be studied to continue developing in the future research.

4. Thai Education System should contain Muay Thai in primary, secondary, and higher education curriculums in both theoretical and practical sections emphasized on cultural preservation.

5. Basic education and higher education institutes should hold a seminar on Muay Thai curriculum to brainstorm in teaching concept and method.

6. Organizations involved in education should further this study into instruction or pathway to develop Muay Thai martial art in higher level.

References

1. Leucha Subannapong. (1988). *Silapa Muay Thai* (Muay Thai Martial Arts). Doctoral Education Thesis. Srinakharinwirot University.

2. Sakchai Pitakwong. (1983). Characteristics of Playing Games and Sports. *Sport Journal*, 6,7.

Peer Assisted Study Session (PASS) at UONS – Challenges and Opportunities

Koh Yit Yan[1], Kum Yung Shen[2]

[1]*Faculty of Engineering and Built Environment, University of Newcastle, Singapore (yityan.koh@newcastle.edu.au)*
[2]*Teaching and Learning Adviser, University of Newcastle, Singapore (isabel.kum@newcastle.edu.au)*

ABSTRACT

The Peer Assisted Study Session programme (PASS) is an academic programme that is conducted by students to help other students succeed in a difficult course(defined as a course whose content is challenging and which has a relatively high failure rate). Courses targeted for PASS are generally first or second year courses when students are still new to tertiary education. Starting from University of Wollongong, Australia, the programme has proved to be a successful approach to improve students' performance, and is widely practiced throughout Australia and other countries. In the Southeast Asian region, PASS is practised in two institutions in Singapore and three institutions in Malaysia. PASS was first introduced in 2013 at the University of Newcastle, Singapore(UONS). Due to its offshore location, academic and environmental factors, the running of the programme requires different arrangements as compared to how it is conducted in Australia. This paper reports on the differences in how the programme is conducted in Australia and UONS, the challenges faced by UONS when conducting PASS as well as the opportunities that are embedded in the challenges of bringing PASS in UONS to the next level.

Keywords: Peer Assisted Study Session, Challenges, Opportunities, Supplementary Instruction

Introduction

The idea of peer-learning sessionsstarted back in the 1970s, rooted in the idea of Supplementary Instruction (SI) developed by(Martin, Lorton, Blanc, & Evans, 1977) , as cited in (Arendale, History of Supplemental Instruction (SI): Mainstreaming of Developmental Education, 2002).The PASS programme is known by various names in various institutions in different countries, such as Peer Assisted Learning (PAL), Accredited Learning Groups (ALG), Emerging Scholars Program (ESP), Peer-led Team Learning (PLTL), and Structured Learning Assistance (SLA) (Ardendale & Hane, 2014). In the Australian context, SI is more popularly known as Peer Assisted Study Sessions, or PASS (Dawson, van der Meer, Skalicky, & Cowley, 2014).
The PASS programme targets traditionally difficult "high-risk" courses, defined as (Arendale, Understanding the supplemental instruction model, 1994):

"…*large amounts of weekly readings from both difficult textbooks and secondary library reference works, infrequent examinations that focus on higher cognitive levels of Bloom's taxonomy, voluntary and unrecorded class attendance, and large classes in which each student has little opportunity for interaction with the professor or the* *other students. SI is often attached to traditionally difficult, high-risk courses that serve first and second-year students*."

The PASS programme is open to all students on a voluntary basis, and it is important to understand that the programme is not a remedial programme for weak students, but a programme that provides necessary learning skills for students to cope with difficult courses. Due to its peer-led characteristics, PASS is conducted by students who excelled in the course previously, and who are known as PASS leaders. PASS leadersare key players in this programme as they present to the new students an appropriate model of thinking, organisation and mastery of the course (PASS Accredited Supervisor Manual, 2012). Having gone through intensive training, PASS leaders are equipped with key skills such as facilitating group dynamics, adapting to students' learning patterns, introducing learning strategies, data collection and classroom management.

PASS leaders donot work alone but have support from PASS Supervisors, who are professional staff in the institution who implement and supervise the PASS programme.

There are ten essential elements in PASS, as stipulated in the PASS Accredited Supervisor Manual (PASS Accredited Supervisor Manual, 2012):

- Learning sessions are driven by Peers, or are peer-facilitated
- PASS leaders function as role modelsfor their peers
- Learning sessions integrate course content and essential learning skills
- PASS leaders attend targeted lectures of the course they are handling
- PASS leaders receive training before conducting any sessions
- The PASS programme is supervised by an accredited PASS supervisor
- The PASS programme receives support from the faculties
- Regular learning sessions are scheduled
- The PASS programme is constantly evaluated
- The PASS programme targets courses rather than students

Standard PASS Practices

The standard PASS programme is broadly divided into threesections based on time: the beginning of the term, during the term and end of term, as shown inTable 1(PASS Supervisor Manual, 2011):

Table 1: The Pass Programme during the Beginning, Middle and End of Term (PASS Supervisor Manual, 2011)

Beginning of the term	**During the term**	**End of the term**
• Identify historically difficult courses • Secure faculty cooperation • Arrange for facilities • Recruit and train PASS leaders	• Assist the PASS leaders in planning sessions • Observe, support and debrief sessions throughout the semester • Organise and conduct weekly and bi-weekly	• Keep or secure a record of student grades • Compare performance of PASS groups to non-PASS groups • Send reports to campus faculty, administration

• Identify campus resources	meeting with PASS leaders • Maintain time sheets and payroll responsibilities • Assist PASS leaders in attendance, surveys, scheduling, and faculty relations • Collect attendance date for PASS sessions • Administer post-questionnaire to students in selected courses • Offer ongoing training and professional development	and other relevant parties

PASS at UONS

In the Southeast Asian region, a total of five institutions in two countries (Singapore and Malaysia) have sent PASS leaders to the University of Wollongong (UOW) for the Accredited PASS Leader Training (UOW PASS Team, 2014). Currently PASS programmes are running in these five universities, including UONS.

UONS is a small offshore campus of the University of Newcastle, Australia, located in Singapore. Courses in UONS are identical to those in the main campus in Callaghan, Australia. The distinct difference between programmes in Australia and Singapore is that in Singapore, programmes are run in accelerated mode, i.e.in one academic year, there are three terms (trimesters), whilst in Australia, and there are two terms (semesters). In this accelerated mode, students undergo the first trimester from January to April, the second trimester from May to August, and the third trimester from September to December. Each trimester consists of 12 teaching weeks, a week's mid-term break, a week of study vacation, a week of examination, and two weeks' end-of-term break.

The PASS programme in UONS started in 2013, serving students across programmes in Business (BBUS), Commerce (BCOMM), Information Technology (BIT), Communication (BCOMN), Engineering (BEng), and Environmental and Occupational Health and Safety (BEnvOHS). On average, two courses implement the PASS programme in each trimester.

The running of the PASS programme in UONS,handled by the Teaching and Learning Unit, is based on the guidelines that have been drawn by the UOW PASS Team (PASS Supervisor Manual, 2011), as outlined in Table 1. The PASS coordinators communicate with Academic Coordinators on the targeted courses that need support from PASS. The coordinators then contact suitable candidates to be PASS leaders and candidates who accept attend a leader training session conducted by a PASS Supervisor.Upon completion of the training, PASS leaders conduct PASS sessions throughout the trimester, some of which are observed by the PASS Supervisor. At the end of the trimester, the necessary documentation is completed, including the financial rewards (in the form of vouchers) to the PASS Leaders.

Challenges

The unique situation of UON Singapore as compared to UON Australia, as well as to UOW, poses some challenges to the running of the PASS programme.

High Turnover Rate of PASS Leaders

The trimester system is the major challenge faced by the PASS team in UONS. Using the trimester system means that students can complete their degree programmes in accelerated mode, but also means they spend a shorter duration at the university compared to their Australian counterparts. As such, there is a high turnover rate in the PASS programme in UONS, wherein new PASS leaders are recruited every trimester.The issue can be demonstrated by the following scenario:

"*Student XXenrols in theBBUS programme in UONS. This programme runs in UON over a period of three years, but can be completed in two years in UONS (as shown in Table 2). If the programme is offered in January every year, this means that student XX completes his first-year courses in 2013, and only has one opportunity to be PASS leader for acourse in 2014, as the following year (2015), he has already graduated.*"

Table 2: Comparison of the study period for student in UON and UONS

UON	UONS
Year 1 2012: Semester 1 (July – December) 2013: Semester 2 (February – May)	Year 1 2012: Trimester 1 (September – December) 2013: Trimester 2 (January – April)
Year 2 2013: Semester 3 (July – December) 2014 Semester 4 (February – May)	Year 2 2013: Trimester 3 (May – August) 2013: Trimester 4 (September – December)
Year 3 2014: Semester 5 (July – December) 2015: Semester 6 (February – May)	Year 3 2014: Trimester 5 (January – April) 2014: Trimester 6 (May – August)

Of course one may argue that students who are trained to be PASS leaders will be able to handle more than one course. However, in UONS, this is not a common scene. Since the first implementation of PASS in UONS in 2013, out of 22 PASS Leaders trained, only 3leaders would be able to handle other courses, while the rest worked for only one trimester.

Furthermore, students in UONS have the option of transferring to other UON campuses in Australia to continue their studies. This is also one of the potential challenges to the PASS team, i.e. dealing with the unpredictability of losing PASS leaders.

It is, hence, unlike other universities where PASS Leader training can be conducted once or twice a year, UONS conducts PASS Leader training three times a year, to make sure that there are new PASS leaders to fill the void caused by former PASS Leaders graduation or transferring to the Australia campuses.. Experienced PASS Leaders are usually invited to attend training sessions so that they can share their experiences with new leaders.

The Offering of Full-Time and Part-Time Programmes

In UONS, the BEng and BEnvOHSprogrammes are also offered in part-time mode for working adults. Under such conditions, scheduling and conducting PASS sessions, as well as recruiting PASS Leaders who are also employed full-time,is more challenging.

One example of this is the BEnvOHScourse Hygiene and Toxicology II, conducted in Trimester 1, 2015. This course was chosen due to the background of as this is a course this course consists of theories and requires a lot of memorisation. Hence, students find that this course is hard to cope with. In the last round the course was offered (Trimester 1, 2014), out of the 150 students who enrolled for the course, 5.3% received FF grade, and none achievedan HD grade (refer to Appendix for the grade distribution). Amongst those who passed, 11.3% were borderline passes (marks in the region 50 – 52). 10.67% of the total number of students received a D grade.

Six students who obtained a D grade in Hygiene and Toxicology II received PASS Leader training in Trimester 1, 2015. Leaders were then faced with other challenges. Firstly, due to the nature of the part-time programme, classes are held during evenings or weekends. Hence, there is a problem identifying suitable times for PASS sessions. Secondly, the two PASS leaders hadjust graduated from the programme; however, they were willing to return as PASS leaders to assist the current students of Hygiene and Toxicology II.The two PASS leaders had to arrange for PASS sessions on weeknights or on Saturdaysso that the students could attend.Although thisappeared taxing to both PASS leaders and students, all of whom are mature working adults, both parties were more than enthusiastic about PASS sessions as a whole, and students even requested extra sessions at the end of the trimester.

Scheduling of PASS Leader Training and PASS Learning Sessions

It was mentioned earlier that UONS conducts PASS Leader training three times a year. The way these sessions are run differ from the standard PASS Leader training provided by other institutions. Generally, the leader training session is held over two days (PASS Accredited Supervisor Manual, 2012). The training includes an icebreaking session, an introduction to PASS, the tools to become a PASS leader, the role of a PASS leader, marketing and administration, and role plays. In UONS, the content of the training is the same, but the length of training is shortened to an intensive three-hour session. One reason for this is the tight schedule of all the PASS leaders, whose degree programmes follow the trimester system.Hence, the training is conductedin an evening, where the leaders are provided with the essential information of PASS, guidelines, and advice on how to handle their fellow students.

As the number of selected PASS leaders is fairly low considering a total student body of just under 2000, the group is quite small, and because they do not spend two days together, they do not forge strong and supportive relationships, unless they were already friends prior to the session. Hence, the bonding of the PASS leaders UONS at current stage is limited, where PASS leaders of the same course tend to stick to themselves, rather than a cross-course interaction is observed.

A PASS leader in UONSalso needs to learn how to schedule PASS sessions for the students. In UOW, for example, the PASS session schedules are ready before the semester starts, and the PASS Centre handles the timetabling for both the PASS leader and the student cohort that is taking the course(PASS Advanced Supervisor Training, 2014). Announcements of these pre-scheduled PASS sessions are made by the PASS leaders during the first week of the course. In UONS, the PASS Team does not have access to the timetabling process, and hence PASS leaders need to be responsible for scheduling sessions that do not clash with their own timetable or with those of the students.Nonetheless, such arrangements provide PASS leaders with more interaction with students to work out the best time to conduct a PASS learning session.

Opportunities

Notwithstanding the challenges faced by the team, there are still opportunities for the growth of PASS in UONS.

Blackboard Site for PASS Leaders

In Trimester 2, 2015, a new PASS leader site on BlackBoard, the learning management system used by UONS, was created. This site serves as the communication platform for the PASS leaders to obtain information and communicate with each other and the PASS supervisors. To date the site is still being tested and its functionality and effectiveness being evaluated, and it is hoped that in the future, the site will slowly develop into an important communication platform for PASS leaders. The BB site is also a platform for PASS leaders to communicate with each other and perhaps forge closer relationships.

Extension of PASS learning sessions to other UONS Programmes

Programmes such as BBUS, BCOMM, BIT, BCOMN, BEng and BEnvOHS are offered at the Delta Campus of UONS. There is one other UONS programme offered ata different campus altogether, with a different partner institution (BCA Academy): the Bachelor of Construction Management (BCM) programme. Its location and the nature of the programme (in which there are no exams, only quizzes and coursework) have made it difficult to implement PASS for courses in that programme. The extension of PASS to this programme is viewed as both an opportunity and challenge to the PASS Team at UONS. In terms of opportunity, this programme will have a more stable pool of PASS leaders who stay for longer, as the programme runsaccording to the semester system, in tandem with the semesters in UON Australia. As a result, we predict that the turnover rate for this programme will be lower. Nevertheless, that opportunity also presents a challenge to the PASS team, as it now needs to run the PASS scheme at two different campuses and in two different systems (trimester and semester).

Conclusion

The running of the PASS programme in UONS is a challenging task for the PASS team due to the high turnover rate of PASS leaders caused by the trimester system and the different modes (full-time and part-time) of specific programmes, which affects timetabling. However, despite these differences, the essence of PASS is retained at UONS and the principles of the conduct of PASS have never deviated from its original objectives. With the opportunities presented in the unique situation of UONS, the institution is looking forward to bringing the PASS to the next level and to provide students with better learning assistance.

References

1. Ardendale, D., & Hane, A. (2014). Holistic Growth of College Peer Study Group Participants: Prompting Academic and Personal Development. *Research & Teaching in Developmental Education, 31*(1), p7-29.
2. Arendale, D. R. (1994). Understanding the supplemental instruction model. *New directions for teaching and learning, 60*, 11-21.
3. Arendale, D. R. (2002). H*istory of Supplemental Instruction (SI): Mainstrea*ming of Developmental Education. *Histories of developmental education*, 15-28.
4. Dawson, P., van der Meer, J., Skalicky, J., & Cowley, K. (2014). On the effectiveness of supplemental instruction: a systematic review of supplemental instruction and peer-

assisted study sessions literature between 2001 and 2010. *Review of educational research, 84*(4), 609-639.
5. Martin, D. C., Lorton, M., Blanc, R., & Evans, ,. C. (1977). *The learning center: A comprehensive model for colleges and universities.* Kansas City, MO: University of Missouri (ERIC Document Reproduction Service No. ED 162 294).
6. PASS Accredited Supervisor Manual. (2012). National Centre for PASS, University of Wollongong.
7. PASS Advanced Supervisor Training. (2014, October 2).
8. PASS Supervisor Manual. (2011). National Centre for PASS, University of Wollongong.
9. UOW PASS Team. (2014). *WHO HAS DONE THE UOW PASS TRAINING?* Retrieved June 10, 2015, from http://www.uow.edu.au/student/services/pass/centre/training/UOW112622.html.

Appendix

Marking and Grading for Undergraduates and Postgraduates courses in UON and UONS

Range of Marks	Grade
85 – 100	High Distinction (HD)
75 – 84	Distinction (D)
65 – 74	Credit (C)
50 – 64	Pass (P)
0 – 49	Fail (FF)

Career Development and Employability Inspired by The Apprentice

João Paulo Ponciano[1], Koh Yit Yan[2]

[1]*PSB Academy, Singapore (Joao.Ponciano@psb-academy.edu.sg)*
[2]*Faculty of Engineering and Built Environment, University of Newcastle, Singapore (yityan.koh@newcastle.edu.au)*

ABSTRACT

This article proposes an innovative and motivational framework for the development of students' Career Development and Employability (CDE) skills based on the reality Television (TV) show, *The Apprentice* in order to develop World Class Professionals in Engineering and Technology. The research work carried out follows an action research philosophy with ethnographic and phenomenological components. The CDE framework is qualitatively and quantitatively evaluated from a sample of 58 participants in the context of the student experience. The validity of the methods in academic practice and their substantial contribution to enhance the student experience were asserted by increasing student motivation and engagement.

Keywords: Employability; Career Development; Lifelong Learning; Critical Thinking; *The Apprentice*; Student Confidence.

The Social Context and Academic Practice

The development of a nation's knowledge and skills is paramount to the continuous evolution of world affairs which calls for healthy economic competitiveness and sustainable growth. This development is referred to by John Denham, in a speech at the House of Commons on the 29 February 2008 (The House of Commons, 2009, p.10), as: "*the unlocking of British talent through innovation as never before*". More recently, (Browne, 2010, p. 2), in securing a Sustainable Future for Higher Education independent review, states that "*graduates go on to higher paid jobs and add to the nations strength in the global based economy*".

The Innovation, Universities, Science and Skills Committee - eleventh report contains recommendations to the UK government presented by evidence gathered, amongst other sources, the Confederation of British Industries (CBI) and the Engineering Council UK (EC UK). Aspects of this evidence call on the government for the definition of what a world class higher education system "*of the future should look like, what it should seek to achieve, and establish the current barriers to its development"* (The House of Commons, 2009, p.10).

The contemporary educational reality must propose the implementation of academic practice that promotes the unlocking of talent through innovation and the development of employability and career development to promote the key economic values. It is therefore vital that suitable alternatives are studied to promote and support the relationship between innovation, career development and employability which inform a world class higher education system. Employability is more than just academic skills printed on the certificate, but also includes elements, such as: technical skills, personal development, transferable skills and key skills, as depicted in Figure 1.

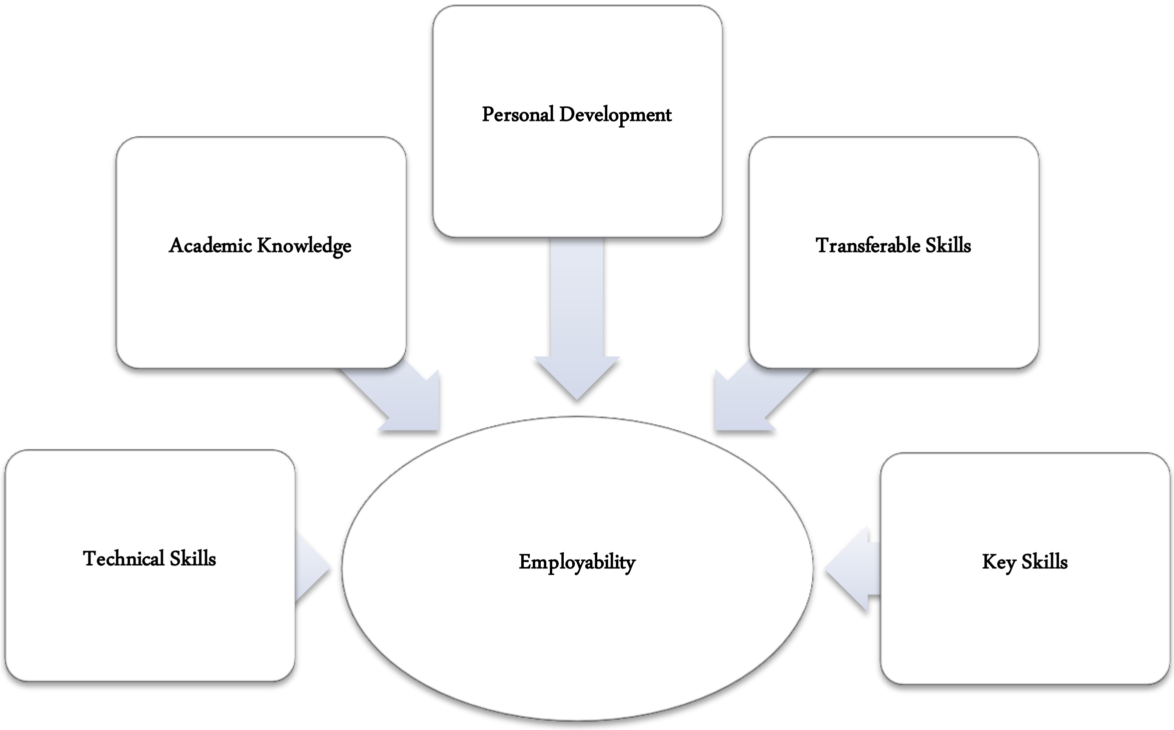


Figure 1 - Components of Employability

Reality TV in Academic Practice

People live in a world regulated by information and communications media perfectly synchronised by technological gadgets via the Internet and Television. Reality TV series, are well known to engage large television audiences. In recent years this engagement has spanned to the internet via sophisticated real time Internet blogs where entire communities come together to share knowledge and understanding, make their own observations and express opinions.

In the same way the Internet and television cohesively work as a powerful large scale information system that captures people's lives, the new learning and teaching environments must base their philosophy for survival in adapting social context models to engage and motivate students. These models must make connections to the real world, recognise individual differences, have students actively engaged in real life learning and with a degree of choice and control over the learning process.

The Apprentice is an award winning reality television series where a group of men and women compete for a highly remunerated job with one of the world's richest men, Lord Alan Sugar. The series was created by Mark Burnett and has consistently performed in the top 10 viewed programme series in the UK with an average of approximate 6.5 Million viewers (Broadcasters Audience Research Board, 2010) .

Candidates work in teams on a series of entrepreneurial tasks and are observed by two of Lord Sugar's senior aides. Each programme culminates with a boardroom where the performance of the teams and individual candidates is evaluated. Subsequently one candidate is told to leave the programme, with Lord Sugar using the famous words: *"You're Fired",* and *"the search for Lord Sugar's apprentice continues"*. When four candidates are left, they undergo an individual "interview from hell" (Lord Sugar), by a number of Lord

Sugar’s entrepreneurial circle of high profile business contacts. This process results in the selection of two finalists who perform one last task with teams chosen from the previously fired contestants, after which one is told, "You're hired!" (Lord Sugar), and wins the highly-paid executive job.

The show isn't designed as a tool for pedagogic practitioners but it does highlight and thoroughly test key entrepreneurship skills such as leadership, teamwork, project management, strategic thinking and dedication are integral skills most recruiters are looking for in current graduates. The pedagogic practitioner too seeks to develop methods that can capture the motivation, enthusiasm and engage of students in the same way modern electronic gadgets and television programmes do. Using the framework of *The Apprentice* and its components an innovative learning and teaching environment platform is created to motivate and engage students in CDE.

Innovation and Components of the CDE Framework

The Career Development and Employability (CDE) framework is an innovative academic practice concept for teaching, learning and assessment of undergraduate students’ career development and employability skills within a unit of study. The concept embraces the style, process and techniques used in the BBC1 reality TV show *The Apprentice* and conducts student assessment based on the work of the International Personality Item Pool. The CDE framework also embeds classical teaching and learning methods and supports current academic practice philosophies.

The CDE concept is designed to provide students with knowledge and understanding of the theory and practice of project management and develop students’ career skills ready for the employment markets. Project management techniques are applied to the development of engineering and technology projects. Students work in teams and develop both individual, team and business task personality traits. Alongside this, students develop their ability to think critically and with emotional intelligence coupled with behavioural interviewing techniques.

The innovation of the CDE brings together two educational components: career and employability skills development exploring both EQ and IQ in a set of reality TV. This is shown in Figure 2.

Figure 2 – CDE Career Development Component Vertices

Each component has a number of vertices which allow for the exploration of the self, the team and the set task. The Employability Skills Development, which consists of 5 vertices, is illustrated in Figure 3.

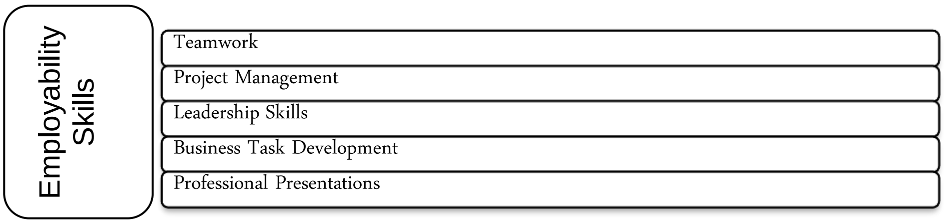


Figure 3 - Employability Skills Development Component Vertices

Methodology

The research implemented is surveys via an end of unit questionnaire. The population composed of all students undertaking a BSc. (Hons) in Media Technology, Multimedia Technology, Computer and Network Technology, Information Technology and Special Effects Technology, registered in the module of Management of Technology whether part of their core or optional study diet. The sample (not including drop outs or non-respondents) consists of a universe of 64 participants that meet all of the above conditions.

The questionnaire developed covers traditional teaching and learning themes, for example, the quality of the teaching and learning materials, assessment and introduces question themes that are specific to the innovation presented by CDE and its development. These themes are reflected in the questions relating, for example, with the boardroom, the pitch and the business tasks. A student self-reflection section is also integrated with the questionnaire to capture more detailed opinions on good and bad points about the unit as well as opportunities for improvement and any other comments. Responses from students are based on a Likert's scale for every item on the questionnaire with the 5-point scale.

A focus group is organised to collect qualitative responses. Out of the theoretical population mentioned above, 15 students (23%) were selected for the focus group. This group of students is composed of any individual irrespective of sex and age and ethnicity. The focus group were conducted over a working lunch with two participant groups of seven and eight individuals each. With the focus group interviews the researcher intends to capture aspects of the human behaviour that are associated with motivation in the context of the CDE scheme which will not be so transparent from the survey questionnaires. This will enable the researcher to effectively test the external validity of the cause effect relationship. The external validity refers to the degree of truth of my conclusions that will allow me to generalise my sample to the theoretical population.

CDE Framework – Quantitative Analysis

The results of the unit survey questionnaire were obtained from a sample of 58 respondents. The sample captured the responses from 90% of the student population which therefore constitutes resilient support for the analysis that follows. The survey measured every item on the questionnaire with a Likert's scale.

- Teaching and Learning materials - 64% of the respondents considering them clear, comprehensive and professionally presented.
- The unit's programme of study enabled the students to learn more than initially perceived was an item that brought agreement to 71% of the respondents.
- The students' Career Development and Employability was recognised by 69% of the respondents to have been enhanced as a result of studying the unit.

- The Boardroom was considered as an innovative way to discuss and debate the success of a team's work by 71% of the respondents.
- The presence of external specialist guests during the Pitch and Observation sessions were a valuable addition to understanding the tasks and to be given guidance. This is the report of 71% of the respondents.
- 74% of the individuals surveyed considered that the Business Tasks defined an opportunity to be creative/original and stimulated interest in preparation for real project work.
- Teamwork is the survey item with the highest student satisfaction rate (83%) corresponding to 48 individuals agreeing to: "Working in multidisciplinary teams has made me more adaptable and cooperative in the way I work/lead with others."
- Also reported as a high measure of CDE success (81%) are the Pitch and Behavioural Interview activities. The Pitch developed the students' presentation skills and improved their competence to communicate work in a professional manner, while the Behavioural Interview increased awareness of the self and their experiences in preparation for a real job interview.

CDE Framework – Qualitative Analysis

The qualitative analysis is based on the responses obtained from the open ended questions to the survey questionnaire and focus group meetings. Here the themes identified by respondents and by the focus group participants are established and the satisfaction of the student experience under its literal meaning is discussed.

In undertaking such an analysis, the Concordance software by (Watt, 2011), which produced a thematic schema of the data and identified all its loadings within the participant's statements, was used.

The theme with the most significant occurrence was the Business Task. These were quoted as enjoyable and to promote the students' employability and to have contributed to an improvement in the students presentation skills allowing students to interact with others that they would have not necessarily done so. They were also quoted to improve personal confidence and to allow business skills to develop.

On the other hand students stated that the effort put into these did not match their assessment value. There are suggestions to increasing the complexity of a Business Task and reduce the number currently executed within the academic year. There is a heavy correlation of statements presented referring to the lack of understanding of the marking criteria used in a Business Task and calls for formal explanations of how it works and what is expected of the students. The theme of workload generated by the unit and the students time spent on is also identified. This was evident from the lack of initial project management from the teams at the start of the process. As students explored the new learning environment they realised the importance of correct assignment of business task requirements to individuals with the right skills. This measure reduces the workloads and best positions teams in the weekly competitiveness feedback charts.

Suggestions are made to the readjustment of the Pitch and Boardrooms sessions to run sequentially for a team and for tasks to be reorganised to fit with other deadlines. The Pitch and Boardroom panel of guests is called for to have a more integral role during Observation Sessions. This is parallel to the view that the facilitator should be more engaged in the task with the teams.

Both the Pitch and Boardroom are reported with equal loadings. The Boardroom is seen as a good way to teach but it should also identify non-participating team mates. Both Teaching activities are quoted to be a good environment to demonstrate knowledge.

Project Management was described with mixed views. To some it was good to have applied the principles learnt in class to others it was difficult to understand the relationship between this theme and the CDE framework. There is a call here to express the project management portfolio produced by teams for a Business Task to be summatively assessed.

Teamwork is highly regarded with indication of team leadership skills and working with people from different backgrounds being the highlight of the CDE framework.

Feedback quality was highly recognised in particular that given by the Behavioural Interview. The concept of teaching and learning based on *The apprentice* is described to work well, to be good, fresh and fun. There is however a suggestion to watch an episode in class.

Overall the framework is quoted as an excellent method of improving team leading skills and other fundamental skills with preparation for real world situations. This unit of study is described as “a must for all students”.

Conclusion

Using the model of embedding employability within a unit of study, an innovative methodology for teaching, learning and assessment of career development and employability inspired by the BBC reality TV show *The Apprentice*, was proposed and developed. The methodology has demonstrated its pedagogical values by qualitative and quantitative processes. The model connects academic practice with the real world by capturing the motivation, enthusiasm and engagement of students’ in the same way modern electronic gadgets and televisions programmes do. The model proposed explores career development and employability by developing the students IQ and EQ skills via a number of components such as projects and project management, leadership, critical thinking, emotional intelligence and behavioural interviews to name a few.

The proposed principles are a sound representation of an innovative assessment model that is rigorous and fair as it is based on scientifically proven constructs by the scientific community.

This project contributes to the unlocking of peoples’ talent, through academic practice innovation, which is of significant importance to the nation’s economic competitiveness and sustainable growth.

The innovative CDE academic practice model proposed challenges the logic strength of the student’s arguments and generates knowledge and meaning from their experiences in a fun and competitive learning environment, supporting them in becoming World Class Professionals.

References

1. ACCI/BCA. (2002). *Employability Skills for the Future.* Department of Education, Science and Training - Training Reform Section. Canberra: Australian Chamber of Commerce and Industry & the Business Council Australia.
2. Brewster, C., & Fager, J. (2000). *Increasing Student Engagement.* North West Regional Educational Laboratory, Portland.
3. Broadcasters Audience Research Board. (2010). *weekly Top 30 Programmes*. (Broadcasters Audience Research Board) Retrieved November 10, 2010, from Broadcasters Audience Research Board: http://www.barb.co.uk/report/weeklyTopProgrammesOverview?_s=3

4. Browne, J. (2010). *Securing a Sustainable Future for Higher Education.* London: The Central Office of Information.
5. Dearing, S. R. (1997). *Higher Education in the Learning Society: Report of the National Committee of Inquiry into Higher Education.* London: Stationery Office.
6. Finn, T. B. (1991). *Young people's participation in post-compulsory education and training.Report of the Australian Education Council Review Committee.* Camberra.
7. Goldberg, L. R., & Springfield, E. (2010, November 10). *Scientific Collaboration for the Development of Advanced Measures of Personality and Other Individual Differences*. (IPIP, Editor) Retrieved November 22, 2010, from International Personality Item Pool: http://ipip.ori.org/ipip/
8. Mayer, E. (1992). *Putting General Education to Work: The Key Competencies Report.* Educational Council and Ministers for Vocational Education, Employment and Training, Canberra.
9. National Union of Students. (2008). *NUS Student Experience Report.* London: NUS.
10. Schafersman, S. D. (1991, January). (S. D. Schafersman, Ed.) Retrieved July 12, 2010, from Smart College Palnning: http://smartcollegeplanning.org/wp-content/uploads/2010/03/Critical-Thinking.pdf
11. The House of Commons. (2009). *Students and Universities - Eleventh Report of Session 2008–09.* House of Commons. London: The Stationery Office Limited.
12. Thompson, G., & Evans, H. (2005). *Thought and Thinking - Study and Teaching.* London: David Fulton Publishers.
13. Tuckman, B. (1965). Developmental Sequence in Small Groups. *6*, 384-99.

14. Watt, R. J. (2011). *Concordance*. Retrieved January 12, 2011, from Concordance: http://www.concordancesoftware.co.uk
15. Yorke, M. (2006, April). *Employability in Higher Education: what it is and what it is not.* The Higher Educaton Academy. York: The Higher Educaton Academy.
16. Yorke, M., & Knight, P. T. (2003). *Employability and Good Learning in Higher Education.* Liverpool: Carfax Publishing.
17. Yorke, M., & Knight, P. T. (2006). *Embeding Employability into the Curriculum.* The Higher Education Academy. York: The Higher Education Academy.

From Outcome-Based Education (OBE) to Continual Quality Improvement (CQI): A Case Study of Teaching Mechanical Engineering at University of Newcastle, Singapore

[1]Koh Yit Yan, [2]Chong Perk Lin

[1]*Faculty of Engineering and Built Environment, University of Newcastle, Singapore*
(yityan.koh@newcastle.edu.au)
[2]*School of Science and Engineering, Teesside University, United Kingdom*
(P.Chong@tees.ac.uk)

ABSTRACT

The Outcome-Based Education (OBE), which is an education philosophy that focuses on the graduate attributes or outcomes upon the completion of an engineering programme, is an important component in the conduct of Engineering Programme in Malaysia and Singapore. For the case in the University of Newcastle, Australia (Singapore Campus), The Programme Outcomes (PO) of the engineering programme is first determined in the curriculum, for which the Learning Outcomes (LO) of the courses in the programmes are designed based on the PO stated. In addition, the students' achievements of such outcomes are measured upon completion of courses and programmes. As part of Continual Quality Improvement (CQI), these measurements are analysed and steps for improvements are taken. This paper presents a case study conducted for teaching of the course of Transport Phenomena in the University of Newcastle, Singapore, where the LO measurement is used as an input for CQI process, in particular, the incorporation of teaching and learning feedback practices "start-stop-continue" into the OBE measurement and CQI, and how action are taken for improvements.

Keywords: Outcome-Based Education (OBE), Continual Quality Improvement (CQI), Start-stop-continue, Engineering Education, Learning Outcomes (LO)

Introduction

The Outcome-Based Education (OBE) is an educational philosophy that focuses on the attainment of outcomes upon completion of the programme. The implementation of OBE has become a norm in engineering education, particularly for the accreditation of engineering programme under the signatory countries of Washington Accord (Memon, Esra Demirdogen, & Chowdhry, 2009), such as Malaysia and Singapore. Inevitably, OBE leads to the specification of Learning Outcome (LO) to be explicitly spelt out and put emphasis on assessment of the associated LO attainment (Andrich, 2002). However, over emphasizing on the assessment of LO attainment can lead to too much time spending on administering assessment, leaving minimal time for lecture preparation (Todd & Mason, 2005). Eventually, students do not benefitted from the implementation of OBE even though their learning achievement can be clearly identified based on the assessment of LO attainment.

On the other hand, another emphasis is on gathering student feedback on courses and programmes. Of student feedback systems, the model of 'Start-Stop-Continue' has been demonstrated to be used constructively on many disciplines (Hoon, Oliver, Szpakowska, & Newton, 2014). Nevertheless, the student feedback often biases towards the adaptation that academic staff can make in enhancing teaching approach without self-reflection on individual learning achievement (Bovill, 2011). Consequently, the student feedback is not sufficient to be used as the inputs to propose effective action plan for Continual Quality Improvement (CQI).

In short, the implementation of OBE and evaluation of student feedback cannot be separated. Therefore, the aim of this paper is to demonstrate the implementation of OBE incorporate with the evaluation of student feedback of "start-stop-continue" through the case study of teaching the course of Transport Phenomena in the University of Newcastle, Singapore (UONS). In this sense, the students learning achievement and their personal feedbacks can be correlated and used as an input to propose an action plan for CQI in an unbiased manner.

The course is a level three core course for students in the programme Bachelor of Engineering in Mechanical Engineering. In this case study, a total of 37 students enrolled and completed the course for Trimester 2, 2014, which was conducted from May to August 2014.

In general, the course covers two areas of study in the Mechanical Engineering, namely Fluid Mechanics and Heat Transfer. Students who enrolled this course must have completed courses on Basic Fluid Mechanics and Thermodynamics. The LO of the course is briefly described as follow:

On successful completion of this course, students will be able to:
1. *explain the principles of transport of mass, momentum, and heat.*
2. *describe transport processes and apply the transport equations.*
3. *solve problems relating to transport phenomena using appropriate methods.*
4. *assess the plausibility of her/his solution*

The LO of the course is designed based on the Graduate Profile Statements, where the course builds students' capacity with reference to the Engineers Australia Stage 1 Competency Standards for Professional Engineers (Graduate Attributes). At such, each outcome is mapped to the assessment, and also Graduate Profiles Statements.

The assessments of this course are divided into three components: quizzes, written assignments, and group/tutorial participation and contribution. Quizzes, contributes to 60% of the total course marks. Three quizzes of 20% each are conducted every four weeks of during the trimester. Each quiz consists of four structured-type questions, where students are required to answer all four questions in the 2-hour duration. Students are given two written assignments, where the first assignment is the essay-type assignment on the area of fluid mechanics and the second assignment is the structured-type questions in the area of heat transfer. The group/tutorial participation and contribution component contribute 20% of the total course marks. This part of the assessment is achieved in two: submission of selected tutorial questions and laboratory report.

The remaining of the paper is organised as follow. The paper starts with the details the mechanism of the implementation of OBE and discuss the associated LO attainment. This is then followed by the description of student feedback models in term of “start-stop-continue”. Then, the adoption of student feedbacks will be discussed. Action plan for CQI based on LO attainment and student feedbacks will be proposed. The paper concludes with the summary of overall research achievement and highlights the key findings.

Implementation of Outcome-Based Education (OBE)

In a nutshell, the implementation of OBE for Transport Phenomena course is concentrated on the extent to which the students have achieved the stipulated LOs (Md Zain, et al., (2012), Osman, et al., (2012)) as mentioned in previous section. The aim of this section is to present a method of assessing the attainment of LOs. The key step is to map the coursework assessment components with the corresponding LOs as shown in **Error! Reference source not found.**. For simplicity, all mapped LO carry the same weightage.

Table 3: Mapping of LOs and Assessment Components

	Quiz 1 (20 marks)	Quiz 2 (20 marks)	Quiz 3 (20 marks)	Assignment 1 (10 marks)	Assignment 2 (10 marks)	Laboratory (20 marks)
LO1	✓	✓	✓	✓	✓	✓
LO2	✓	✓	✓			
LO3	✓	✓	✓		✓	
LO4				✓		✓

For each student, a particular LO is said to be achieved if his/her LO mark is equal to or greater than the target set as 50%. As an example, when computing LO2 attainment for Student *X*, the LO2 is mapped with Quiz 1 – 20 marks, Quiz 2 – 20 marks, Quiz 3 – 20 marks as shown in Table 1. Suppose the Student *X* obtains 12 marks in Quiz 1, 8 marks in Quiz 2 and 13 marks in Quiz 3, the procedures to calculate the LO2 attainment for Student X are as follows:

$$\textit{LO2 Marks} = 12 + 8 + 13 = 33 \textit{ marks}$$

$$\textit{Maximum Possible LO2 Marks} = 20 + 20 + 20 = 60 \textit{ marks}$$

$$LO2\ Attainment = \frac{(LO2\ Mark)}{(Maximum\ Possible\ LO2\ Mark)} \times 100\% = \frac{33}{60} \times 100\% = 55\%$$

Therefore, the LO2 of Student *X* is considered achieve, as it has exceed the target set as 50%.

The computation for all the LO attainments of all the 37 students are similar. In this case study, the Key Performance Index (KPI) of LO attainments is set as 75%. The KPI is measured in such a way that the percentage of student number meeting the target of 50%. For instance, suppose there are 9 out of 37 students obtain at least 50% of LO2 attainment, which indicates that only 9/37 = 24.32% of students achieve LO2. In this case, the KPI of 75% has not been met. It is noted that measurement of LO attainments are merely based on the student academic achievement without consideration of student learning experience. In the next section, the feedback mechanism will be described, which allows student learning experience to be captured.

The Feedback Mechanism – Start-Stop-Continue

The Start-Stop-Continue (SSC) feedback mechanism has been implemented by the author since 2008 (Koh, 2013) to improve the teaching practices as well as to improve the learning experiences among engineering students.

At the end of semester/trimester, the feedbacks from students are collected as reference for improvement for the coming semester/trimester. In the SSC strategy, instead of using questions based on Likert's scale answer, students are required to fill in the SSC form, as shown in Error! Reference source not found..

START	STOP	CONTINUE	COMMENTS / ACTION PLANS

Figure 4: The example of an SSC form

The form is divided into four columns, namely "Start", "Stop", "Continue" and "Comments/Action Plans", which are explained as follow (Koh, 2013):

"Start" **–** This column is provided to students to inform the lecturer on what the lecturer should **START** doing to improve the students' learning.

"Stop" **–** This column is provided to students to inform the lecturer on what the lecturer should **STOP** doing to improve the students' learning.

"Continue" **–** The column is provided to students to comment on anything that the lecturer has been doing in the class, and they feel that the lecturer should **CONTINUE** doing this to enhance their learning experience of the subject.

"Comments/Action Plans" **–** This is an extra column that is created to provide lecturer with some information on students' action plan so that he can make necessary adjustments in his teaching to help them in making learning possible.

Results discussion for LO attainments

This section presents the results of LO attainment as shown **in** Error! Reference source not found., where the attainment of LO1 is 78.38%, LO2 is 24.32%, LO3 is 32.43% and LO4 is 100%. Clearly, there are only LO1 and LO4 meet the KPI of 75%, whereas LO2 and LO3 are far below the KPI.

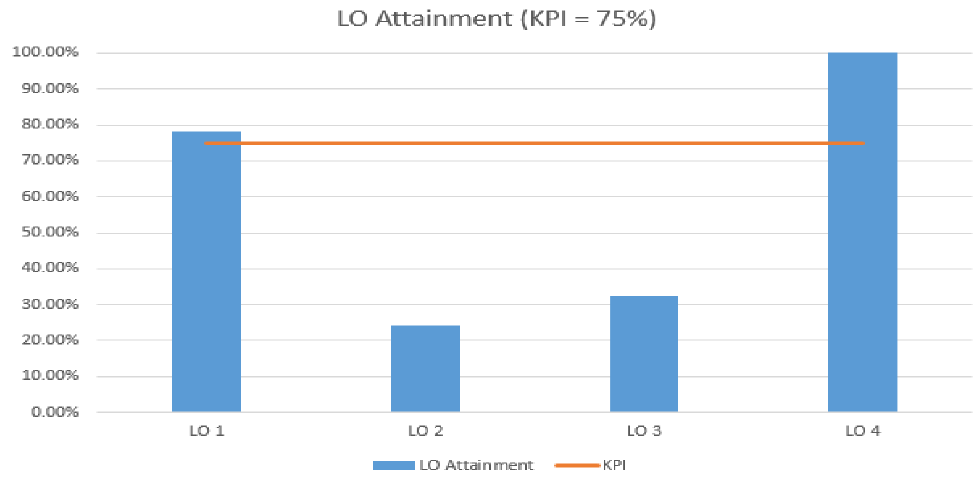


Figure 5: LO Attainments Result of Transport Phenomena Students

The results reflect that this cohort of students faced difficulties when come to the assessments that require them to complete a task in the given time frame and less preparation time. This observation is reflected on the low achievement on LO2 and LO3, which is well below the KPI. Mentioned previously, quizzes are conducted every four weeks of the 12-teaching-week trimester. This means that students will not be having the luxury of study vacation to prepare the assessments. In such condition, only those who are putting continuous effort survive in the assessments. In addition, LO2 is also measured through Assignment 2, which is an in-class Assignment. In this case, although students are allowed to discuss on the strategy of solution, however, the condition is similar to the quizzes, where the success of the attempt is based only on the continuous effort in the course.

On the contrary, LO1 and LO4 have relatively high achievements on the LO attainment, and both LO1 and LO4 met the KPI. Looking back to the mapping shown in **Error! Reference source not found.**, LO1 and LO4 are mainly measured through written research assignment and laboratory report. In this case, students have more time to prepare themselves to explain the concept well, leading to the better understanding and hence better performance.

The attainments of all the LOs have been measured. However, it could be biased to student assessment if the action plan for CQI is proposed merely based on LO attainments. In order to propose action plans for CQI in an unbiased manner, the student feedback on learning experience will be considered in the next section.

Improvements from Students' Feedback

Summarising the feedbacks on START and STOP, the following items are obtained:

- Start go through laboratory manuals for better understanding
- Start to have more explanation on tutorial questions
- Start making lecture slides available online
- Stop giving difficult examination questions
- Stop giving simple example questions / start giving harder tutorial questions
- Stop teaching too fast
- Stop research assignments

Summarising the feedbacks on CONTINUE and COMMENTS, the following items are obtained:

- Continue giving examples in the class
- Continue teaching style / teaching with integrity
- Continue being awesome
- Teaching is easy to understand and to relate
- Keep up the good work
- Nothing bad actually, just something needed to help me absorb better

The feedbacks shown above are those of high frequency of appearance, which focus ought to be paid for improvements or continuation. From the feedbacks, the following improvements are planned for the next round of teaching:

- Lecture notes, lecture slides with examples, tutorials are uploaded on the BlackBoard (learning management system in UONS) before the start of the trimester. In particular, the number of examples on how transport equations can be applied in solving complex engineering problem need to be increased, which helps to address the low attainment of LO2.
- Instead of having one research assignment and too taxing on laboratory report, the introduction and literature review is made as part of other assignments to distribute the load and stress of working on the report. Students are strong in achieving LO4, and this part should be maintained by helping them to cope with the maintenance of the attainment of LO.
- Further explanations are provided during the tutorial classes, and then only focus on individual progress.
- For each example in the class, the focus on solution technique / understand of skills are explained, so that students will not be seeing the examples are simple and straight forward. Together with the previous point, improvements on the score in LO2 and LO3 can be targeted, where students are provided with the necessary information to apply the right concept when come to the solution of the questions.
- The level of difficulty and quality of quizzes will not be compromised and remains the same, as the questions are up to the standard of level three students.
- Continue to be awesome!

Conclusion

In the case study, the effectiveness of the OBE implementation incorporated with the feedback mechanism – Start-Stop-Continue has been demonstrated. It has been measured that only LO1 and LO4 have met the KPI of 75%, where LO2 and LO3 are far below the KPI. The LO attainments are found to be highly dependent on the nature of assessments, where the assessments are either coursework based or exam based. However, with the support of student feedback – Start-Stop-Continue, the LO attainments somewhat gives an input to effectively propose the action plans in an unbiased manner for CQI purpose. Therefore, the proposed action plans are reasonably profound, since both of the student performance and learning experience have been taken into consideration. In conclusion, the process from OBE to CQI in this case study is reasonably effective.

In future research, the LO statements could be refined in more detail manners so that LO attainment can be more specifically reflect the student performance. Subsequently, the resulting LO attainments from refined LO statements enable more specific action plan to be proposed for CQI purpose.

References

1. Andrich, A. (2002). A Framework relating outcomes based education and the taxonomy of educational objectives. *Studies in Educational Evaluation, 28*, 35- 59.
2. Bovill, C. (2011). Sharing Responsibility for Learning Through Formative Evaluation: Moving to Evaluation as Learning. *Practice and Evidence of Scholarship of Teaching and Learning in Higher Education,, 2*, 96-109.
3. Hoon, A., Oliver, E., Szpakowska, K., & Newton, P. (2014). Use of the 'Stop, Start, Continue' method is associated with the production of constructive qualitative feedback by students in higher education. *Assessment & Evaluation in Higher Education*, 1 -13.
4. Koh, Y. (2013). START-STOP-CONTINUE - Continuous teaching and learning improvement through feedbacks. Jogjakarta: 16th Annual SEAAIR Conference.
5. Md Zain, S., Wan Badaruzzaman, W., Rahmat, R., Jaafar, O., Ahmad Basri, N., & Basri, H. (2012). Learning Outcome Measurement for Environmental and Sustainable Development Component in the Field of Civil Engineering. *Procedia – Social and Behavioral Sciences, 60*, 90-97.
6. Memon, J., Esra Demirdogen, R., & Chowdhry, G. (2009). Achievements, outcomes and proposal for global accreditation of engineering education in developing countries. *Procedia – Social and Behavioral Sciences, 1*, 2557- 2561.
7. Osman, S., Jaafar, O., Wan Badaruzzaman, W., & Rahmat, R. (2012). The Course Outcomes (COs) Evaluation for Civil Engineering Design II Course. *Procedia – Social and Behavioral Sciences, 60*, 103-111.
8. Todd, A., & Mason, M. (2005). Enhancing learning in South Africa schools: strategies beyond outcomes-based education. *International Journal of Educational Development, 25*, 221-23.

Preference of Learning Approaches of Engineering Students, a Pilot Study in UNITEN

Chua Yaw Long[1] and KohYit Yan[2]

[1]*Engineering Education Research Centre, UNITEN, Kajang, Selangor Malaysia*
[2]*Faculty of Engineering and Built Environment, University of Newcastle, Singapore*

ABSTRACT

For the past decade, teaching and learning process in the higher learning institutions in ASEAN had undergone many changes. One obvious example would be the introduction and implementation of Outcome-Based Education (OBE) for all Engineering courses in Malaysia by the Engineering Accreditation Council. Such development and transformation had challenged the institutions to conduct research on engineering education and develop more efficient method of teaching and learning process. Such transformations had also benefited educators from other fields of expertise. This research looks into the difference in approaches to study on selected students from UniversitiTenagaNasional (UNITEN) in Malaysia through the use of the instrument Approaches and Study Skills Inventory for Students (ASSIST, and this is the main focus on this paper. The results of the research serve as one of the guidelines to relate this to the teaching practices of academic, to seek if the results of the study will be able to aid in the improvements an academic can make in the Continuous Quality Improvement (CQI) process of the OBE, for which the process of OBE is not of the focus on this paper.

Keywords: ASSIST, Deep Approach, Surface Approach, Strategic Approach, OBE

Introduction

For the past decade, teaching and learning process in the higher learning institutions in ASEAN had undergone many changes. One obvious example would be the introduction and implementation of Outcome-Based Education (OBE) for all Engineering courses in Malaysia by the Engineering Accreditation Council (EAC). Such development and transformation had challenged the institutions to conduct research on engineering education and develop more efficient method of teaching and learning process. Such transformations had also benefited educators from other fields of expertise.

As stated in the EAC manual, the essence of the accreditation process is described as "*elements of outcomes in engineering curriculum to ensure a Continual Quality Improvement (CQI) culture in the spirit of the Outcome-BasedEducation*" (Mohd Said, et al., 2013). Under the philosophy of CQI culture in OBE, few criteria are taken into consideration in the accreditation process, namely Program Educational Objectives and Program Outcomes, Academic Curriculum, Students, academic and supporting staff, facilities, and quality management system.

The idea of the OBE is outlined in the criteria of "academic and supporting staff", where an ongoing effort must be placed to train the academic staff in teaching methods based on the OBE. The OBE, where the educational process is result-oriented, allows the learners to achieve high-quality outcomes through deep learning experience; and at the same time, feedback from students will allow the educators to improve themselves in the design and implementation of the OBE (Davis, 2003); (Deneen, et al., 2013). During the design of the OBE, many academics are concentrating on the aligning the learning outcome of a course to the program outcome and program educational objectives, and subsequently the assessments are designed based on the desired outcomes of the courses and program. This phenomenon leads to the scenario that not much effort has been put in understanding students' learning styles and preferences, and hence designing the teaching delivery as per students' learning preferences, leading to the achievement of the stipulated learning outcomes of the courses.Subsequently, limited publications are seen to relate students' learning styles, preferences and approaches with OBE and CQI.

There are many inventories available online for the educators to measure their students learning styles and preferences. However, it is vital for the educators to have a good understanding of the learning models as well as learning preferences by their respective students.(Li, 1997), who conducted a review of the literature and research of cognitive learning, reported the following findings:

a) The objectivist model of learning – takes the assumption that there is an objective reality, and the target of the learner is to understand and modify behaviour accordingly(Jonassen, 1993);
b) The collaborative model of learning - takes learning as a social process, where the knowledge is shared among individuals through collaborative interpersonal interactions (Vygotsky, 1978);
c) The constructivist model of learning– contends that the knowledge is created by learners, rather than transmitted to the learners(Jonassen, 1993); (Wittrock, 1986).

Apart from models of learning, the learning behaviour of students also plays an important role in the teaching and learning process. Researchers in the past had categorised at least 3 different approaches of learning, namely surface approach, deep approach and strategic approach(Marton & Saljo, 1976); (Ramsden, 1979).

Students who prefer surface approach tend to focuses on memorising facts and reproducing the facts and information in later time. Such students most of the time will face with difficulties in making any sense from the material they had studied.

Students who use strategic approach emphasize more on achieving the highest possible grades. To these students, assessment system is as important as the course contents itself, hence they would require the educators to stress both content as well as assessment. Such student will also select an optimal learning strategy that will maximize his/her chance of success in the course.

Students with deep approach tend to focus on personal interest and enjoyment in the process of learning. They try to relate current understanding of knowledge with their previous knowledge. Their intrinsic behaviour of learning makes them evaluating the extent to which the conclusions are to be justified by the evidence shown to them (Gadelrab, 2011), and students generally adjust their learning approaches based on the demands on the course they enrolled in. This statement lead to the fact that the academics will also need to take students' learning approach into consideration during the CQI process in the OBE, so as to make sure that the implementation of OBE hits its objectives.

There are efforts put to further improve the current education systems in the region. Efforts such as various learning activities for example transformative learning, blended learning, active learning, service learning and even outcome-based education had been introduced and implemented. It is foreseen that full acceptance of these learning activities by educators around the region cannot be realized overnight as these changes require the involvement of both the educators and the learners.

This paper aims to look into the learning approaches among the selected sample of engineering students, and to relate this to the teaching practices of academic, to seek if the results of the study will be able to aid in the improvements an academic can make in the CQI process of the OBE. Hence, the focus of this paper is on the understanding of student learning preferences.

Methodology

There are a number of instruments that are developed to measure students' learning approaches, such the Learning and Study Strategies Inventory (LASSI) by (Weinstein, et al., 1987), Approaches to Studying Inventory (ASI) by (Entwistle & Ramsden, 1982), Study Process Questionnaire (SPQ) by (Biggs, 1987), and Approaches to Study Skills Inventory for Students (ASSIST) by (Tait, et al., 1998). Here ASSIST is selected for the study, as some of other inventories were either designed for college level students, or had a limited reliability or validity and are difficult to produce the intended three-factor structure (deep, strategic and surface), (Gadelrab, 2011). In addition, ASSIST have been widely used by various researchers to look into the three-factor structure in various regions such as Europe ((Entwistle, 2000); (Diseth, 2003); (Sandra Christina, et al., 2010)), and Africa ((Gadelrab, 2011)).

The ASSIST inventory addresses the deep, surface and strategic approaches discussed in the preceding section. The ASSIST questionnaire is available online(Entwistle, 2000) consists of 3 main parts. The first part looks into the perception of students about learning. The second part consists of 52 questions that probe into the students' preferred approaches and the last part comprises 8 questions that check on students' preferences for different types of course and teaching.

The analysis of the questionnaire is divided into 3 main categories as illustrated in the following table. Each category of approach comprises few sub-scales where each subscale consists of 4 questions.

Table 1: Types of approaches in ASSIST inventory with sub-scales associated with each approach

Deep Approach	Strategic Approach	Surface Apathetic Approach
Sub-scales: • Seeking Meaning • Relating Ideas	Sub-scales: • Organised Studying • Time Management	Sub-scales: • Lack of Purpose • Unrelated Memorising

• Use of Evidence • Interest in Ideas	• Alertness to Assessment Demands • Achieving • Monitoring Effectiveness	• Syllabus-boundness • Fear of Failure

A total of 51 Mechanical Engineering studentsfrom the UniversitiTenagaNasional, Malaysia took part in this initial research as the pilot study in this area of the research. The questionnaire is design on a 5-point scale basis, and students are asked to choose one from the following items:

- 5 – agree
- 4 – agree somewhat
- 3 – unsure / neutral
- 2 – disagree somewhat
- 1 – disagree

It is, however, students are encouraged not to use 3, unless they really have to, or the statement cannot apply to the student or the course. Here, the total sub-scale scores are obtained by summing the mean score of the all items in the sub-scale.

Results and Discussions

Table 2 shows the Cronbach alpha score comparison of the current study with some of the studies performed in other publications. It can be noted that the values obtained in this study is close to those publications, which confirms the reliability of the results.

Table 2: Cronbach alpha score comparison of the current study conducted in UNITEN with some of the studies in Europe, America and Africa

SUB-SCORES	Uniten	UK (Entwistle, et al., 2001)	USA (Byrne, et al., 2004)	Canada (Kreber, 2003)	Portugal (Sandra Christina, et al., 2010)	Egypt (Gadelrab, 2011)
Deep Approach	0.66	0.84	0.82	-	0.81	-
Seeking Meaning	0.45	0.57	0.55	0.62	0.51	0.82
Relating Ideas	0.52	0.59	0.59	0.59	0.54	0.85
Use of Evidence	0.40	0.53	0.49	0.51	0.59	0.80
Interest in Ideas	0.76	0.76	0.67	0.73	0.56	0.77
Strategic Approach	0.81	0.80	0.87	-	0.86	-
Organised Studying	0.51	0.54	0.55	0.59	0.51	0.82
Time Management	0.54	0.68	0.77	0.80	0.65	0.83

Alertness to Assessment Demands	0.57	0.76	0.56	0.62	0.40	0.79
Monitoring effectiveness	0.41	-	0.63	0.67	0.67	0.86
Achievement motivation	0.47	0.62	0.61	0.60	0.58	0.82
Surface Apathetic Approach	0.76	0.87	0.80	-	0.79	-
Lack of Purpose	0.67	0.57	0.57	0.60	0.54	0.72
Lack of Understanding	0.57	0.76	0.68	0.72	0.73	0.78
Syllabus Boundness	0.59	0.55	0.55	0.59	0.62	0.81
Fear of Failure	0.48	0.69	0.72	0.75	0.63	0.85

From the results, it should also be noted that some of the items have relatively low alpha values as compared to the normal acceptable range, which is more than 0.7, which may be due to the fact for each analysis only 4 components are put in test, leading to the low alpha values. Notwithstanding with this, it can also be seen that no much of the difference between current study and other studies are observed.

From the results it can be seen that the distribution of the approaches of the sample is in the ratio of deep : strategic : surface approaches is found to be 20 : 14 : 17. Table 3 shows the total mean value obtained from the survey from the sample**.** Observing the mean score closely, it is found that student find themselves not able to relate the knowledge learned in the classroom to the real world, and sometimes they are not really interested in learning in more detail on the topics in the course. For instance, students learning "hydrostatic force" in the classroom may find it hard to relate to what they are going to do in the real world, while this is an important part leading to analyses of other components in the Fluid Mechanics course. Some students may think that, "*hydrostatic may be related to the forces on the dam, but I am not going to build a dam when I graduate*!" This can be an important indicator to the academic when designing the syllabus and assessment of OBE, to make sure that the topics covered are gearing towards the practicability of the topic. Employment project that is used as the assignment can be a good idea to relate students to the use of the knowledge in the subject to the practical works, in addition to achieving the learning outcome that is stipulated in the course. Alternatively, when designing the learning outcomes, academics may also be able to look into the possibility to include the practical element into the outcome so that they will be able to cover them in the course.

Table 3: Total mean value of each sub-score based on the survey of 51 students in UNITEN

Sub-Scores	Uniten
Deep Approach	
Seeking Meaning	15.29
Relating Ideas	14.98
Use of Evidence	15.84
Interest in Ideas	13.94
Strategic Approach	
Organised Studying	13.84
Time Management	13.56
Alertness to Assessment Demands	15.03
Monitoring effectiveness	14.84
Achievement motivation	15.55
Surface Apathetic Approach	
Lack of Purpose	12.80
Lack of Understanding	14.02
Syllabus Boundness	14.67
Fear of Failure	15.55

In terms of the preferences for different types of course and teaching, the results shows that students in UNITEN are learning through the transmission of information, rather than supporting the understanding. Table 3 shows the preferences for learning environments preferred by students in the selected sample in UNITEN.

Preferences for learning environments	UNITEN
Supporting Understanding (Related to Deep Approach)	13.96
Transmitting Information (Related to Surface Approach)	15.98

Table 3[Q6]: Preferences for learning environment among selected sample of students in Mechanical Engineering in UNITEN

The results show that students are hoping the lecturer to tell them exactly what to put down in their note, and they also hope that the course is made clear just which book they have to read. For instance, in author's class, students would ask lecturer questions such as "*to which Tutorial will the coming quiz cover?*", which reflect on the fact that they are much relying on the fact that the questions in the quiz/tests are based on the tutorial questions, and better still, very similar to the tutorial questions so that they can answer the questions without much strain of the brain.

Furthermore, living in the grade-chasing society, students tend to attend as many tuition classes as possible to ensure they are “equipped” with examination techniques so that they will be able to answer the examination question easily. This lead to the problem that, when students enters the tertiary education, lack of skills of make sense of the knowledge they learn in the class.

These results reflect that OBE, which is a philosophy that based on the “Supporting Understanding”, is not a preference among the students. Hence, in order to ensure that the OBE is to be carried out successfully, the academic will need to look into the methods to shift the perceptions among students on the different types of course and teaching from “Transmitting Information” to “Supporting Understanding”.

Conclusion

This paper researched into the learning approaches among 51 mechanical engineering students in UNITEN through the ASSIST inventory. The results shows that, in order to implement OBE successfully on this batch of students, in order to redesign the course based on the philosophy of OBE, educators will also need to look into students’ learning approach so as to make sure that the implementation of the OBE in the course will be able to bring the learning happen among the students.

In order to achieve this, the academics will need to first look into the learning approaches among students, and to observe whether if they are a group of deep learners, or a group of surface learners, or they learn strategically. In addition to this, academics will also need to make sure that students are learning to support their deep understanding on the course, rather than rely on the information transmission from the lecturer.

References

1. Berberoglu, G. & Hei, L. M., 2003. A comparison of University Students' Approaches to Learning Across Taiwan and Turkey. International Journal of Testing, Jilid 3, pp. 179-187.
2. Biggs, J., 1987. Study Process Questionnaire (SPQ): Manual. Hawthorn, Vic: Australian Council for Educational Research.
3. Davis, M., 2003. Outcome-Based Education. Journal of Veterinary Medical Education, 30(3), pp. 227-232.
4. Deneen, C., Brown, G. T. L., Bond, T. G. & Shroff, R., 2013. Understanding outcome-based education changes in teacher education: evaluation of a new instrument with preliminary findings. Asia-Pacific Journal of Teacher Education, 41(4), pp. 441-456.
5. Diseth, A., 2003. Personality and approaches to learning as predictors of academic achievement. European Journal of Personality, Jilid 17, pp. 143-155.
6. Entwistle, N., 2000. Approaches and Study Skills Inventory for Students (ASSIST). [Dalam talian] Available at: http://www.etl.tla.ed.ac.uk/questionnaires/ASSIST.pdf [Diakses 25 June 2014].
7. Entwistle, N. J. & Ramsden, P., 1982. Understanding Student Learning. London: Croom Helm.
8. Gadelrab, H. F., 2011. Factorial Structure and Predictive Validity of Approaches and Study Skills Inventory for Students (ASSIST) in Egypt: A Confirmatory Factor Analysis

Approach. Electronic Journal of Research in Educational Psychology, 9(3), pp. 1197-1218.
9. Jonassen, D. H., 1993. Thinking technology. Educational Technology, pp. 35-37.
10. Li, H., 1997. Viewpoint: using information technology to enhance engineering Education. Int. J. Eng, 13(5), pp. 319-324.
11. Marton, F. & Saljo, R., 1976. On qualitative differences in learning: I outcome and process. British Journal of Educational Psychology, Jilid 46, pp. 4-11.
12. Mohd Said, S. dll., 2013. Accreditation of engineering programs: an evaluation of current practices in Malaysia. Int. J. Technol. Des. Educ, Jilid 23, pp. 313-328.
13. Ramsden, P., 1979. Student learning and perceptions of the academic environment. Higher Education, Jilid 8, pp. 411-427.
14. Ridchardson, J. T. E., 1995. Mature students in higher education II. An investigation of approaches to studying and academic performance. Studies in Higher Education, Jilid 20, pp. 5-17.
15. Sandra Christina, A. T. S., Goncalves, F. R. & Faisca, L. M., 2010. Approaches to stydying in higher education Porguguese students: a Portuguese version of the approaches and study skills inventory for students. High Educ, Jilid 59, pp. 259-275.
16. Tait, H., Entwistle, N. J. & McCune, V., 1998. ASSIST: a reconceptualisation of the Approaches to Studying Inventory. Dalam: C. Rust, ed. Improving student learning: Improving students as learners . Oxford: Oxford Brookes University, Centre for Staff and Learning Development, pp. 262-271.
17. Vygotsky, L. S., 1978. Mind in society: the development in computer-based training. Performance and Instruction Journal, pp. 23-26.
18. Weinstein, C. E., Schulte, A. & Palmer, D. R., 1987. The Learning and Study Strategies Inventory. Clearwater: FL: H & H Publishing.
19. Wittrock, M. C., 1986. The cognitive movement in instruction. Educational Psychologist, Jilid 13, pp. 15-29.

Personality, Academic Success and Quality of Life of Undergraduate Students with Perceiving Internet Addiction

Manika Wisessathorn
Ramkhamhaeng University, Thailand (manika_w@yahoo.com)

ABSTRACT

Nowadays, the internet is widespread adopted by undergraduate students and internet addiction has emerged as one of the adolescent's issues that impact on their performance and holistic health. The present study aimed to expand these findings in Thai undergraduate students by addressing main research question; are there any differences of personality characteristic, academic success (GPA) and quality of life among group of students considered to perceive internet addiction. A cross-sectional design was adopted by using 3 measures, including of a questionnaire on perception of internet use and pattern of use, the Sixteen Personality Factor Questionnaire (16PF), and the WHOQOL-BREF test. A total of 430 students, aged 17 to 24 years (mean = 19.42, SD = 1.23), participated in the study. Result was analyzed by divided students into 3 groups according to their perception toward internet use; perceiving internet addiction (n=210, 48.8%), not addiction (n=156, 36.3%) and not-sure addiction (n=64, 14.9%). The 16 PF revealed significantly differences in 8 personality types; students with perceiving internet addiction were more likely to emotionally less stable, dominance, relatively sober, conscientious, suspicious, worrying, undisciplined, tense and frustrated. The finding on GPA and overall quality of life was contrary to our expectation when it showed not differences among three groups. Only in physical and psychological domain that perceiving internet addiction students got significantly lower score than perceiving not addiction students. This finding highlighted a need for closer examination of personal factor relevant to internet use and its impact on student's academic performance and health status.

Keywords: Personality, Academic Success, Quality of Life, Internet Addiction, Undergraduate Student.

Introduction

In the globalization era, the rapid growth of internet and technology are shaping the way people live to more depend on internet use. People can easily connect to internet network anytime and anywhere via various devices, e.g. computer, laptop, or smartphone. Therefore, the number of internet users around the world has increased tenfold from 1999 to 2013, up to third billion in 2014 and has continued raising year by year (Internet Live Stats, 2015). The Number of internet users in Thailand is ranked as 29th in the list of internet users by countries on 2014 and is ranked as 10th largest IP network number in Asia while the percentage of population with internet is 28.84% (Internet Live Stats, 2015; National Electronics and Computer Technology Center, 2015). The preference of internet-based specific activity for Thai users is social network. As the fourth quarter of 2014, 52% of the users have an active account with social network. The most popular is Facebook with a 28% penetration rate (The Statistic Portal, 2015). When considered with age, the largest group of Facebook users is in age of 18-24, 25-34 and 13-17 years old, respectively while an average time spent on internet is 5 hours 7 minute per day (Syndacast, 2015).

The ‘internet addiction’ or ‘excessive internet use’ or ‘problematic internet use’ has been appeared as undesirable behavior since the widespread of internet that provide enormous information as well as various websites for entertainment and online communication. Although, the latest edition of the DSM-5 is still not official classification for a pathological obsession with the internet yet, it appears in part of the ‘Internet Gaming Disorder (IGD)’ when people is persistent and recurrent use of the internet to engage in games that resulting in cognitive and behavioral symptoms e.g. progressive loss of control over game, tolerance and withdrawal symptoms. Those with severity will spend more hour participation in games online until loss a significant relationship, job, education or career opportunity (American Psychiatric Association, 2013). However, Pontes, et al. (2015) considered internet addiction apart from IGD and Young (1996) viewed behavior of internet addiction similar to impulse control disorder that did not involve an intoxicant. The common characteristics of people with addicted to internet include (i) obsession with internet, (ii) inability or poor control toward use of internet, (iii) leading to negative outcomes in daily life, distress, psychological dependence and decline in sociopsychiatric functioning (Spada, 2014; Yang, et al., 2005). Furthermore, for this study, we determine to in-depth in **‘perceived internet addiction’** which refers to an interpretation of oneself that he/she spend more times and extend more periods accessing to internet which may lead to loss of daily life functioning or social relationship or school opportunity or holistic health. As noted by Pontes, et al. (2015), self-perception of internet addiction and real internet addiction are not totally the same so that detrimental effect from real users may be true in just some cases of perceiving addiction users, especially in young and heavily accessing online.

Although not many studies emphasize on self-perception of internet addiction, some previous literature has begun to report association between excessive online behavior on individual’s functioning or holistic health, especially in high-risk group of students/adolescents. One study with Indian school students revealed that students who were in the severe and profound groups of internet addiction had detrimental effects in their academic performance and mental health rather than students who were average use of internet (Singh & Barmola, 2015). Another study with Turkey university students examined the role of internet addiction and social media membership on psychological capital (PsyCap) that referred to state of satisfaction and happiness in life. Their finding revealed that internet addiction and PsyCap was negatively correlated but, surprisingly, social media membership led to both higher in PsyCap and higher in internet addiction. Therefore, social media application that seems to deliver friendly environment may introduce worse situation all at once. (Simsek & Sali, 2014). Furthermore, when sought to shed light on specific online activities that relevant to internet usage behavior, one study with large sample in UK (n=1,057) suggested that about half of participants perceived themselves as internet addiction while their internet use would be reduced if access to their preferred online activities was restricted (Pontes, et al., 2015).

Statement of the problem

While previous literature indicated the impact of internet addiction to individual’s functioning and health, a comprehensive of personality that could contribute to internet usage was still not well-clarified as well as the frequency and intensity of internet use seem to vary among adolescents in different environment and context. The present study sought to expand these finding to Thai undergraduate students by determining the differences of personality (16 traits), academic success (GPA) and quality of life (in domain of physical, psychological, social relationship, environment and overall) among 3 groups of undergraduate students who were divided according to their perception toward internet use as; perceiving internet addiction group, perceiving not addiction group and perceiving not-sure addiction group.

Framework of the study

The study employed a quantitative approach to compare differences of personality, academic success and quality of life among group of students considered to perceive internet addiction. The framework of study was illustrated in Figure 1.

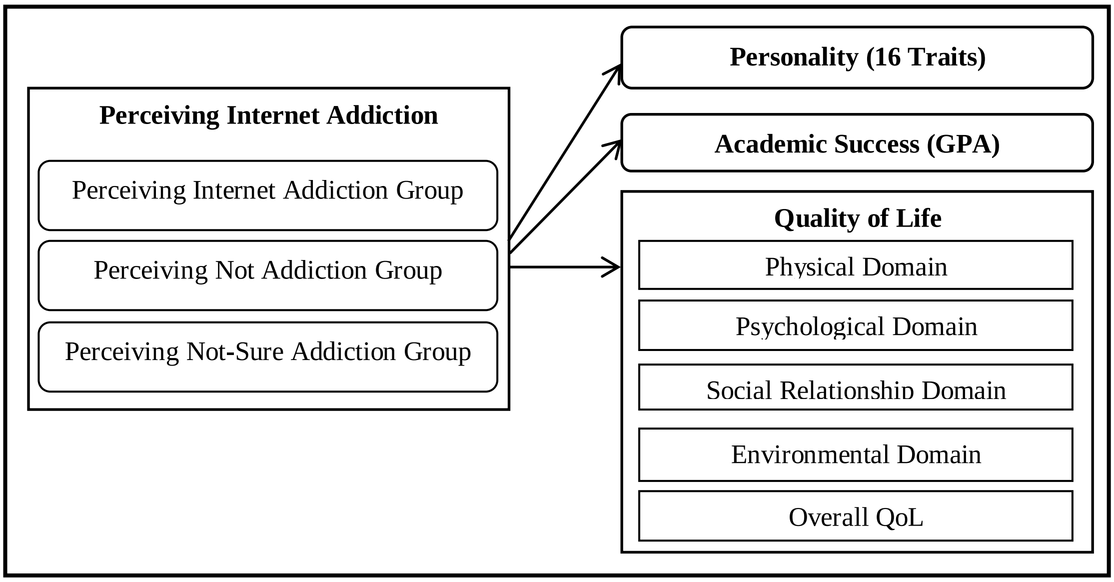


Figure 1: Framework of the study

Methodology

Participants and procedure

The present study adopted a cross-sectional design with participants who had to (i) be 16-25 years old, (ii) be the first-year undergraduate students at the Ramkhamhaeng University, (iii) enrolled in course of Introduction to Psychology on 2nd semester 2014 and studied at the Bangna campus and (iiii) able to access to internet via one or more tools/channels. Those criteria were set to reduce confounding effect on research outcomes by let participants' educational background to be relatively similar. After finishing recruitment, the questionnaire packages were distributed to selected students and 474 series returned. When initial screening of the data, 44 (9.28%) were excluded due to data missing. Thus, a total of 430 participants were remained for the final analysis. They were 171 (39.8%) males and 259 (60.2%) females. The mean age was 19.42, SD 1.23 (ranged from 17 to 24 years old).

Measures

The questionnaire package composed of 3 measures including (i) the questionnaire on perception of internet use and pattern of use, (ii) the Sixteen Personality Factor Questionnaire (16PF) and (iii) the WHOQOL-BREF test. Likewise, the questions on participants' demographic (e.g. age, gender, GPA) were also contained in the package. The questionnaires were administered to participants after class and it took about 45-60 minutes to finish. Meanwhile all of them were assured of anonymous and confidential.

Questionnaire on perception of internet use and pattern of use

This questionnaire was developed to investigate participants' internet use habit and perception, including the questions of channel of internet access, pattern of internet use, time spend on internet per day and perception of internet addiction (yes/ no/ not-sure). Further, it also included one open-ended question asking about how internet usage impact on you (reply freely).

The Sixteen Personality Factor Questionnaire (16PF)

The 16PF was developed based on the trait theory of Cattell. It was a self-report assessment instrument measuring of sixteen primary factors that were conceptualized as universal aspect of individual personality. It comprised of 187 items, scoring on a bipolar scales, to assess 16 traits as following; warmth (type A), reasoning (type B), emotional stability (type C), dominance (type E), liveliness (type F), rule-consciousness (type G), social boldness (type H), sensitivity (type I), vigilance (type L), abstractedness (type M), privateness (type N), apprehensiveness (type O), openness to change (type Q1), self-reliance (type Q2), perfectionism (type Q3) and tension (type Q4). Scoring the 16 PF needed a step of converting raw score to normalized sten scores through norm tables (divided by age and gender) for each factor, then plotted individual's personality profile (Cattell & Mead, 2008). The application of 16PF to internet addiction issue was suitability as suggested by previous studies (Yang, et al., 2005; Young and Rodgers, 1998). Besides, in this study, the in-used 16PF was the 16PF-Thai Version which was developed by the Department of Medical Services, Ministry of Public Health, Thailand. Measurement of internal consistency of the 16PF Thai-Version in this study by calculating Cronbach alpha coefficients with 30 samples revealed values ranged from .890 (type B) to .715 (type E), with an average of .794.

WHOQOL-BREF test

The WHOQOL-BREF test was an abbreviated form of the WHOQOL-100. It was a self-report assessment which developed by the World Health Organization in order to assess generic quality of life. The test comprised of 26 items which measured the following broad domains of physical health, psychological health, social relationship and environment. Meanwhile, the overall quality of life was considered through total score from all items (WHO, 1996). The WHOQOL-BREF test was applicability in various fields, including of psychology, public health and behavioral sciences; therefore it was selected for measuring general quality of life in the issue of internet-addictive behavior. The Thai-Version of the WHOQOL-BREF test developed by the Department of Mental Health, Ministry of Public Health, Thailand was in-used for this study. Measurement of internal consistency provided values ranged from .815 (social relationship) to .702 (physical health), with an average of .791.

Statistical analyses

Statistical analyses comprised of (i) descriptive statistical analysis of participant's characteristics, (ii) one-way ANOVA to find out whether differences existed among perceiving internet addiction groups on their personality, GPA and quality of life and (iii) post hoc test to indicate each pairs when there was a significant among groups.

Results

Participants' demographics, perception of internet use and pattern of internet use

A detailed description of the participants' demographics, habit and perception of internet use was presented in Table 1. An average ages of participant was 19.42 (SD = 1.23) years old while an average GPA was 2.77 (SD = .45). Most of them accessed the internet from laptop (76.5%) and smart mobile phone (73.0%), respectively. They preferred all-day long internet accessing (66%) while some of them accessed to internet only when needed (33.5%). In terms of daily internet usage, participants reported using the internet nearly 4 hours (SD = 3.75) per day. Meanwhile, 46.8% of participants perceiving themselves as addicted to internet, 36.3% perceiving not addiction and 14.9% perceiving not-sure addiction.

Table 1: Participants' demographics, perception of internet use and pattern of internet use

Variables		n = 430
Gender (n, %)		
	Male	171 (39.8)
	Female	259 (60.2)
Age, years; mean (SD)		19.42 (1.23)
GPA; mean (SD)		2.77 (.45)
Channel of internet access, may be more than 2 channels (n, %)		
	Desktop computer	225 (52.3)
	Laptop	329 (76.5)
	Smart mobile phone	314 (73.0)
	Tablet	67 (15.4)
	Other mobile devices	18 (4.2)
Pattern of internet Use (n, %)		
	All-day long	284 (66)
	Only when needed	144 (33.5)
	Other pattern of use	2 (0.5)
Daily internet use, hours; mean (SD)		3.97 (3.75)
Perceiving internet addiction (n, %)		
	Yes	210 (46.8)
	No	156 (36.3)
	Not-sure	64 (14.9)

Divided groups by perception on internet use

In this study, participants were divided into three groups according to their perception toward internet use, however, it needed to test the differences of time spend on internet per day among those groups. In Table 2, it revealed statistically significant difference (F = 68.994, p-vale < .001) when students in perceiving internet addiction group spend averagely 5.85 (SD = 4.25) hours/day, students in perceiving not addiction group spend averagely 1.89 (SD = 1.77) hours/day and students in perceiving not-sure addiction group spend averagely 2.94 (SD = 2.25) hours/day.

Table 2: Divided student groups by perception on internet addiction

Perceiving internet addiction	Mean (hr./day)	SD	F	p-value
Yes	5.85[a,b]	4.25	68.994**	< .001
No	1.89[a]	1.77		
Not-sure	2.94[b]	2.25		

* p-value < .05, ** p-value < .01

The F-Test determined whether there were significant differences among groups. Post hoc tests were then used for indicating multiple comparisons. Groups with dissimilar superscripts were significant differences; [a] indicated the difference in Yes/No Group; [b] indicated the difference in either Yes/Not-sure Group or No/Not-sure Group

Comparison of GPA by groups

Table 3 represented the mean, SD and ANOVA for comparing differences of GPA among groups. The average GPA in students with perceiving internet addiction, not addiction and not-sure addiction were 2.71, 2.80, 2.85, respectively. ANOVA revealed non-significant difference at the level of .05, indicating the comparable academic performance in all student groups.

Comparison of personality (16 traits) by groups

Table 3 represented the mean, SD, and ANOVA with post hoc comparison of personality traits among three student groups. Interpretation of 16PF used sten score scales. Sten score ranged from 1 to 10, with mean of 5.5 (SD = 2), therefore sten score of 4-7 had been considered to be within the normal range. Sten score of 1-3 indicated extreme low range while sten score of 8-10 indicated extreme high range (Cattell & Mead, 2008). For this result, the mean score in most factors of all groups fell within the normal range except slightly low score of students with perceiving internet addiction in type C,M; low score of students with perceiving not addiction and not-sure addiction in type F,M; high score of all groups in type O. Furthermore, factors that showed significant differences in mean values among groups were type C (F= 8.287, p-value <.001), type E (F= 5.101, p-value = .006), type F (F= 9.087, p-value <.001), type G (F= 5.071, p-value = .007), type L (F= 4.630, p-value = .010), type O (F= 8.337, p-value <.001), type Q3 (F= 12.128, p-value <.001), type Q4 (F= 6.878, p-value =.001). Table 3 also indicated personality profile of students with perceiving internet addiction that they were more likely to emotionally less stable, dominance, relatively sober, conscientious, suspicious, worrying, undisciplined, tense and frustrated.

Comparison of quality of life by groups

Also, Table 3 represented the mean, SD, and ANOVA with post hoc comparison of quality of life among groups. The mean score of all three groups fell within normal range or slightly better (normal range were 17-26 in physical domain, 15-22 in psychological domain, 8-11 in social domain, 19-29 in environment domain and 61-95 in overall). When we determined the mean differences, overall quality of life, social relationship and environment were not significant differences among three groups at the level of .05. Only in physical and psychological domain that perceiving internet addiction students got significantly lower score than perceiving not addiction students.

Table 3: Comparison of GPA, personality and quality of life among student groups

Variables	Yes n = 210 Mean (SD)	No n = 156 Mean (SD)	Not-sure n = 64 Mean (SD)	F	p-value
GPA	2.71 (.46)	2.80 (.44)	2.85 (.43)	2.076	.127
16PF Primary factors					
Type A: warmth	4.48 (1.77)	4.66 (1.85)	4.19 (1.91)	1.565	.210
Type B: reasoning	4.18 (1.78)	4.56 (1.90)	4.34 (1.97)	1.960	.142
Type C: emotional stability	3.70 $(1.80)^{a,b}$	4.42 $(1.85)^{a}$	4.44 $(1.85)^{b}$	8.287^{**}	<.001
Type E: dominance	5.46 $(1.63)^{a}$	4.92 $(1.74)^{a}$	5.05 (1.47)	5.101^{**}	.006
Type F: liveliness	4.44 $(1.74)^{a,b}$	3.74 $(1.61)^{a}$	3.83 $(1.27)^{b}$	9.087^{**}	<.001
Type G: rule-consciousness	$5.62(1.76)^{a}$	$6.22(1.86)^{a}$	5.80(1.75)	5.071^{**}	.007
Type H: social boldness	4.51(1.56)	4.31(1.65)	4.39(1.61)	.717	.489
Type I: sensitivity	5.20(1.96)	5.11(1.93)	4.97(1.90)	.366	.694
Type L: vigilance	$6.62(1.81)^{a}$	$6.13(1.74)^{a}$	6.05(1.55)	4.630^{**}	.010
Type M: abstractedness	3.42(1.80)	3.71(1.79)	3.61(1.69)	1.195	.304
Type N: privateness	5.98(2.01)	6.39(2.20)	6.45(1.78)	2.363	.095
Type O: apprehensiveness	$7.83(1.77)^{a}$	$7.06(1.85)^{a}$	7.42(1.70)	8.337^{**}	<.001
Type Q1:openness to change	6.66(1.71)	6.40(1.81)	6.27(1.69)	1.701	.184
Type Q2: self-reliance	6.22(1.77)	6.56(1.99)	6.41(1.46)	1.535	.217
Type Q3: perfectionism	$4.41(1.83)^{a}$	$5.33(1.94)^{a,b}$	$4.38(1.83)^{b}$	12.128^{**}	<.001
Type Q4: tension	$6.27(1.85)^{a}$	$5.53(2.01)^{a}$	5.92(1.81)	6.878^{**}	.001
Quality of life					
Physical health	$25.38(3.21)^{a}$	$26.91(3.46)^{a}$	26.41(3.40)	9.438^{**}	<.001
Psychological health	$21.94(3.61)^{a}$	$23.19(3.37)^{a}$	22.19(3.60)	5.565^{**}	.004
Social relationships	11.98(1.87)	11.81(1.83	11.43(2.20)	2.008	.136

		)			
Environment	28.26(4.59)	29.14(4.66)	28.33(4.58)	1.674	.189
Overall quality of life	87.89(10.65)	90.86(10.84)	88.33(11.11)	2.547	.080

* p-value < .05, ** p-value < .01

Post hoc tests were then used for indicating multiple comparisons. Groups with dissimilar superscripts were significant differences; [a] indicated the difference in Yes/No Group; [b] indicated the difference in either Yes/Not-sure Group or No/Not-sure Group

Discussion

This study sought to compare differences of personality, academic success and quality of life among groups of students. Firstly, all participants were divided into three groups according to their perception toward internet use. Students in perceiving internet addiction group had significantly longer time spend online than students in perceiving not-sure addiction and students in perceiving not addiction (averagely 5.85, 2.94, 1.89 hours/day, respectively). In overall participants reported using the internet nearly 4 hours (SD = 3.75) per day. When compare with studies on difference countries, Thai users spend time online comparatively equal to others. For example, the study in UK indicated the daily internet use for leisure purposes as averagely of 4 hours/day (Pontes, et al., 2015). The study in Hong Kong reported time spend online in light user group and heavy user groups as averagely 2.95 and 4.29 hours/day, respectively (Wong, et al., 2015). The study in France reported time spend online of generalized problematic internet users, specific problematic internet users and non-problematic internet users as 4.80, 3.21, 2.30 hours/day, respectively (Laconi, et al., 2015). Moreover, literature suggested that individual who identified themselves as addicted to the internet displayed a tendency to engage in specific online activities rather than generalized use (Pontes, et al., 2015). Therefore, it should carefully examine an online behavior that obliging to one's meaningful and context.

Second, the present study found non-statistical difference of GPA among groups of students. This finding may not align with previous studies even though it reduced confounding effect on GPA by recruiting participants from the same classroom and under the same specific inclusion criteria. Mostly, previous studies found detrimental effect of internet addicted behavior on overall GPA but reasonably difference in some details. An example study with Indian high school students revealed a significant effect of internet addiction on academic success, especially in students of profound internet addiction group, while it may be academic valuable if used moderately (Singh & Barmola, 2015). Some studies typically determined relationship between specific online activities and academic performance, such as the study of Junco (2012) which explored the relationship among time spend on Facebook, frequency of Facebook activities, frequency of checking Facebook on GPA and time spend preparing for class. His results indicated as expected that large amounts of time spend on Facebook was negatively predictive on GPA, while frequency of checking to see what friends updating and sharing link, not included of socializing, were positively associated with GPA but not associated with time spend preparing for class. Whereas the study of Mohammadi, et al. (2015) inferred that internet usage could be an indicator of academic procrastination across difference years of study in Iran undergraduate students. Therefore, the non-significant of GPA in this study may due to it highlight just for time spends online while not highlight of internet activities that students engaged in.

Third, considering difference of personality characteristics among groups of students, the results shown significant differences in 8 types including type C,E,F,G,L,O,Q3,Q4. Students who perceived of internet addiction seem to emotionally less stable (type C), dominance (type E), relatively sober (type F), rule-conscientious (type G), suspicious (type L), worrying (type O), undisciplined (type Q3), tense and frustrated (type Q4). Comparing with students who perceived not addiction and not-sure addiction group, they were more likely to be emotional stable (type C), tendency to accepting others' wishes (type E), less of worrying about things and feel apprehension (type O), want to do things right and well-organized (type Q3), feeling of less nervous and tension (type Q4). Though they seems to be less liveliness (type F), strict to the rules and principles (type G) and more suspicious (type L). This finding aligned with previous studies which consider personality as a predisposing factor impact on excessively internet use behavior (Yang, et al., 2005). The result of personality trait in students with perceiving internet addiction in this study was comparatively resembling to the study of Young and Rodgers (1998) who found characteristic of internet-dependent users as they were high self-reliance, emotional sensitivity and reactivity, vigilance, low self-disclosure and non-conformist characteristics. Those characteristics activated to an internet addiction by fulfilling unmet psychological needs through on-line stimulation. The study of Xiuqin, et al. (2010) clarified the personality profile of internet-dependent users that they tended to be introvert and psychoticism while the study of Ko, et al. (2006) revealed significant traits that predicted internet addiction, including of high novelty seeking, high harm avoidance, and low reward dependence. They also reported that adolescents with internet addiction were more likely to have substance use experience. Whereas the meta-analysis of Koo & Kwon (2014) summarized that intrapersonal factor (e.g. escape from self, self-control, self-identity, and emotional regulation) were significantly larger effects on internet addiction than interpersonal factors (e.g. parent-child relationship, family functioning, and social support). Furthermore, when closely determined internet addicted behavior in adolescence, this age was a critical period of developing identity and autonomy. Internets seem to be an easily accessible way for adolescent to experiment to reach a sense of identity, autonomy and fulfill basic needs of being competence and relatedness with others. Thus, adolescents who had weak personality may use the internet to lessen their inner weakness or struggle. Some of them may develop virtual self in the internet with the purpose of eliminating feeling of dependency or incompetence or even escape from reality which may in turn lead to internet addiction. (Koo & Kwon, 2014; Wong, et al., 2015; Yang, et al., 2005). Moreover, excessive use of internet may formulate or change trait/habit of individual, study indicated that people with internet addiction were easily bored, difficultly concentrated with tasks or school-work, fail to engage in face-to-face activities and less social skill (Li, et al., 2015).

Finally, considering difference of quality of life among groups of students, the result showed statistically lower scores of physical and psychological domains in students with perceiving internet addiction group. Comparing with students who perceived not addiction and not-sure addiction group, they were more likely to have greater physical and psychological health, slightly better in overall quality of life and slightly lower score in social relationship domain. Mostly, previous studies reported directly and indirectly impact of internet-excessive use on psychological health, especially increasing of both internalizing problems (e.g. distress, depression, anxiety, stress) and externalizing problems (e.g. impulsive, delinquent and aggressive behavior) (Akin & Iskender, 2011; Evren, et al., 2014; Wong, et al., 2015). When specifically determining health risks emerged from smartphone addiction, excessive use of smartphone caused loss of psychological functioning, interpersonal skills and insomnia when overuse it before bedtime (Davey & Davey, 2014). Additionally, this present study reported lower scores in physical domain which led us to be aware of body-mind holistic functioning. Physical and psychological could not function alone, instead their collaborative functions effect on each other. That helped explaining why they always went along in the same direction. For social relationship domain, it was surprising that student with perceiving internet addiction had higher score than other two groups, even non-statistically significant.

As suggested by Whang, et al. (2003), the internet addiction group created new social relationship online which was expressed in a high proportion of online chatting to make new friends. Therefore, the reported of higher score may due to their feeling of having shallow relationship with online-friends more than real-life ones. The underlying reasons may be because those excessive internet users accessed to online activities in order to compensate their interpersonal difficulties and stress in real-life situation. Further suggestion by the study of Xiuqin, et al. (2010) was that internet-addictive behavior could be resulting from inappropriate parental rearing styles when they experienced lacking of emotional warmth, being over-involved, rejecting and punitive, especially from mother in early childhood. However, surprisingly, all three groups of students had normal range scores for overall quality of life, slightly better in group of not addiction and not-sure addiction. This finding resembled with the study of Yang, et al. (2005) which measured the degree of psychiatric symptoms by the SCL-90-R, then found that excessive use of internet was not high enough to indicate clinically significant abnormality but may potentially induce obsessive-compulsive and hostile behavior. Therefore, overuse of internet alone was not adequate to represent deviation from well-being status. It might be expect that there will have a set of determinants or combination among those determinants contributed to poor functioning or poor quality of life.

The present study had limitations. First, this employed cross-sectional design which reported only mean differences rather than gaining insight into situation. Second, number of sample size may large enough but samples may not be representative for subjects of interest since a lot of criteria set up for recruitment. Hence, the generalizability may limit just to students with similar conditions. Third, although perception of internet use and pattern of use were included in this analysis, but a reason for use and an engagement in specific online activity were not taking into the account. Future studies may add-on for deeply understanding.

Conclusions and Recommendations

Overall, the results of this study supported the view that students' personality relevant to their perception toward internet use and that impact on their academic performance and quality of life. Recommendation for future studies will be consideration of (i) adaptive function to growing of internet services and technology when people nowadays could be able to connect to internet 24 hours, (ii) find out specific purposes that people goes online, (iii) find out characteristic of 'healthy internet use' that benefits for people to function and maintain their healthy life.

References

1. Akin, A., & Iskender, M. (2011). Internet Addiction and Depression, Anxiety and Stress. *International Online Journal of Educational Sciences*, 3(1), 138-148.
2. American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders Fifth Edition (DSM-5^{TM})*. Washington DC, USA: Author.
3. Cattell, H. E. P., & Mead, A. D. (2008). The Sixteen Personality Factor Questionnaire (16PF). In Boyle, G. J., Matthews, G., & Saklofsky, D. H. (Eds), The SAGE Handbook of Personality and Assessment: Vol 2 Personality Measurement and Testing (pp.135-159). London, England: SAGE.
4. Davey, S., & Davey, A. (2014). Assessment of Smartphone Addiction in Indian Adolescents: A Mixed Method Study by Systematic-Review and Meta-Analysis Approach. *Int J Prev Med*, 5(12), 1500-1511.
5. Evren, C., Dalbudak, E., Evren, B., & Demirei, A. C. (2014). High Risk of Internet Addiction and Its Relationship with Lifetime Substance Use, Psychological and

Behavioral Problem among 10th Grade Adolescents. *Psychiatria Danubina*, 26(4), 330-339.
6. Internet Live Stats. (2015). *Internet Users*. Retrieved from http://www.internetlivestats.com/internet-users/
7. Junco, R. (2012). Too Much Face and Not Enough Books: The Relationship between Multiple Indices of Facebook Use and Academic Performance. *Computers in Human Behavior*, 28, 187-198.
8. Ko, C-H., Yen, J-Y., Chen, C-C., Chen, S-H., Wu, K., & Yen, C-F. (2006). Tridimensional Personality of Adolescents with Internet Addiction and Substance Use Experience. *Can J Psychiatry*, 51(14), 887-894.
9. Koo, H. J., & Kwon, J-H. (2014). Risk and Protective Factors of Internet Addiction: A Meta-Analysis of Empirical Studies in Korea. *Yonsei Med J,* 55(6), 1691-1711. Retrieved from http://synapse.koreamed.org/Synapse/Data/PDFData/0069YMJ/ymj-55-1691.pdf
10. Laconi, S., Tricard, N., & Chabrol, H. (2015). Differences between Specific and Generalized Problematic Internet Uses According to Gender, Age, Time Spent Online and Psychopathological Symptoms. *Computers in Human Behavior*, 48, 236–244.
11. Li, W., O'Brien, J. E., Snyder, S. M., & Howard, M. O. (2015). Characteristics of Internet Addiction/Pathological Internet Use in U.S. University Students: A Qualitative-Method Investigation. *PLoS ONE*, 10(2), e0117372. doi: 10.1371/journal.pone.0117372
12. Mohammadi, M., Tahriri, A., & Hassaskhah, J. (2015). The Relationship between Internet Use and Academic Procrastination of EFL Learners across Years of Study. *International Journal of Applied Linguistics & English Literature*, 4(1), 231-241.
13. National Electronics and Computer Technology Center. (2015). *Summary of Statistics for internet Networking*. Retrieved form http://internet.nectec.or.th/webstats/home.iir
14. Pontes, H. M., Szabo, A., & Griffths, M. D. (2015). The Impact of Internet-Based Specific Activities on the Perceptions of Internet Addiction, Quality of Life, and Excessive Usage: A Cross-Sectional Study. *Addictive Behaviors Reports*, 1, 19-25.
15. Simsek, E. & Sali, J. B. (2014). The Role of Internet Addiction and Social Media Membership on University Students' Psychological Capital. *Contemporary Educational Technology*, 5(3), 239-256.
16. Singh, N., & Barmola, K. C. (2015). Internet Addiction, Mental Health and Academic Performance of School Students/Adolescents. *The International Journal of Indian Psychology*, 2(3), 98-108.
17. Spada, M. M. (2014). An Overview of Problematic Internet Use. *Addictive Behaviors,* 39(1), 3-6.
18. Syndacast. (2015). *[Infographic] Online Marketing Thailand: The State of Social Media*. Retrieved from http://syndacast.com/infographic-online-marketing-thailand-the-state-of-social-media/
19. The Statistic Portal. (2015). Penetration of leading social networks in Thailand as of 4th quarter 2014. Retrieved from http://www.statista.com/statistics/284483/thailand-social-network-penetration/
20. Whang, L. S-M., Lee, S., & Chang, G. (2003). Internet Over-Users' Psychological Profiles: A Behavior Sampling Analysis on Internet Addiction. *Cyberpsychology & Behavior,* 6(2), 143-150.
21. WHO. (1996). *WHOQOL-BREF Introduction, Administration, Scoring and Generic Version of the Assessment*. Switzerland: Author.

22. Wong, T. Y., Yuen, K. S. L., & Li, W. O. (2015). A Basic Need Theory Approach to Problematic Internet Use and the Mediating Effect of Psychological Distress. *Frontiers in Psychology*, 5. Retrieved from http://www.ncbi.nlm.nih.gov/pmc/articles/PMC4294141/
23. Xiuqin, H., Huimin, Z., Mengchen, L., Jinan, W., Ying, A., & Ran, T. (2010). Mental Health, Personality, and Parental Rearing Styles of Adolescents with Internet Addiction Disorder. *Cyberpsychology, Behavior and Social Networking*, 13(4), 401-406.
24. Yang, C-K., Choe, B-M., Baity, M., Lee, J-H., & Cho, J-S. (2005). SCL-90-R and 16PF Profiles of Senior High School Students with Excessive Internet Use. *Can J Psychiatry*, 50(7), 407-414.
25. Young, K. S. (1996, August). *Internet Adduction: The Emergence of a New Clinical Disorder*. Paper presented at the 104th annual meeting of the American Psychological Association, Toronto, Canada. Retrieved from http://www.chabad4israel.org/tznius4israel/newdisorder.pdf
26. Young, K. S., & Rodgers, R. C. (1998, April). *Internet Addiction: Personality Traits Associated with Its Development*. Paper presented at the 69th annual meeting of the Eastern Psychological Association. Retrieved from http://www.netaddiction.com/articles/personality_correlates-1.pdf

Graduate Attributes: A Quality Assurance Indicator For Internationalization

Dennis V. Madrigal[1] and Araceli C. Doromal[2]

[1]*University of Negros Occidental-Recoletos, Philippines (dennis_madrigal40@yahoo.com)*
[2]*John B. Lacson Colleges Foundation, Philippines (araceli_doromal@yahoo.com)*

ABSTRACT

From the perspective of internationalization, higher educational institutions around the world are challenged to produce graduates or professionals who are ready for citizenship and employmentin the local and global environment. One specific approach that universities can employ to respond to this demand is through developing the graduate attributes among students guided by the quality standard system. This paper aims to assess the extent of practice of graduate attributes among college students. Likewise, it seeks to determine the impact of these attributes in their lives and practice of their profession. The study utilized a sequential explanatory mixed-method design. The participants of the study were two hundred seventy-four (274) randomly selected graduating college students representing the seven colleges of a comprehensive University in the Philippines. The quantitative data were collected through a validated assessment instrument. While the qualitative data were gathered from the participants through an in-depth semi-structured interview which culled out their prevailing insights on the practice of graduate attributes. The findings of the study revealed that the participants developed in them the graduate attributes to a high extent through their curricular training and extra-curricular activities. This indicates an extensive implementation of the process in the development of the graduate attributes of the university among students. A remarkable implication signifies that their university education have successfully prepared and trained them to meet the challenges of national and international employment and industry.

Keywords: Employability, Graduate Attributes, Internationalization

Introduction

Internationalizationof higher education is viewed as a response to the emerging impact of the global economic and academic challenges of the twenty-first century (Altbach & Knight, 2007). In this perspective, higher education must not be seen only in a national context butmust embrace also international dimension to remain itself responsive and relevant to the needs of time. One strategic approach that universities can employ to respond to, promote, and implement the agenda of internationalization and employability is through integrating graduate attributes in the curriculum and developing them in the students guided by the quality standard system. Among the major factors that contributed further to this current trend in higher education are the industry–mandated qualifications and competencies established by international accreditation agreement bodies for professionals and different countries through their educational reform agenda such as Washington Accord (1989), Bologna Accord (1999), Seoul Accord (2008), ASEAN Qualifications

Reference Framework (AQRF), and Philippine Qualifications Framework (PQF) to name a few which set the global standards for university graduates in the practice of their respective professions. With this,colleges and universities worldwideplay a vital role as higher education providerswhose graduatespossess the academic andprofessional qualifications which are'responsive to the requirement and challenges related to the globalization of societies,economy, and labor markets' (Van der Wende, 1997 as cited in Qiang, 2003).

Thecomprehensive University under study is an established private Catholic institution with its own quality standardssystem which ensures excellence in all its policies, processes, programs, and practices. In recognition of its consistent commitment to institutional quality assurance, the Philippine Commission on Higher Education (CHED)certifiedthe University as an Institutional Quality Assurance, Monitoring and Evaluation (IQuAME) Category A (t) higher education institution for its excellence in teaching (cf. CHED Memorandum No. 41 s. 2008). The certification signifies that the University complied with the quality and standards set forth by CHED of its own programs.To further authenticateits 'accomplishments, adherence to quality assurance, and commitment to public responsibility and accountability as a higher education provider,'CHED granted the University an Autonomous Status in 2009 pursuant to CHED en banc Resolution No. 076-2009 (cf. CHED Memorandum Orders No. 44, s. 2008; No. 18 s. 2012; No. 21 s. 2015).

Guided by quality assurance mechanism, the University responds to the challenge of internationalization of education through integratingthe graduate attributes of international standardin the curricular training, community extension, and research programs. The process of the integration of graduate attributes ensures that college students are provided with adequate knowledge, skills and attitudesto enable them to meet the changing demands of life and work in the national and global setting after their graduation. Assimilation and demonstration ofthe University's graduate attributes are expected fromthem as they progress in their academic status in their respective fields of concentration. Thus, graduates of this Catholic University are expected to be individuals who are: *God-centered,* being able to live godly and prayerful life; *Critical thinker,* being able to effectively conceptualize, apply, analyze, synthesize, and communicate their ideas; *Morally-healthy*, being able to demonstrate ethical awareness, practice, and integrity; *Physically-healthy,* being able to exhibitphysical fitness, vitality and enthusiasm in their activities; *Culturally-conscious,* being able to show appreciation of religious and cultural heritage and demonstrate culture of inclusivity; *Socially-concerned,* being able to practice mercy and compassion, justice and peace; environmental stewardship and protection; *Technically-proficient,* being able to demonstrate competence in the performance of their tasks ; and *Research-oriented,* being able to engage in research-related activities to explore and share new ideas and skills.

Outcomes-based teaching and learning strategies were purposely designed by the University to facilitate the process of development of the graduate attributes among college students. Through their involvement in various curricular and extra-curricular trainings, college students progressively develop these attributes during their academic stint in the University. Periodic and terminal practical and written assessment activities were devised and conducted to ensure that college students have accurately assimilated and can demonstrate these university core outcomes relative to their curricular programs. This is 'competency approach' to internationalization which aimed at developing competencies in students 'to be successful national and international citizens and to contribute to local and global work environments' (Qiang, 2003).

Currently, there has never been any attempt in the University to conduct a study on the extent of graduate attributes among college students. Hence, the researchers were prompted to investigate how far college students have assimilated and demonstrated these attributes and how far these attributes have prepared them for the challenges of internationalization and employment.

Statement of the Problem

This paper aimed to assess the extent of practice of graduate attributes among college students. Specifically, the following research questions were addressed by the researchers: (1) What is the extent of practice of the graduate attributes among graduating students when taken as a whole and grouped according to college? (2) Is there a significant difference in the extent of practice of the graduate attributes among graduating students when grouped according to college? (3) What insights are revealed in the lived experiences of these graduate attributes among graduating students?

Framework of the Study

The framework of this study is based on the established premise that there is a vital link between university education and employment (De Guzman & De Castro, 2008), accordingly between educated manpower and economic development (Ruiz & Junio-Sabio, 2012). This is evidenced by the growing interest among higher educational institutions globally to produce graduates who can meet the changing demands of the employment environment (Kemp & Seagraves, 1995; Leckey & McGuigan, 1997; Harvey et al., 2002; McQuid & Lindsay, 2005).

While employability is a purely personal matter and not an institutional one (Harvey et al., 2002), universities around the world have taken this as a major concern (Atkins, 2000), vital to their existence and relevance as well as an indicator of their commitment to excellence as institutions of higher education (Little, 2001). One strategic approach that universities have sought to address this pressing concern is through the development of skills or attributes beyond the disciplinary knowledge and skills among their students (Drummond et al., 1998; Barrie, 2006). Bowden et al.(2000) defined graduate attributes as 'qualities, skills, and understandings a university community agrees its students should develop during their time with the institution.' Grounded on the values and beliefs of the institutions as well as the political and social milieu in which educational institutions exist (Clanchy & Ballard, 1995 as cited in Barrie, 2006), graduate attributes make up the core competencies or outcomes of the university education (Barrie & Posser, 2004 as cited in Albalooshi, 2013) which students are expected to acquire beyond their 'disciplinary expertise or technical knowledge.'

In this context, higher learning institutions worldwide "have redefined their curriculum to incorporate graduate attributes in teaching programmes to equip students with appropriate graduate skills which demand a new approach to teaching and learning, thereby promoting integration and flexibility in working in multi-disciplinary projects" (Felder & Brent, 2003 cited in Moalosi et al., 2012; see also Barrie, 2006; Kember, 2009; Jones, 2009). From the perspective of internationalization and employability, there is a need to identify the kind of attributes that students need to develop duringtheir university education.Integrating graduate attributes in the curriculum ensures that students develop the appropriate skills to make them as well as their institution and country more competitive in the global economic market(Qiang, 2003).

Bath et al. (2004) listed three significant factors that influence the vital importance of graduate attributes in tertiary education: (a) the view of education as lifelong process; (b) the link between education and employment of graduates; and (c) the development of outcome which measures part of the quality assurance. Similarly, Moalosi et al. (2012) mentioned that there are significant benefits that the academic institutions and stakeholders can profit from adopting and integrating graduate attributes in their curricular trainings. These include among others: (a) students being equipped with necessary capabilities to become employable and perform efficiently in an ever-changing work environment; (b) universities being able to meet the interests and standards of stakeholders in producing a more competent workforce-professionals on the part of the academic institutions; and (c) college graduates becoming prepared to be "lifelong learners who are open to new ideas and new ways of learning, thinking and delivering tasks" so that they can better adapt to the unpredictable conditions of their working environment. Nevertheless, these benefits may only be achieved if graduate attributes (technical and generic) must form part in the planning, implementation and evaluation of the curricular programs of the institutions.

Kember (2009) posited that graduate attributes are nurtured through practice. From theprogram-level survey conducted with students at a university in Hongkong,the findings consistently affirmed that capabilities are developed if the curriculum made demands on students to practice the use of capability. Intellectual capabilities were nurtured through active learning experiences performed in class or for assessment, which required the practice of the capability while communication and teamwork were skills developed through group projects and activities in which communication was practiced. In addition, the study presented a qualitative model on how the universities can nurture graduate capabilities. The main premise on which the model is based is that capabilities develop when students are given set of learning activities which require practice in use. If universities are to be successful in nurturing generic capabilities, curriculum development needs to identify which capabilities are necessary. The curriculum design then needs to ensure that sufficient practice is provided in each capability.

On the other hand, Felder & Brent (2003) considered equipping students with generic skills as much harder than assessing whether they possess or not the skills. Despite the general agreement among the academics that generic skills can be developed by students during the course of their undergraduate studies, disciplinary skills are always expected to take precedence in the teaching and assessment activities of the university (Becher & Trowler, 2001). Another factor that also limits the attention and affects the process of generic skills development is the overcrowded curriculum of the university (Barnett & Coate, 2008). Nevertheless, the university acknowledges that generic skills development can and should be integral to the university curricula and assessment (Drummond et al., 1998; Biggs & Tang, 2012). However, the development of generic skills can never be advanced by one or two single factors of university education. It is accomplished by the complex synergy of academic, non-academic and support factors (Pascarella & Terenzini, 1991 as cited in Badcock et al., 2010).

Methodology

Research Design

This study utilized sequential explanatory mixed method design. This method involved two separate phases: quantitative followed by qualitative (Creswell& Clark, 2011). The researcher first collected and analyzed the quantitative data. The data gathered in the quantitative phase were used in the subsequent qualitative investigation. The method helped the researcher explained the initial statistical results using insights gathered from the in-depth interviews of the participants.

Participants

The participants of the study were two hundred seventy-four (274) randomly selected graduating college students representing the seven colleges of the University: Arts and Sciences (CAS), Business and Accountancy (CBA), Criminal Justice Education (CJE), Education (CED), Engineering (CEN), Information Technology (CIT), and Nursing and Allied Health Sciences (CNAH). From the total population of 947 graduating college students, the sample size was determined using an online *Raosoft Sample Size Calculation Formula.* This online scientific calculator software required the researchers to key in the desired margin of error, level of confidence, and population size. In this study, the researchers used the 5% margin of error and 95% confidence level. Thus, the sample size of 274 participants was derived.To further determine the participants by college, a proportional stratified random sampling was utilized in order to ensure equal chances in selecting population representatives of the study, thereby establishing a true picture of the population. The distribution of participants per college is presented in Table 1.

Table 1: Distribution of Sample Size

Colleges	Participants	Percentage
Arts and Sciences (CAS)	19	6.93
Business and Accountancy (CBA)	84	30.66
Criminal Justice Education (CJE)	22	8.03
Education (CED)	29	10.58
Engineering (CEN)	43	15.69
Information Technology (CIT)	28	10.22
Nursing and Allied Health Sciences (CNA)	49	17.88
TOTAL	274	100

In the subsequent qualitative inquiry, the participants were identified using the confirming and disconfirming sampling method. It is a purposeful sampling strategy which aims to develop a richer, deeper understanding of the phenomenon and lend credibility to one's research account (Cohen, 2007) relevant to the graduates' manifestation of institution attributes. The process involves selecting samples that lend support, richness and depth to patterns emerging from data analysis *(confirming case)* and examples that do not fit emergent patterns, thereby allowing the researcher to evaluate rival explanation *(disconfirming case).* The purpose is to cull out and identify different insights and common themes/concepts that are apparently present across the sample (cf. Onwuegbuzie & Collin, 2007). Two (2) participants from each college were chosen as the participants for the qualitative inquiry of this study, that is, one student with a very high extent of practice and another student with very low extent of practice based from the quantitative data.

Data Collection

The quantitative data were collected through a validatedsurvey questionnaire developed from the observable behaviors of graduate attributes as practiced in the University. The survey questionnaire consistedof forty (40) statements on the practices of graduate attributes. It is organized into eight sections corresponding to the eight (8) graduate attributes. Five (5) items are listed under each section, expressing a particular graduate attribute in observable behavioral terms. The 5-point Likert rating scale was used to measure the extent of practices of the graduate attributes.While the qualitative data were gathered from the participants through an in-depth semi-structured interview using questions like *"What insights revealed by your practices of these attributes?"*and *"How do these attributes prepare you to become competent in your profession?"*

Data Treatment and Analysis

Quantitative data were treated using a Statistical Package for Social Sciences (SPSS). The *mean* was used to describe the extent of practice of graduate attributes among graduating students. The *Analysis of Variance* (ANOVA) was used to determine the significant difference in the extent of the practice of graduate attributes among the seven colleges of the University. For the qualitative data, the researcher used the recursive textual data analysis. The purpose was to cull out insights from the in-depth interviews of the participants. Lichtman's (2010) three C's—coding, categorizing, and identifying concepts were utilized to help the researcher achieve an in-depth, holistic understanding about the phenomenon. This iterative process was observed until the researchersarrived at the saturation point, that is, no new insights were developed from the themes (Creswell& Clark, 2011).

Results

Descriptive Results

Table 2 showed that the extent of practice of graduating students of attributes when taken as a whole is high (M=4.2). This generally revealed that graduating students practiced frequently the university graduate attributes. In terms of individual attributes, the *socially-concerned* attribute got the highest mean (M=4.3), while the *critical thinker* attribute got the lowest mean (M=4.0). When grouped according to college, the College of Arts and Sciences (CAS) and the College of Nursing and Allied Health Sciences (CNA) obtained the highest extent of practice of the attribute (M=4.3). The six (6) other colleges have high extent of practice, making the College of Information Technology (CIT) the least among them (M=4.0).

Table 2: Extent of the Practice of Graduate Attributes among Graduating Students

Graduate Attributes	Colleges							As a Whole	Interpretation
	CAS	CBA	CJE	CED	CEN	CIT	CNA		
	Mean	Mean	Mean	Mean	Mean	Mean	Mean	Mean	
God-centered	4.3	4.3	4.2	4.3	4.2	4.0	4.4	4.2	High
Critical Thinker	4.3	4.0	3.9	4.0	4.0	3.9	4.1	4.0	High
Morally-Healthy	4.3	4.3	4.1	4.2	4.0	4.1	4.4	4.2	High
Physically-Healthy	4.2	4.2	4.1	4.1	4.2	4.2	4.2	4.2	High
Culturally-Conscious	4.4	4.1	4.0	4.2	4.1	3.9	4.3	4.1	High
Socially-Concerned	4.4	4.2	4.4	4.3	4.3	4.1	4.2	4.3	Very High
Technically-Proficient	4.4	4.1	4.1	4.1	4.2	4.2	4.3	4.2	High
Research-Oriented	4.3	3.9	4.3	4.1	4.1	3.8	4.1	4.1	High
As a Whole	4.3	4.1	4.1	4.2	4.1	4.0	4.3	4.2	High
	Very High	High	High	High	High	High	Very High	High	Interpretation

The statistical result impliesthat the University has complied with its quality standards system bypreparingits graduates not just to become competent and employable individuals but also as functional and productive members of the society. Likewise, the result clearly bolsters what the University envisions as partner of the government and industry in producing graduates who are skillful, proficient, and responsive to the mandates of national and international employment, commerce and industry.

Inferential Result

The Analysis of Variance (ANOVA) was used to determine the significant differences in the extent of the practice of graduate attributes among the seven colleges of the University. The result showed that among seven (7) colleges of the university, an ANOVA (F-value) of 1.981 leads to a p-value of 0.069 that is higher than 0.05 alpha value. This means that there is no strong evidence to prove any significant difference on the extent of practices. This implies that the very high extent of practices of the graduating students of the College of Arts and Sciences (CAS) and the College of Nursing and Allied Health Sciences (CNA) is not significantly higher as compared to the extent of practices of the other five colleges in the university. The differences in the extent as shown in their mean were simply due to the selection of samples.

Qualitative Results

In this study, six (6) fascinating themes emerged from the interview transcripts of the participants which generally characterize their insights into their lived experiences of the graduate attributes during their academic stint in the University. These are: (a) sowing seeds of identity, (b) sowing seeds of personal growth and maturity, (c) sowing seeds of spiritual and moral wellness, (d) sowing seeds of success and social transformation, (e) The sower enriches the fruitfulness of the harvest, and (f) The seeds need a good soil to grow and mature.

Sowing seeds of identity. Like seeds, the attributes nurtured the unique university identity among graduating students making them stand out among the rest of the graduates. Developed and cultivated through their years of stay in the University, this unique identity defined the characteristics of an ideal graduate who possesses a well-developed personality in all aspects, equipped with the needed knowledge, skills, attitudes, and values that will help him or her cope with the challenges of work and life after graduation.

*Sowing seeds of personal growth and maturity.*Like seeds, the attributes are germs of growth and maturity which cultivated positive attitudes, developed skills and potentials, and enhanced the life's perspectives of graduating students.

*Sowing seeds of spiritual and moral wellness.*Like seeds, the spiritual and moral wellness that attributes nurtured in the lives of graduating students made them closer to God, giving them confidence and strength in facing and handling problems and difficulties of life, and leading them to perform what is right and just, thinking less of themselves and showing compassion and concern for others.

*Sowing seeds of success and social transformation.*Like seeds, the graduate attributes cultivated in the lives of graduating students are the qualities which will equip and prepare them to be successful in their chosen field of endeavor and become instruments of justice and compassion.

*The sower enriches the fruitfulness of the harvest.*The seeds that have been sown need the cultivation of the sower in order for these to grow, mature, and bear fruits during the harvest time. Through the teaching and non-teaching personnel of the University, the sower continuously cultivates and enriches these graduate attributes in the lives of the students via its teaching and learning activities. Their presence and activities contribute positively or negatively to the development, maturity and fruitfulness of the graduate attributes in the lives of the students the moment they enter the portals of the University until they graduate.

*The seeds need a good soil to grow and mature.*Though the seeds, the graduate attributes, are core outcomes of the university education (Barrie, 2006) expected to be developed and imbibed by students the moment they enter the university, it is hoped that they will open their minds and hearts like good soil for them to learn, embrace, and practice these attributes. With this positive disposition, students will gradually acquire and demonstrate these attributes through the varied teaching and learning activities provided by the University.

Eidetic Insight

Overall, the insights of the participants revealed how the graduate attributes sowed by the University and nurtured by their teachers formed and transformed the graduating students in many positive ways—making them competent in the practice of their profession, bringing them sense of wellness in their lives, and motivating them to be advocates of social transformation.

Conclusions

The findings of the study indicated that the participants developed in them the graduate attributes to a high extent. The results simply mean that in the University there is an extensive implementation of the process in the development of the graduate attributes among students. A remarkable implication signifies that the quality standard system of the University guided by industry-mandated qualifications and competencies effectively prepared and trained the participants to meet the demands of internationalization and employment.

The apparent disparity in the practice of the attributes among the participants can be accounted to thedistinct nature of the college where they came from.Thisneeds to be addressed to ensure that the integral formation of the students which the university commits itself is truly achieved.

Recommendations

The researchersrecommends that (a) the University engage in continuous improvement programfor the dynamic implementation and evaluation of the university-wide programs and activities to enhance the development of graduate attributes in the areas of academic, non-academic, community extension, and research;(b) the tertiary curricula of the University be periodically reviewed and,if necessary, revised to ensure that graduate attributes are clearly defined, articulate, and embedded in the teaching and learning and assessment activities;(c) morenational and international linkages with the alumni, communities and industries be established by the University to invite more support groups and offer national and international avenues for the practice of the desirable attributes that students need to develop in themselves; and (d) persistent monitoring of graduates in their performance in the workplace/industry.

References

1. Albalooshi, F.A. (2013). Graduate Attributes for Higher Education and Their Development in Bahrain. *International Education Studies, 6*(9), 23-30. doi: 10.5539/ies.v6n9p23
2. Altbach, P.G. & Knight, J. (2007). The Internationalization of Higher Education. *Journal of Studies in International Education, 11*(3/4), 280-305. doi: 10.1177/1028315307303542
3. Atkins, M.J. (2000). Oven-ready and self-basting: Taking stock of employability skills. *Teaching in Higher Education, 4*(1), 267-280. doi: 10.1080/1356251990040208
4. Badock, P., Pattison, P., & Harris, K. (2010). Developing generic skills through university study: a study of arts, science and engineering in Australia.*Studies in Higher Education, 60*(4), 441-458. doi: 10.1007/s10734-010-9308-8
5. *Barnett, R. & Coate, K. (2008). Engaging the Curriculum in Higher Education. British Journal of Educational Studies, 56(2), 234-235. doi:*10.1111/j.1467-8527.2008.00402_3.x
6. Barrie, S. (2006). Understanding what we mean by the generic attributes of graduates?*Studies in Higher Education, 51*(2), 215-24, 2006. doi: 10.1007/s10734-004-6384-7
7. Bath, D., Smith, C., Stein, S., &Swann, R. (2004). Beyond mapping and embedding graduate
8. attributes: bringing together quality assurance and action learning to create a validated
9. and living curriculum. *Higher Educational Research and Development,23*(3), 313-328. doi:10.1080/0729436042000235427

10. Betcher, T. & Trowler, P. (2001). *Academic Tribes and Territories* (2nd ed.). Philadelphia, USA: SRHE and Open University Press.
11. Biggs, J. & Tang, C. (2012). Teaching for quality learning at university. *British Journal of Educational Technology, 43*(3), E94-E95. doi: 10.1111/j.1467-8535.2012.01317_3.x
12. Bowden, J., Hart, G., King, B., Trigwell, K.,& Watts, O. (2000). Generic capabilities of ATN university graduates. *Canberra: Australian Government Department of Education, Training and Youth Affairs.* Retrieved from http:/www.clt.uts.edu.au/atn.grad.cap.project.index.html
13. Clanchy, J. and Ballard, B. (1995). Generic skills in the context of higher education. *Higher Education Research and Development, 14* (2), 155–166.doi: 10.1080/0729436950140202
14. Cohen, L., Manion, L. &Morrison, K. (2007). *Research Methods in Education,*(6thed.). Madison Avenue, NY: Routledge.
15. Creswell, J. W. & Clark, V. (2011). *Designing and Conducting Mixed Methods Research,*(2nded.). USA: Sage Publications, Inc.
16. *Crose, B. (2011). Internationalization of Higher* Education Classroom: Strategies to Facilitate Intercultural Learning and Academic Success. *International Journal of Teaching and Learning in Higher Education,* 2011, Volume 23, No. 3, 388-395. Retrieved from http://www.isetl.org/ijthe/
17. De Guzman A. & Castro B. (2008).Employment and employability profile of a select
18. group of Filipino college graduates. *KEDI Journal of Educational Policy,* 5(1), 63-82. Retrieved from http://eng.kedi.re.kr
19. Drummond, I, Nixon, I & Wiltshire, J. (1998). Personal transferable skills in higher education: the problems of implementing good practice. *Quality Assurance in Education, 6*(1), 19-27. doi: http://dx.doi.org/10.1108/09684889810200359
20. Felder, R. & Brent, R. (2003). Designing and Teaching courses to satisfy the ABET Engineering criteria, *The Research Journal of Engineering Education*, *92*(1), 7-25. doi: 10.1002/j.2168-9830.2003.tb00734.x
21. Harvey, L., Locke, W., & Morey A. (2002). *Enhancing employability, recognizing diversity.* London: Universities UK-CSU.
22. Herok, G.H., Chuck, J. & Millar, T.J. (2013). Teaching and Evaluating Graduate Attributes in Science Based Disciplines. *Creative Education, 4*(7B), 42-49. doi: 10.4236/ce.2013.47A2008
23. Jones, A. (2009). Generic attributes as espoused theory: the importance of context. *Higher Education, 58*(2), 175-191. doi 10.1007/s10734-008-9189-2
24. Kember, D. (2008). Nurturing generic capabilities through a teaching and learning environment which provides practice in their use.*Higher Education, 57*(1), 37-55. doi 10.1007/s10734-008-9131-7
25. Kemp, J.I. & Seagraves, L. (1995).Transferable skills—Can higher education deliver? *Studies in Higher Education, 20*(3), 315-328. doi: 10.1080/03075079512331381585
26. Killick, D. & Dean, L. (2013). Embedding internationalization and employability through graduate attributes. *Brookes eJournal of Learning and Teaching,* 51(1). Retrieved from http://bejlt.brookes.ac.uk/paper/embedding_internationalization-2/
27. Lawson, R.J., Taylor, T. L., Thompson, D. G., Simpson, L., Freeman, M. Treleaven, L., & Rohde F. (2012). Engaging with Graduate Attributes through Encouraging Accurate Student Self-Assessment. *Asian Social Science, 8*(4), 3-12.doi: 10.5539/ass.v8n4p3

28. Leckey, J.F. & McGuigan, M.A. (1997). Right Tracks—Wrong Rails: The Development of Generic Skills in Higher Education. *Research in Higher Education, 38*(3), 365-378. doi: 10.1023/A:1024902207836
29. Lichtman, Marilyn. (2013).*Qualitative Research in Education, A User's Guide (2nd ed.). USA: Sage Publications, Inc.*
30. *Little, B. (2001). Reading between the lines* of graduate employment. *Quality in Higher Education, 7*(2), 121-129. Retrieved from http://www.qualityresearchinternational.com/esecttools/esectpubs/leeslitreview
31. McQuid, R. & Lindsay, C. (2005). The concept of employability. *Urban Studies, 42*(2), 197-219. Retrieved from http://eprints.whiterose.ac.uk/50721/1/Concept_of_Employability_FINAL.pdf
32. Moalosi, R., Oladiran, M.T., & Uziak, J. (2012). Students' perspective on the attainment of graduate attributes through a design project. *Global Journal of Engineering Education, 14* (1), 40-46. Retrieved from http://www.wiete.com.au/journals/GJEE/Publish/vol14no1/06-Uziak-J.pdf
33. Moreau, M. P. & Leathwood, C. (2006). Graduates' employment and the discourse of employability: A critical analysis. *Journal of Education and Work 19*(4), 305-324. doi: 10.1080/13639080600867083
34. Onwuegbuzie, A. J. & Collins, K.M.T. (2007).A Typology of Mixed Methods Sampling Designs in Social Science Research. *Qualitative Report*, 12(2), 281-316. Retrieved from http://www.nova.edu/ ssss/QR/QR12-2/onwuegbuzie2.pdf
35. Pascarella, E.T. & Terenzini, P.T. (1991). *How College Affects Students: A Third Decade of Research, Volume 2.* San Francisco, CA. Jossey-Bass Publishers.
36. Qiang, Zha. (2003). Internationalization of Higher Education: towards a conceptual framework. *Policy Futures in Education, 1*(2), 248-270. doi: 10.2304/pfie.2003.1.2.5
37. Quek, A. (2005). Learning for the workplace: a case study in graduate employees' generic competencies. *Journal of Workplace Learning, 17(4)*, 231-242. doi: http://dx.doi.org/10.1108/13665620510597185
38. Ruiz, A.J. & Junio-Sabio, C. (2012). Quality Assurance in Higher Education in the Philippines. *Asian Journal of Education,* vol. 10, no. 2, 63-70. Retrieved from *http://www.AsianJDE*.org
39. Shah, A., Pell, K., & Brooke, P. (2004). Beyond first destinations. Graduate employability survey. *Active Learning in Higher Education, 5*(1), 9-26.doi: 10.1177/1469787404040457
40. Van Schalkwyk, S., Herman, N. & Muller, A. (2010). *Graduate attributes for the public good.* Retrieved fromhttp://blogs.sun.ac.za/hopefulpedagogiessu/files/2010/11/Van-Schalkwyk-Muller-Herman-Graduate-attributes-for-the-public-good_3Nov2010.pdf

What is Academic English?:
Receiving a Good Grade at the End of the Day

Donna M Velliaris

Eynesbury Institute of Business and Technology, Adelaide, AUSTRALIA (dvelliaris@eynesbury.sa.edu.au)

ABSTRACT

The Eynesbury Institute of Business and Technology (EIBT) is an established pre-university 'pathway' provider for international students transitioning to Australian Higher Education (HE). Newly enrolled EIBT students are required to complete several induction tasks, including an online questionnaire. One question elicits students' understanding(s) of 'Academic English' (AE) via a qualitative data collection methodology to filter their 'primary' responses. Along a continuum of language, every day English by comparison to the AE required for tertiary-level studies may be at opposite ends in terms of grammar and formality. Assisting students to identify the difference(s) can help advance teaching and learning within EIBT. The findings of this study, while specific to the context in which it was undertaken, contributes to the growing body of knowledge associated with (a) pre-university pathway programs, and (b) the role of academic acculturation for Non-English Speaking Background (NESB) students.

Keywords: Academic English (AE), Australia, International Students, Pre-University Pathway Programs.

Introduction

Although academic language is arguably the most important factor in students' academic success, oftentimes, its distinguishing characteristics remain vague, assumed or are dismissed (Angelova & Riazantseva, 1999; Anstrom et al., 2010; Velliaris & Warner, 2009). Academic writing is arguably the most important language skill in HE, because students' grades are *largely* determined by their performance in written tasks. It is essential, therefore, to recognise that enhancing and advancing one's AE is a developmental process with trajectories of increased sophistication in language use the higher the HE level, although certain linguistic elements remain fundamental.

International students embarking for the first time on an experience of studying abroad—especially at the tertiary-level—meet with a range of challenges. While each student's experience will be unique, some encounters such as adjusting to new social, cultural and educational situations awaits them and are universal (Velliaris & Warner, 2009). The Eynesbury Institute of Business and Technology (EIBT) is adopting a pragmatic approach to enhancing the first-year student experience by taking special account of the academic and English language vulnerabilities of its international student body. To improve the reality, the knowledge of academic style should be introduced immediately to EIBT students so that they have the awareness and opportunity to consciously practice AE from the outset.

This paper uses qualitative data gathered from an internally-administered online survey to EIBT students. Much of the impetus for examining this topic stemmed from the author's concerns surrounding the crucial role language plays in acquiring content knowledge. Throughout this article, the term 'international students' or 'students' is specific to individuals studying on Australian temporary student visas at EIBT, and the terms 'Academic English', 'Academic Language' and 'Academic Writing' are used interchangeably and refer, in their broadest sense, to the language of HE. By utilising empirically-based data, EIBT will be able to better address student anxiety and increase retention as examples. Moreover, the findings make a valuable contribution to the emerging discourse on Australian pre-university 'pathway' programs and their students.

Background & Context

EIBT is a prestigious Australian pre-university pathway provider. Pathway providers attract 'international' students early in their education lifecycle to assist those students to meet the entry requirements of the partner university (Velliaris & Breen, 2014; Velliaris & Coleman-George, 2014, 2015a; Velliaris & Willis, 2014; Velliaris, Willis, & Breen, 2015a, 2015b; Velliaris, Willis, & Pierce, 2015). Specific to this research are students who have an offer from either *The University of Adelaide* or the *University of South Australia* to enrol at EIBT to undertake a Diploma in Business—DB; Engineering—DIPE; or Information Technology—DIT, before transitioning to second-year in the mainstream upon successful completion (see also Bode, 2013; Fiocco, 2006). EIBT international students are generally between the ages of 17-27 years and represent a vast distribution of nationalities/ethnicities, as listed alphabetically in Table 1.

Table 1: International and regional origins of EIBT students between 2012-2015

Afghanistan	Indonesia	Singapore
Azerbaijan	Japan	South Korea
Bangladesh	Kenya	Sri Lanka
Brazil	Lebanon	Taiwan
Cambodia	Macao	Tanzania
China	Malaysia	Tibet
East Timor	Nepal	Tonga
Egypt	Nigeria	Uganda
France	Oman	United Arab Emirates
Gambia	Pakistan	Vietnam
Hong Kong	Philippines	Zambia
India	Saudi Arabia	Zimbabwe

As Gilbert (2013, p. 120) expressed, '[p]reparing NNS (Non-Native Speakers) for the demands of academic study in an English language environment requires a dual focus of helping students to develop both the language competency and [the] study skills which will help them to succeed'. Diploma programs provide opportunities for learners to become (more) familiar with the spoken and written English language demands of their chosen discipline. This is best achieved when 'teaching content is explicitly matched to the language and study needs of the learners' (Gillett & Wray, 2006, p. 1). The role of EIBT lecturers is to acculturate students by 'demystify[ing] the road that lies ahead' (Kirk, 2013).

Literature Review

AE is the form of language anticipated in the texts of exposition of topics in HE curricula e.g., making arguments, defending propositions, and synthesising information. Writing remains the primary method of assessment in Western HE and it is not unusual for a final mark in a course to be based almost entirely on several pieces of writing that are 'assessed up to 90% of the total mark' (Patel, Bakhtiyari, & Taghavi, 2011, p. 1). Although AE language features vary considerably across discipline areas and topics, there are common characteristics that distinguish an 'educational' from a 'discursive' style of communication. In academic settings, precise, carefully constructed and professionally-edited language is essential. Constructing this style, however, is time-intensive and not easy for both *native* and *novice* learners to comprehend and (re)produce; argued to be 'intrinsically more difficult than other language registers' (Snow & Uccelli, 2009, p. 114).

AE or 'English for Academic Purposes' (EAP) uses a unique 'register' that is specific to the oral, written, auditory, and visual language proficiency required to learn effectively in HE (Ting, Campbell, Law, & Poh, 2013). It can be said that the difference *between* spoken English and AE is not a matter of *correct* or *incorrect*, but a difference 'register', which is understood as a 'pattern of communication used for specific purposes and/or in specific settings' (Anstrom, et al., 2010, p. xi). Along a continuum of language, an academic style of writing is characterised by language that is (a) *formal*, (b) *impersonal* and (c) *lexically dense*, while at the other end of the continuum language is (x) *informal*, (y) *personal* and (z) *imprecise* (Snow & Uccelli, 2009, p. 119). According to Snow (2010, p. 452), 'the central features of academic language—grammatical embeddings, sophisticated and abstract vocabulary, precision of word choice, and use of nominalizations to refer to complex processes—reflect the need to present complicated ideas in efficient ways'.

In agreement with Anstrom et al. (2010, p. 19), two underlying imperatives underpinning AE are: (1) an explicit understanding of how AE differs from everyday, conversational language, and when to use each in academic settings; and (2) an ability to recognise the features of AE texts of different disciplines, and use those features orally and in writing. Competency also permeates a variety of non-linguistic related skills that are difficult to separate out from language ability. These include: *Cognitive Skills*—analysing, comparing, contrasting, critical thinking, defining, describing, evaluating, explaining, generalising, interpreting, justifying, memorising, problem-solving, recalling, sequencing and synthesising; *Foundational Skills*—organising, planning, and researching; *Learning Modes*—discussing, experimenting, hypothesising, observing, questioning, and theorising; and *Work Habits*—conscientiousness, curiosity, persistence, responsibility and self-discipline.

As described by Nagy and Townsend (2012, p. 97), '[d]iscipline-specific words can be technical or abstract, and understanding them is essential to building conceptual knowledge'. Developing knowledge of technical vocabulary should occur while simultaneously developing knowledge of the overall register of the discipline. With reference to Table 2, although features of AE have been listed independently, the dimensions nevertheless overlap and influence one another (Gottlieb & Ernst-Slavit, 2013). Throughout the associated literature, (e.g., Anstrom, et al., 2010; Dudley-Evans, 2002; Fang, Schleppegrell, & Cox, 2006; Gottlieb & Ernst-Slavit, 2013; Hyland, 2003; Hyland & Hamp-Lyons, 2002; Snow & Uccelli, 2009; Townsend, Filippini, Collins, & Biancarosa, 2012), AE features include, but are not limited to:

Table 2: Features of AE style (adapted Velliaris & Coleman-George, 2015a, p. 598)

absence of contractions/shortened verbs	highly structured
abstraction	informational density
attributive adjectives	interrelated competencies
authoritative and detached stance	intralinguistic references
autonomous text	knowledge of discourse features and devices
avoids redundancy	lexical diversity and cohesion
cognitively demanding	linear/logical lines of thought
complex rules of punctuation	low-frequency vocabulary
conciseness	modal verbs
congruent	more subordinate clauses
course of rationale	morphologically complex words
deductive/inductive inference	objective/impartial tone
disciplinary taxonomies	often uses the passive voice
elaborate noun phrases/nominalisation	phonological features
embedded clauses	professional and diplomatic
endophoric references	rule-governed
evidence of planning	salient relations
exemplification	signals cause and effect
expository/argumentative prose	sociolinguistic features
facts and figures are precise	sophisticated and specialised
formal/prestigious expressions	stepwise logical argumentation
genre mastery	technicality
grammatical complexity	tentative/cautious
hierarchical structure	tight construction
higher-order thinking	wide variety of connectives

Research Method & Methodology

In an era of increasing globalisation of the HE sector, this article elucidates EIBT international students' own understanding(s) of AE. Students entering academic institutions have different amounts and types of prior experience with AE, even when their home language may be the same. Since 2014, newly enrolled students have been required to complete several author-developed mandatory online tasks via EIBT's intranet 'Moodle' with their Student Identification. At present, one task involves a questionnaire comprising 25 questions. In first-person narrative form, qualitative data derived from students first enrolled in Trimester 1, 2015 (Male n=62; Female n=27; Total *n=89*) extrapolated their 'primary' response to: *What is 'Academic' English and what does it look like?* This one 'open-ended' question (Creswell, 2008; Kaufman, Guerra, & Platt, 2006; Neuman, 2004) is the focus of this qualitative article. Through EIBT students' voices, three research objectives were made possible: (1) to acknowledge the value of student narratives as a source of rich description; (2) to share qualitative responses for teaching and learning improvement within EIBT; and (3) to search for insight into areas for future empirical exploration in the context of EIBT.

The researcher decided against the use of computer-based analytic tools in order to remain open to flexible analysis and interpretation; the area of interest was the relative understanding(s) of AE by new students. As this study was *not* intended to be a linguistic analysis, the responses presented below have been naturalised; a literal translation of each syntactic item was *not* warranted, rather the intention was to discover patterns of meaning among student-participants. Far from diminishing the process of qualitative research, the aim was to augment students' commentary and present their unimpeded response (Velliaris & Coleman-George, 2015b). The contents of each passage were considered non-controversial and *no* apparent consequences could arise. Further, while the excerpts presented below are *not* inclusive of all possible views—as the quantity of qualitative data was more than could be reported here—they are considered well-representative of new EIBT international students.

Findings & Discussion

The different perspectives in defining AE have significance for teaching, learning and research. EIBT students are *not* a homogenous group, thus attention to differing perceptions is an essential feature of meaningful research in this area. From the 89 responses, the following five examples provided the most thorough and articulate replies:

AE entails training students, usually in a HE setting, to use language appropriately for learning and passing exams.

AE has many terminological words. It is packed with information. If somebody is not specially trained for the special area, then possibly he or she is not able to read it and understand its meaning.

AE is more demanding and complicated than our regular English. It is necessary for success in schools and universities. Academic writers focus on being as clear and concise as possible. It is objective and unbiased. The texts are structured and regimented. The most important feature is the vocabulary that is usually conventional in tone and impersonal in style, and written in the third person tone.

AE is the large field of different study areas. Not only people who can use English in many situations have good AE. There are a few types of AE style could use such as reading and understanding the material and subjects. Writing in an appropriate language and clearly about the topic. AE is always used to describe a circumstance or a process on how it works. It is used to explain a position or something related to topic.

AE uses a lot of terminology. It is not easy to understand. You must have appropriate knowledge to understand, and strong and special academic words with strict formats. General English is wide and shallow, but English for academic purposes is to pay attention to the fine detail. Plain English is about ordinary people in everyday life.

Everyday communication may *not* be suitable for use in academic essays. These include words that are casual/informal and commonly used in spoken English. This does *not* mean that informal language is inferior to formal language, but rather that there are words which are more *appropriate* than others for use in each context. Academic writing is generally formal i.e., avoids casual/conversational language. Certainly, AE features should be studied taking into account the influence of register and degree of formality; formal properties such as 'structure, style, and content' (Cheng, 2006, p. 77). The most frequent term used to explain and describe AE was 'formal' as presented in the following five examples:

AE is a formal writing of English which is using in serious conditions including school and works. For example, we use 'Dear Sir or Madam' and 'Yours faithfully' in a formal email instead of 'Hi' and 'Cheers' in a email to friends.

AE is more formal than simple English. It is always used in writing such as 'try' we should change to 'attempt'.

AE is more formal than spoken English. It always needs to use suitable words and have an official form which shows politeness.

AE is the genre of English used in the world of research, study, teaching and universities. It uses formal academic language, text are well structured, linking words which give the text cohesion.

AE is using the formal English with the academic words and the academic format and structure.

According to Duff (2010, p. 175), '[a]cademic discourse is usually connected with specific disciplines or professional areas and is embodied both in texts and in other modes of interaction and representation'. Certainly, EIBT course delivery incorporates professional writing samples and authentic real-life assessment tasks i.e., Business, IT and Engineering focused. When teachers attend to words in the context of their instruction of content area texts, '...they can help students build knowledge of the words' meanings as well as how they are used in authentic contexts' (Townsend, et al., 2012, p. 513) Several students, therefore, highlighted the term 'professional':

AE is English that is used professionally like in universities during teaching and studying.

AE is the English people use in the professional area, subjects or jobs. It is different from the English we use in the daily life, if someone is not a specialist, he is probably not understand what is its meaning.

Similarly, several students used the term 'proper':

AE is something we need to read and understand. Then, we need to write something with our reading materials. It is different from the way we speak it out. Academic requires proper sentences.

I think AE means that the English is different and must be proper. It looks like formal English and honorific expressions.

AE is significantly more 'complex' than spoken language (Murphy, 1988) and mastery of appropriate English skills for academic success is a formidable task as lexically, academic writing requires longer, more complex words and phrases. This is noted by the following three respondents:

AE is more complex as it is used for furthering studies.

AE is the type of language that you use in school and in businesses. It is much more formal and complex compared to English that everyone uses every day.

Much of AE is about expressing the relationship between ideas. Although the language may be more complex than in everyday English, good academic writers aim to be as clear and precise as possible. They think about what their readers know already, and guide them *towards less familiar topics.*

Relatedly, there should be few literary errors as the 'grammar' needs to be accurate and precise:
'AE' is using English in academic way; academic words and grammar. It does not look like the English we use daily.

AE is a kind of language that needs to be written with formal vocabulary and grammar. There is a difference between AE and normal English because the academic language will use vocabulary, which won't be used in normal spoken English.

AE needs more knowledge about grammar and academic words. It must obey lots of writing rules.

AE will use more professional vocabulary and not personal pronouns. And English grammar is a set of rules describing the properties of the English language. But AE is the English language ability required for academic achievement and purposes such as Engineering courses.

I think that AE is a formal language, like a people doing a presentation, they will using AE. The difference between the AE and our spoken language is the AE is always using very formal grammar, but spoken English is not.

Conversely, cliché words, phrases and 'slang' do *not* contribute to effective writing. Slang in particular, is not considered standard English and should *not* be used in academic or professional writing. Often, these words are developed from fads or simple laziness and may be used by an in-group whereby those in the out-group do not understand. These two students made reference to 'slang' being inappropriate:
AE is appropriate English used in educational places such as schools, colleges, universities. It is the ability to clearly and formally communicate and write in English. For example, communication with a classmate or teacher must be clear, formal English with no slang used.

English is used in academic propose is called AE. AE is look like structural English. People cannot use slang like 'wanna' and 'gonna' in AE. In AE people follow the grammar of English.

Many EIBT students have previously studied English for Academic Purposes (EAP). With this in mind, some students made reference to a general link between AE as used in 'academic' settings:

AE is the genre of English used in the academic world of research, study, teaching and universities.

AE is to write with an academic way for example use high vocabulary and make it more academic writing.

To help the students with their English proficiency in academic contexts. English for academic purposes involves a vast array of skills and a good knowledge of the subject matter.

Writing is a core ability that students need to develop in order to attain high academic performance in HE. Essays and reports appear to be the mainstay for universities to evaluate the achievements of their students. The following five excerpts made mention of these two primary academic text-types:

AE always be used in academic field and it is formal for students and relevant people to write essay and assignment.

AE is a formal way of using the language which must be used for instance in essays, exams and important emails. What signifies AE is that the language has to be clear without any contractions and slang words.

AE is for reading and studying to understand English materials and is used for schools and universities. It looks like formal English that is used in academic essays.

AE is using formal words or high standard words and it is usually used in an essay or assignment.

We need to use AE when we write an essay, and teachers always use AE when they have classes.

The comments below reveal 'honesty and candour which… are the hallmarks of qualitative research' (Cohen, Manion, & Morrison, 2000, p. 225). These comments indicate terminological confusion or a limited/complete absence of understanding, which needs to be addressed from the outset of all students' diploma studies:

I think AE is really difficult to understand.

It uses references.

No idea.

Implications, Limitations & Future Recommendations

In terms of implications, early identification of student views provides opportunities for dialogue about teaching and learning among EIBT staff and students. The writing and speaking conventions associated with AE pose challenges for international students and may, in turn, affect their level of academic achievement, unless intervention strategies and support systems such as those offered at EIBT are invoked i.e., Harvard referencing, essay and report writing, and preparing for examinations workshops.
In terms of limitations, this research did *not* directly address the diversity of linguistic groups, educational backgrounds, and language proficiency levels of the 89 students who contributed to this study. Qualitative data was derived from online comments only that may have been strengthened by face-to-face interviews to gain a more salient understanding of students' perceptions. Thus, a lack of triangulation may be viewed as a limitation on the authors' ability to best interpret the findings.

In terms of future recommendations, demands within specific discipline areas can create domains of misunderstanding(s) for students when lecturers' expectations and conventions governing a discipline area are *not* made explicit. This can create impediments to effective participation by novice students, such as those at EIBT, who are only beginning to engage with a particular discourse community. Hence, expectations for spoken and written communication patterns should be explicit to increase the competence of EIBT learners. Modifying teacher questions and responses to include follow-up questions, instructional conversations, and non-evaluative active listening tasks may aid in this process. Moreover, Professional Development (PD) opportunities for EIBT lecturers may enable greater dissemination strategies for promoting the teaching and learning of academic registers among its diverse student population.

Conclusion

When EIBT lecturers expand upon students' prior knowledge and skills, students can move from *what they know* to *what they need to know*. International students' performance in HE is often linked to their (under)preparedness and an important factor is their academic writing. This research provided insight into (mis)perceptions regarding AE that may be problematic for newly arrived EIBT students and such awareness will assist with academic induction and orientation delivery in the immediate future. When asked, *What is Academic English?* one student answered, *'Receiving a good grade at the end of the day'* and indeed, in HE, that answer is the underpinning truth.

References

1. Angelova, M., & Riazantseva, A. (1999). 'If you don't tell me, how can I know': A case study of four international students learning to write the US way. *Written Communication, 16*, 491-525.
2. Anstrom, K., DiCerbo, P., Butler, F., Katz, A., Millet, J., & Rivera, C. (2010). A review of the literature on academic English: Implications for K-12 English language learners. In The George Washington University Center for Equity and Excellence in Education (Ed.). Arlington, VA: The George Washington University.
3. Bode, S. (2013, 3-6 December). *The first year experience in second year: Pathway college versus university direct entry.* Paper presented at the 24th ISANA International Education Association Conference, Brisbane, Australia.
4. Cheng, A. (2006). Understanding learners and learning in ESP genre-based writing instruction. *English for Specific Purposes, 25*(1), 76-89.
5. Cohen, L., Manion, L., & Morrison, K. (2000). *Research methods in education*. New York, NY: Routledge.
6. Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (Third ed.). NJ: Pearson Education.
7. Dudley-Evans, T. (2002). Genre models for the teaching of academic writing to second language speakers: Advantages and disadvantages. In T. Miller (Ed.), *Functional approaches to written text: Classroom applications* (pp. 150-160). Washington, DC: United States Information Agency.
8. Duff, P. A. (2010). Language socialization into academic discourse communities. *Annual Review of Applied Linguistics, 30*, 169-192.
9. Fang, Z., Schleppegrell, M. J., & Cox, B. E. (2006). Understanding the language demands of schooling: Nouns in academic registers. *Journal of Literacy Research, 38*(3), 247-273.
10. Fiocco, M. (2006). *An evaluation of a pathway program: The students' view*. Paper presented at the Australian International Education Conference, Perth Convention Exhibition Centre, Perth, Western Australia. www.idp.com/aiec
11. Gilbert, J. (2013). English for academic purposes. In G. Motteram (Ed.), *Innovations in learning technologies for English language teaching*. London: British Council.
12. Gillett, A. J., & Wray, L. (2006). *Assessing the effectiveness of EAP programmes*. London: BALEAP.
13. Gottlieb, M. H., & Ernst-Slavit, G. (2013). *Academic language in diverse classrooms: English language arts, Grades 6-8: Promoting content and language learning*. Thousand Oaks, CA: Corwin Press.

14. Hyland, K. (2003). Genre-based pedagogies: A social response to process. *Journal of Second Language Writing, 12*, 17-29.
15. Hyland, K., & Hamp-Lyons, L. (2002). EAP: Issues and directions. *Journal of English for Academic Purposes, 1*(1), 1-12.
16. Kaufman, R. A., Guerra, I., & Platt, W. A. (2006). *Practical evaluation for educators: Finding what works and what doesn't*. Thousand Oaks, CA: Corwin Press.
17. Kirk, S. (2013). Progress and plausibility [The TEAPing Point Blog]. Retrieved from http://theteapingpoint.wordpress.com/2013/01/13/progress-plausibility/
18. Murphy, G. L. (1988). Comprehending complex concepts. *Cognitive Science, 12*(4), 529-562.
19. Nagy, W., & Townsend, D. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading Research Quarterly, 47*(1), 91-108.
20. Neuman, W. L. (2004). *Basics of social research: Qualitative and quantitative approaches*. Boston, MA: Pearson Education.
21. Patel, A., Bakhtiyari, K., & Taghavi, M. (2011). Evaluation of cheating detection methods in academic writings. *Journal of Library Hi Tech, 29*(4), 1-11.
22. Snow, C. E. (2010). Academic language and the challenge of reading. *Science, 328*, 450-452.
23. Snow, C. E., & Uccelli, P. (2009). The challenge of academic language. In D. R. Olson & N. Torrance (Eds.), *The Cambridge Handbook of Literacy* (pp. 112-133). Cambridge: Cambridge University Press.
24. Ting, S.-H., Campbell, Y. M., Law, L., & Poh, H.-H. (2013). Explanations without a purposes? Genre-based instruction and academic writing. *Journal of Academic Language & Learning, 7*(1), A26-A39.
25. Townsend, D., Filippini, A., Collins, P., & Biancarosa, G. (2012). Evidence for the importance of academic word knowledge for the academic achievement of diverse middle school students. *The Elementary School Journal, 112*(3), 497-518.
26. Velliaris, D. M., & Breen, P. (2014, 2-5 December). *Tailoring graduate attributes to meet the needs of international students in a pathway program.* Paper presented at the Conference Proceedings of the 25th ISANA International Education Conference, Adelaide, South Australia.
27. Velliaris, D. M., & Coleman-George, D. (2014). *Intercultural competence: Academic self-reflections at an Australian pre-university pathway institution.* Paper presented at the International Conference on Education, Research and Innovation (ICERI), Bangkok, Thailand.
28. Velliaris, D. M., & Coleman-George, D. (2015a). *Academic English: Different from speaking and more professional. Advanced Science, Engineering and Medicine, 7*, 597-602.
29. Velliaris, D. M., & Coleman-George, D. (2015b*). A pathway to Australian higher education: Fresh air, kind people and active classes. Advanced Science, Engineering and Medicine, 7*, 603-608.
30. Velliaris, D. M., & Warner, R. (2009, 1-4 De*cember). Embedding 'learning guides' in a flexible delivery mode: Improving academic acculturation for international students at an Australian university.* Paper presented at the 20th ISANA International Education Conference, Hotel Realm, Canberra, Australia.
31. Velliaris, D. M., & Willis, C. R. (2014). G*etting personal: An autoethnographic study of the professional identit(ies) of lecturers in an Australian pathway institution. In P.*

Breen (Ed.), Cases on teacher identity, diversity, and cognition in higher education (pp. 87-110). Hershey, PA: IGI Global.

32. Velliaris, D. M., Willis, C. R., & Breen, *P. (2015a). Academic reflections: Disciplinary acculturation and the first year pathway experience. In P. N. Shrestha (Ed.), Current developments in English for academic and specific purposes: Local innovations and global perspectives* (pp. 217-235). Reading, UK: Garnet Publishing Ltd.
33. Velliaris, D. M., Willis, C. R., & Breen, *P. (2015b). Reflections on the impact of social technologies on lecturers in a pathway institution. In V. Benson & S. Morgan (Eds.), Implications of social media use in personal and professional settings (pp. 131-155). Hershey, PA: I*GI Global.
34. Velliaris, D. M., Willis, C. R., & Pierc*e, J. M. (2015). International student perceptions of ethics in a business pathway course. In F. M. Ribeiro, B. Culum & Y. Politis (Eds.), New voices in higher education research and scholarship (pp. 234-253). Hershey, PA: IGI Global.*

A Study of the Problems and Needs for Parenting Knowledge by Parents of Early Childhood Children in Bangkok Metropolis

Bongkoch Thongeiam

Ramkhamhaeng University, Thailand (thongeiam2@gmail.com)

ABSTRACT

The objective of this research was to study the problems and needs for parenting knowledge by parents of early childhood children in Bangkok Metropolis. The samples of the study were 20 parents with 3-6 years old child and residing in the Bangkok Metropolitan area. Five parents consenting to be interviewed were purposively selected from each of the schools under the jurisdiction of the Bangkok Metropolitan Administration, Office of the Basic Education Commission, Office of the Private Education Commission, and Office of the Higher Education Commission. The instrument of the study was an interview form. The findings indicated that the problems encountered by parents of early childhood children in the parenting of their children were problems associated with emotion, socialization, intelligence, and physical, respectively. In the parents' views, the causes of the problems resulted from spending less family time with their children, not seeking enough parenting knowledge, and lacking understanding of children's behavior modification methods. Furthermore, parents need assistance in helping their children with emotional adjustment, social adjustment, basic literacy, and having home-cooked healthy food recipes, respectively. Data from these interviews will be used in the designing of a Model of Parental Education in the next phase of the research.

Keywords: Problems and Needs, Parents, Parenting Knowledge, Early Childhood

Introduction

Complex domestic and global changes present both opportunities and threats to Thailand's national development. The Eleventh National Economic and Social Development Plan (2012-2016) reflects the country's realization for the need to immunize her citizens against the impacts from unexpected social shifts and economic crises. Developments are geared toward the strengthening of the country's foundation, encouraging the development of human resource at all levels, keeping abreast of global change, providing equal access to social resources and benefiting fairly from such developments, creating economic opportunities through knowledge, including emphasizing environmental-friendly production and consumption.

Immunizations are aimed at all levels, namely, individuals, families, communities, and society as a whole in two major areas: creating social justice in which individuals have equal access to social services, infra-structure and judicial process; and creating a learning society in which Thai citizens of all ages are capable of life-long learning. One way to achieve these goals is through the country's educational system. (The National Economic and Social Development Board, 2011, ix-x).

Even though children in the 0-5 bracket are not included in the national compulsory education law, the Thai society recognizes that the development of this age group is crucial for the sustainable future of Thailand. All sectors of the society get involved in providing them with developmental services. There are at least 33 public and private agencies, community organizations and charity foundations, working under eight ministries, providing developmental care and parental education for these children. Office of the Education Council has also issued a National Strategic Plan for Early Childhood Development (Newborn to Pre-First Graders) in accordance with the Government's 2012-2016 Policy. The Plan covers four strategies as follows: Strategy 1: All children are entitled to receive essential services for the development of their full potential; Strategy 2: Iodine and early childhood development; Strategy 3: Early childhood rearing; and Strategy 4: Mechanism for early childhood development. (Office of the Education Council, 2014, 5) The numbers of the caring agencies involved and the national strategic plan confirm the importance of the children in this age bracket.

It is evident that current economic and social pressures have impacted child rearing. Parents or guardians are forced by economic necessity to work outside the home and to raise their children at the same time. Such practice is so common, it has become a normal way of life for most families. However, if society expects children to grow up as well-adjusted adults, children need to have good role models. If good child-rearing begins at home, there is no denying that parents need child-rearing education to do so. (The Office of Education Council, 2014, 5).

Parents/guardians' role covers a wide range of responsibilities. Other than such basic role as feeding, they must also nurture and encourage the child's growth or development, emotionally, socially, and intellectually. Therefore, raising children must be done with proper understanding. In short, good parents/guardians must possess the parenting abilities and skills. (Tantipalacheeva, 1999, 2-3).

Parents play the most important role in the rearing of early childhood children. They are the closest persons to the child and the most influential in the development of the child's personalities. Rearing includes encouraging the child's growth by satisfying his/her physical, emotional, social and intellectual needs. Children learn from imitation and cultivation from parents or adults close to them. Thus, it is the parents' responsibilities to strive to bring the child up with quality and to do that they need knowledge about the psychological and developmental principles necessary for raising the child. The following descriptions are typical of early childhood children that parents must acknowledge: (Step, 2000, 320-321) *physical*: rapid change in height, weight, body proportion, movement muscles, increasing coordination of muscles, children need close attention to nutrition and exercise to encourage age-appropriate growth; *emotional*: inability to control emotions, indifference to other's feelings, sudden change of emotion; the inability to control emotions may be expressed in the forms of crying, biting nails, sucking finger, aggression, and emotional outbursts; these negative behaviors will lessen with maturity, learning, and nurturing; *social*: gradual adjustment to surrounding people and environment, moving from family to outer society, ability to have a cordial relationship with others but not with friends, parents can help development in this area by providing situations where the child can socialize with others; *intellectual*: ability to express thoughts orally and communicating through language; imitating those surrounding them; growth coming from environment, direct experiences, and asking questions from curiosity; and the ability to understand uncomplicated events.

There are also other basic family factors affecting child rearing as follows:(Rakwijai, 1997, 30-34) *parents' occupation*: parents' occupation is an important component in the child's growth and an indicator of the state of rearing; *parent's economic status*: parents having better economic status are in a better position to provide resources, organize activities and nurture than those with marginal income; *parents' education*: parents with more education provide better care and have better understanding of parenting methods and developmental growth; *number of children*: parents with an only child face less problems in child rearing.

Literature reviews by Pirchio et al. (2013, 145) has confirmed that the parent-teacher partnership has been identified as having an important role in children's development, and parental involvement in children schooling appears to be associated with a range of positive outcomes, including fewer behavioral problems and better social conduct. This indicates the vital role teachers of early childhood children have in educating the parents.

The current study aims to examine the problems and needs for parenting knowledge by parents of early childhood children in Bangkok Metropolis. Data Collected will be used to organize parenting training programs. In addition, as an instructor in the Early Childhood Children Education Program at the Faculty of Education, Ramkhamhaeng University, Thailand, the researcher plan to integrate the findings of this study in the instruction of an undergraduate course in Parental Education. Undergraduate students taking the course can also utilize such findings in their Field Experience in Teaching, in which they must work closely with parents and help them in the development of their children.

Methodology

The objective of this research was to study the problems and needs for parenting knowledge by parents of early childhood children in Bangkok Metropolis. The samples of the study were 20 parents with 3-6 years old child and residing in the Bangkok Metropolitan area. Five parents consenting to be interviewed were purposively selected from each of the schools under the jurisdiction of the Bangkok Metropolitan Administration, Office of the Basic Education Commission, Office of the Private Education Commission, and Office of the Higher Education Commission. Data were collected through in-depth interviews.

The instrument of the study is a 3-part interview form. Part I covers questions regarding demographic information of the parent such as occupation, income, educational level, and number of children. Part II consists of questions about child-rearing problems. Parents are asked to cite problems confronting them and elaborate on the problems. Part III asks questions about parents' need for knowledge of child rearing and elaboration on those needs.

Data were collected through informal taped-interviews with parents on pre-determined dates. After the target questions were asked, no other leading questions or suggestions for possible answers were provided. Parents were allowed time to reflect on the question, then answer. After all the interviews had been conducted, tapes were transcribed and the contents were then conceptualized, categorized, coded and code-mapped. Comparisons of the concepts were made and the result of which is presented in the next section.

Results

There were 20 parents/guardian (16 mothers, 3 fathers, and 1 aunt) participated in this study. Their ages ranged between 24-45 years old. All graduated with a Bachelor's degree or higher. Their occupational status were 8 office workers, 5 civil servants, 4 business owners, and 3 not-working. Half of them (10 parents) reported earning 50,000 baht/month or over, while another half reported earning less than 50,000 baht/month. Regarding the number of children in the family, 8 parents/guardian reported having one child, 7 parents having two children, and 5 parents having more than two children.

Parents/guardian's responses on child-rearing problems were categorized according to the developmental areas as physical, emotional, intellectual and social. Each area was then grouped into subcategories as presented in Table 1. Emotional problems ranked the highest at 50 % with social, physical, and intellectual at 25%, 15% and 10%, respectively.

Table 1: Main Categories and Subcategories of Parents' Responses on Child-Rearing Problems

Categories/Subcategories		Quotes from parent's responses
Category 1: Emotional (50%)		
Subcategory 1.1	Aggressive	"He always yells to people around him when he's displeased."
Subcategory 1.2	Willful	"She doesn't listen to what I or her mom says. She only wants to do what she pleases her."
Subcategory 1.3	Prone to anger	"When he's displeased, he'll get extremely mad and cry."
Subcategory 1.4	Throwing things	"When he's displeased, he always throws his toys or whatever he can get hold of at those around him."
Subcategory 1.5	Extreme fear of reptiles	"He gets real scared when he sees a lizard or anything resemble the lizard, and he'll close his eyes and refuse to move'"
Category 2: Social (25%)		
Subcategory 2.1	Keep away from friends	"He likes to play by himself and rarely pays attention to friends or other people around him."
Subcategory 2.2	Non-assertive behavior	"He refuses to say anything when he's among his peers."
Subcategory 2.3	Lack of confidence	"She can't decide for herself. She constantly asks me or her dad to do it for her."
Subcategory 2.4	Maladjustment to surroundings	"He always cries when going to school or any other places if I or his dad doesn't go with him."
Subcategory 2.5	Cartoon/game-addiction	"He always bargains so he can watch cartoon or play a game when it's mealtime or time to go to bed."
Subcategory 2.6	Fighting with friends &	"She always has problems sharing her toys or things with friends or siblings."

	siblings	
Category 3: Physical (15%)		
Subcategory 3.1	Avoiding meat and vegetable	“She loves only rice or any carbohydrate food and always brushes off the vegetables and meat from her plate.”
Subcategory 3.2	Weird walking style	“He has a rather peculiar way of walking. He always keeps his heels raised when he walks.”
Subcategory 3.3	Allergy	“He has a runny nose all year long.”
Category 4: Intellectual (10%)		
Subcategory 4.1	Slow to understand	“He does things painfully slowly. He takes a long time to think and answer.”
Subcategory 4.2	Easily distracted	“She can hardly concentrate or play attention to anything long enough. She seems to lack determination.”
Subcategory 4.3	Inability to communicate in sentences	“He can only say some words and choppy sentences. Sometimes it seems he can’t verbalize his wants or needs.”

In summary, the most serious problems as reported by the parents/guardian in raising their child concerned the child’s emotional development. The child mostly behaved aggressively, willfully, was prone to anger, threw things, and was extremely afraid of reptiles. Secondly, the parents interviewed reported the child’s problems in social development including maladaptive behaviors such as keeping away from friends, being non-assertive, lacking of self-confidence, being addicted to cartoon/games, and constant fighting with friends and siblings. Thirdly, problems in the child’s physical development were reported as avoiding and not eating meat and vegetables, weird walking style and allergy. Finally, parents reported some problems in the child’s intellectual development including slow understanding, being easily distracted and inability to communicate in sentences when comparing with children of the same age.

On the parental needs for knowledge and skills in child rearing in order to deal with the child’s problems, the interviewees expressed their needs as presented in Table 2.

Table 2: Classifications of Parental needs for Knowledge and Skills in Child-Rearing

Parental needs		Example of parent’s responses
Category 1: Needs for knowledge		
Subcategory 1.1	Child psychology	Children’s nature; principles or guidelines that could be used to correct emotional problems
Subcategory 1.2	Child developmental stage	Principles of child’s development in each stage; guidelines in training children in ways to appropriate to their age
Subcategory 1.3	Food menu for healthy diet	Food menus which encourage the child to eat properly and healthily
Category 2: Needs for skills		
Subcategory 2.1	Skills in exploring the child’s identity	Strategies to teach the child to know his own needs, to understand his identity and to be able to control him/herself
Subcategory 2.2	Training the child to be more mature	Age-appropriate family activities encouraging children’s maturity
Subcategory	Improving the child’s	Training activities promoting the child’s socializing

2.3	social skills	skills and ability to adapt him/herself to surroundings
Subcategory 2.4	Improving sibling relationship	Family activities and ways to improve sibling relationship
Subcategory 2.5	Training the child to work faster	Activities and ways to train the child to work faster
Subcategory 2.6	Dealing with the child's cartoon/game addiction	Ways to divert children attention from cartoon and games and lessen their addiction

In summary, parents' need for knowledge in child-rearing included knowledge of child psychology, child developmental stage, and healthy and attracting food menus. As for their needs for skills in child-rearing, parents need skills in exploring the child's identity, training them to be more mature, improving their social skills, improving their relationship with siblings, training them to work faster, and methods to deal with the child's cartoon/game addiction.

The parents interviewed also indicated that knowledge and skills as mentioned above may be provided in the form of booklet, manual or online parenting resource, designed specifically to help parents with child-rearing problems. They also need parent group so they can share problems. Data from this research will be used as the basis to design training program or provision of parenting knowledge in various forms in the next phase of the research.

Discussion

The results of the study showed that parents in Bangkok Metropolis encounter problems in all aspects of child-rearing, with the most problematic being the emotional development. Emotional development of children in this age group is normally rather slower than other aspects. The emotional development is also abstract and difficult to deal with because children will exhibit other behaviors against the parent's effort to correct them. This is congruent with the study by Kijkuakul (2007, 74) which found that parents needed knowledge of child development at the highest level. This was due to the fact that early childhood was that time of the child's life when he/she was no longer surrounded by the family members only. They started having increasing interaction with the world outside the family. Children who were not trained emotionally would lack the ability to control oneself and exhibit inappropriate behaviors such as fighting for toys which might lead to other behavioral problems.

Regarding parents' need for knowledge and skills in child-rearing, parents interviewed expressed their needs for knowledge and skills in dealing with the child's problems and enhancing his/her abilities. Sumitre and Niyomikha (2011) cited Ibuka in his recommendations regarding various ways to achieve these goals. Among them are: paying close attention to the child and raise him/her with love and understanding; always being ready to gauge the child's emotion and respond to them in time; accepting the child's basic nature and training him/her in a safe and friendly environment; listening to them when they are trying to communicate their needs and talking to them; regularly giving them enough time; being their good role model; being observant of their worries, fears and false perception and promptly correcting them; training them to look at the world as it really is; helping build emotional security; and training them to be compassionate and ethical.

To help parents achieve these needs, teachers should take a role and work closely with them. As suggested by Taylor (1997, 125), teachers could lend a hand to parents in terms of working collaboratively in assisting them so that the development of the child could be done efficiently. Successful collaboration between teachers and parents depends on 1) appropriate assessment of parents' needs and their interest in such collaboration, 2) collaborative activities responsive to the parents' needs which make them feel that these activities are valuable to them, and 3) maintaining positive relationship between school and home.

Findings of the current study also have implications for the training of undergraduate students in early childhood education, especially the student-teachers who must work with children and their parents in their field experience course. The findings emphasize the need for these future teachers of early childhood children to be aware of their role in developing the child and how they can help the parents to enhance the child's ability to their full potential. Tantipalacheewa (2005, 48-50) suggested that teachers of early childhood children must be prepared to educate, advise, and guide parents so that parents can understand their true role in raising their child. The teachers need to build rapport with parents which will facilitate their communication about the child problematic behaviors or ways to enhance the quality of child rearing. Most importantly, teachers must keep in mind that parent education is not "preaching or therapy" but "assisting and enhancing." Teachers can achieve true cooperation from the parents through sincerity.

References

1. Bachman, J. et al. (2000). Emotional Intelligence in the Collection of Debt. *International Journal of Selection and Assessment.* 8(3): 176.
2. Dicker. (1993). *Parents Education Needs with Regard to Milieu – Disadvantaged Preschool Child.* New York: University of Pretoria.
3. Gardner, Howard. (1993). *Multiple Intelligences: The Theory in Practice, A Reader.* New York: Basic Book.
4. Gesell, A. (1940). *The First Five Years of Life*. New York: World Book.
5. Kijkuakul, Ratana. (2007). *A Study of Parents'Needs on Young Children Development in Schools Under the Jurisdiction of Nonthaburi Educational Office: Area 1*. (Master's Thesis, Srinakharinwirot University, Bangkok, Thailand).
6. Office of the Education Council. (2012). *National Strategic Plan for Early Childhood Development (Newborn to Pre-First Graders) In Accordance with the Government Policy 2012-2016*. Bangkok: Prigwan Graphic Co. Ltd.
7. Pirchio, S., Tritrini, C., Passiatore, Y., and Taeschner, T. (2013) The Role of the Relationship between Parents and Educators. *International Journal about Parents in Education,* 7(2), 145-155.
8. Rakwijai, Waraporn. (1997). *Raising the Early Childhood Children*. Bangkok: Saengsilpa Publishing.
9. Step, N. Elliott. (2000). *Educational Psychology: Effective Teaching, Effective Learning*. Boston: McGraw-Hill.
10. Sumitre, Thira and Pornanong Niyomkha. (2011). *Kindergarten Is Too Late*. Bangkok: Morchaoban Publishing.
11. Tantipalacheeva, K. (1999). *Education for Parents of Early Childhood Children*. Bangkok: Early Childhood Education, Faculty of Education, Srinakharinwirot University.
12. _________. (2004). *Learning Activities for Early Childhood Children.* Bangkok: Edison Press Products.
13. Taylor, B.J. (1977). *Early Childhood Program Management: People and Procedures*. (3rd edition). New2 Jersey: Merrill Publishing Company.

14. The National Economics and Social Development Board. (2011). *The Eleventh National Economic and Social Development Plan (2012-2016)*. Bangkok: Sahamitre Printing and Publishing Co.Ltd.

English Medium Instruction In Higher Education: Challenges From Student Perspectives

Liliani

Ciputra University, UC Town, CitraLand, Surabaya 60219, Indonesia (liliani@ciputra.ac.id)

ABSTRACT

Globalization creates great impact on education throughout the world. The global interconnectionsin politics, economy, socio-cultures, science and many other aspects in life bring challenges in education. Higher education in Indonesiashould meet the challenges to keep up with the urge of globalization, rapid science development and academic internationalization. The use of English Medium Instruction (EMI) in higher education in Indonesia,one of the Non-English speaking countries, has become one of the efforts to improve the quality of learning as well as proficiency in using English.This research aims to study the implementation of EMI in higher education from the perspective of students. The analysis focused on challenges and benefits experienced by students during their study. Thisresearch used qualitative approach based on case study in Ciputra University Business Management International study program that uses EMI in all subjects.Data was collected from in-depth interview with active students who had been studying more than one year to obtain detailed description of their experiences. The result indicates that students experience difficulties and challenges during their studies as well as benefits that increase their quality of study and competitiveness in the future International business or job market.

Keywords: English Medium Instruction, Higher Education, Non-English Speaking, Student challenges

Introduction

Globalization has createdglobal interconnections in almost all aspects in live, such as politics, economy, socio-cultures, science and many others. The impact of globalization on education throughout the world is inevitable. The rapid science development and academic internationalization generated from globalization has become a challenge for higher education. In Indonesia, one of the Non-English speaking countries, the use of English Medium Instruction (EMI) in higher education has become one of the efforts to improve the quality of learning as well as proficiency in using English.Other reasons of using EMI in higher education are the need to attract international students and expansion of co-operation with foreign universities(Hellekjær, 2010). Furthermore, many students are now looking for excellent quality in education and hoping that they will be able to pursue career in the local or international job market as well as compete in business after they graduate. They choose higher education that use EMI as they expectnot only tobe better educated persons,but also to earn better paid jobs, (Coleman, 2006). This condition has created demands of higher educations that do not only excel in academic, but also teach competencies to compete globally, such as being able to use English passive and actively.

This research discusses the implementation of the EMI in Business Management International, at Ciputra University, Surabaya, Indonesia. Ciputra University was founded in 2006, focusing on entrepreneurship education through a number of study programs, including Business Management, Architecture, Communication design, Culinary, Fashion, Hotel & Tourism, Information and Technology and several others. For now, EMI is only implementedat Business Management International study program,while this study program also offersprogram in Indonesian language.In harmony with the need for quality education with international standards, Business Management International study program offers an entrepreneurship education using EMI to deliver high quality education.Not only using EMI in all courses, Business Management International study program also offers other internationalization program such asvisiting professors from foreign International universities, student exchange program, short courses, immersion, student participation in international competition and some other programs.

EMI is implemented by using English in non-language courses such as management, accounting, marketing, etc., to Non-English speaking students andoften taught by also non-native or Non-English speaking lecturer(Hellekjær, 2010). The implementation of EMI in higher education in Non-English speaking countries creates challenges in the learning process. These challenges are experienced by students, lecturers (Chang, 2010) and the higher education institution. Students has experienced challenges in understanding their academic subjects mostly at the first year of their study(Berman & Cheng, 2010). Moreover, these challenges are needed to be addressed as soon as possible during study period to improve learning process, because student English proficiency has increased their academic performances (Fakeye, 2014). The implementation of EMI atCiputra University also faces many challenges. This research aims to study challenges inthe implementation of EMI fromthe perspectives of students, focusing on challenges and benefits experienced during their study.The reason of this research focusing on students is considering student as the main subject of the learning process that needs to be supported by facilities and infrastructure of the university. Studying the challenges faced by students is beneficial in presenting the conditions occur, addressing problemsto be used for planningsolution and improvement programs.

Literature Study

English proficiency has several definitions, mentioning the capability of a person to use the English language at a certain time to understand the textbook or pedagogical methods as well as in everyday life (Farhady, 1982).English proficiency skill is required for attaining completion of International higher education, and acquiring employment with advance positionor higher financial rewards. It involves mastery of a writing system as well as reading, speaking, and listening addressing decoding process and higher-order thinking: conceptualizing, inferring, inventing, and testing (Scarcella, 2003). Academic English is complex and dynamic, covering three dimensions: 1) linguistic, i.e. phonological, lexical, grammatical, sociolinguistic, and discourse; 2) cognitive, i.e. knowledge, higher order thinking, cognitive, and metalinguistic strategies;3) socio-cultural, i.e.the discourse component that enables coherent communication in an organized way by using linguistic forms and meanings (Scarcella, 2003).

The Implementation of EMI

Earlier studies indicated challenges and problems in the implementation of EMI in higher education in Non-English speaking countries. Several problems were experienced regardingreduced ability to understand general and specific concepts, more time consumed for assignment, problems in expressing ideas and development of thinking ability, learning in general, low level of Academic English and regret at choosing EMI university (Coleman, 2006). More review on lecture comprehension showedlanguage difficulties with the lectures, such as difficulties with words and expressions and dependence on lecture notes(Hellekjær, 2010). Similar problems in Taiwan also indicated lack of English proficiency of most ‘bilingual’ lecturers, reduced quality of bilingual handouts and lack of professional training in bilingual education for lecturers (Hu, 2009).Lecture comprehension difficulties happened due to unclear pronunciation, word segmentation and stressing, unfamiliar vocabulary and inadequacy of student listening proficiency (Hellekjær, 2010).

On the other hand, problems in lecture comprehension also caused by studentpoorAcademic English competence to understand complex topics and engage in higher-order thinking (Hu, 2009).Research in Canada indicated that International students found productive skills: speaking and writing were more difficult compared to receptive skills: listening or reading(Berman & Cheng, 2010).The poor performance of students in English language at public examinations in recent times had been explained as a major cause of the decline in academic achievement and standard of education in Nigeria. This study revealed that there was a significant relationship between English language proficiency and student academic achievement of the subjects studied. This suggests that as English proficiency increases, so does academic success (Fakeye, 2014).In the lecture using EMI, student expectations that their English skills will be useful in their future careers and student exposure to English by speaking, reading or writing positively influence their academic comprehension(Hellekjær, 2010).

To improve student comprehension, lecturers should encourage students to work in groups, add high-quality visual aids during lectures and follow-up after lectures. (Hellekjær, 2010). It is also important to consider how EMI in education as consideredgood quality education, may affect students’ academic achievement in the long run(Hu, 2009).

Research Method

This study usedqualitative approach with case study strategyto describe a program, activity, process(Creswell, 2013), in this case,the challenges in the implementation of EMI in Business Management International study program at Ciputra University from student perspectives.Purposive sampleused, with criteria:respondents must be students of Business Management International, who arecurrently registered or engaged in Business Management International courses, and have been studying for more than one year. These criteriawere set considering that students shouldbe able to give explanationsaddressing the focus of this study, as they hadexperienced learning using EMI and encounteredchallenges during their studies.

Table 1: Interview Questions

Interviewer start with a friendly short conversation, continued with a brief introduction: purpose of the interview,the topic of discussion. Interviewer must ensure that the student feels comfortable before starting the interview. Interviewer is allowed to develop more questions to get better understanding of the stude opinions. *Questions:*	
1.	How do you experience the courses in English at Business Management International (BMI) study program?
2.	Please tell us/explain your experience in studying English language before entering University/BMI.
3.	Please tell us/explain the challenges during your study using English as instructional language.
4.	What are the challenges in using English as instructional language, associated with your learning process?
5.	What are the challenges associated with your communication in BMI Study Program?
6.	Please tell us what you think about the challenges in using English as instructional language today, compared to your first year.
7.	Please tell us what you think about the benefits of studying using English as instructional language.
8.	What are your suggestions for your fellow students to overcome challenges during their study using English as instructional language?
9.	What are your suggestions for improvement regarding the implementation of English Medium Instruction at the BMI study program?

As qualitative research studies a few individuals to provide pictureor information (Creswell, 2012), 8 students interviewed in this study in order to get descriptions and thorough understanding of student experiences and challenges, as well as expectations for the improvement of EMI implementation in Business Management Program. List of interview questions is presented in table 1. Interview sessions were in Indonesian language so as the students could freely express their feelings and opinions. All conversation were recorded, transcribed and then translated in English. Data analysis performed by reviewing each interview to find recurrent descriptions, conditions, and then interpreting the results addressing the focus of this study.

Results

In this study, students were chosen in accordance with the sample criteria. Eight students were interviewed, consist of students who had passed the first year, the second period of study and who werein the last year of their study.These students are from different cities within the province of East Java.The interview explained that before entering university, all students had learned English from school as regulated in the national curriculum; they also had additional English courses and English proficiency tests.

"… then my parents sent me to KELT (a local English Course) since third grade until Junior High, if I'm not mistaken.Afterwards, I had TOEFL, IELTS, also SAT tests." (Student 1)

"…when I was in primary school, I took learn English at ELTIM (a local English Course), then I move to EF (a local English Course) …….Ee… for TOEFL, I had tests twice……" (Student 8)

"… since third grade, I had course at KELT until high school. Then after graduation… then in order to continuing using English, I took course at IALF (a local English Course)…" (Student 4)

There were two students who came from International standard high school, used English at school, as well as in communicating with friends. Other students came from public or private schools that use Indonesian language,usedless English in their daily activities. All students had additional English course at local English courses since they were in primary or junior high school. These students had chosen Business Management International study program at Ciputra University because of,not only their interest in studying entrepreneurship and business management, but also their expectation to be more competent in using English in the future.

Students explained the challenges experienced in learning with EMI were associated with new vocabularies,whichwerepoorly understood.

"… have to learn business in English too, so… I don't know the meaning in Indonesian yet, have to learn it in English as well…" (Student 2)

"… for accounting and economics subjects, because there are vocabs, like account receivable or account payable.. It is different with the Indonesian direct translation…" (Student 3)

".. I don't understand some terms, which I have never heard before…" (Students 5)

"…such as marketing, like that… I had trouble because the terms are complicated, yaa…" (Student 8)

This condition led to challenge in understanding concept in the textbook, such as calculation and formulas in accounting and financial subjects, as well as general or detailed concepts in other subjects. Some students felt confused, challenged, then took extra time to study or translate new vocabulary.

"…sometimes there are calculations or formula that I got confused with. So…. I got confused with the vocabulary, and also the formula… so it becomes muddled…" (Student 1)

" …by looking at textbook, moreover emm… every week with new chapter, each chapter..we had around 30 pages, yaaa… have to finish it, like that. Have to understand that…. I think it's quite a big challenge at the beginning..like that." (Student 5)

"…well, sometimes in English textbook, like that, there are terms which difficult to understand, so reading is distressing." (Student 7)

Some students feltbeing less confident in expressing ideas during class discussion andhesitated to ask questions. They explained in the interview, that they actually understood the question or the topic of discussion and had already known the right answer or idea. However, they were not sure about the right word and sentences to express their ideas.

"… just like… I want to talk, but feel hesitate, when being asked question, I got passive, not answering, you know…" (Student 5)

"..For me, the challenge is… active in class, you know. It's like… usually the lecturer asks questions, like that, actually we can answer, but don't know what the English word is… Hahaha… So we…alright… just be quiet. Hahaha…" (Student 6)

In addition, all students often found difficulties in understanding the lecturers, whether the non-native or native lecturer. They explained that sometimes non-native lecturer uses uncommon English phrase, structures and pronunciation. Sometimes, they also found difficulties in understanding native lecturers, as the lecturer speaksfaster and usesunfamiliar accent.

"… in class… if the lecturer is using good English, I understand… ooo, I mean as the lecturer speaks. But if he/she got confused… then he/she got messed up, like that, we also got confused, haha…" (Student 6)

"..so there are lecturers who speak really-really fluently, so a… it's not to difficult to understand. But sometimes there are… what is that… some lecturers whom we don't really understand what they say, so it's like the subjects become more difficult to understand." (Student 4)

"…find difficulty, maybe… If native speaker, like Mr X, he speaks a little bit weird. So to listen to him becomes difficult, don't really understand what he said and sometimes he talks fast and we can't catch him…" (Student 7)

The challenges in student learning process resulted in positive learning behavior, as student become more independent. They did not depend only on the lecturer explanation in class, but they also studied in groups, read morefrom the Internet, had discussion with lecturer assistants and friends from the regular study program.

"..so I have to study by my self, can not be fixated to what is taught by lecturer in class, so I have to learn on my own after class.." (Student 1)

"..when it's not clear or when I don't understand… well, automatically I had to learn on my own at home. I need to read by myself.." (Student 2)

"So… we have to learn by ourselves, also possible with the lecturer assistant." (Student 3)

"…Students from BMI should also have relationship with students from IBM (International Business Management study program, in Indonesian language) to help us understand particular subject. When we share with the IBM students… ooo… turned out this was supposed to be… well..that's it, finally I have to learn by myself.. (Student 5)

All students in the interview agreed that theydid not have problems in communicationbetween friends or campus staffs, because they usually use Indonesian language. Students revealed the reasons of not using English in daily communication because ofthey feltless convenient in expressing opinions, uncomfortable and afraid of beingexclusive.

"So..for instance with friends in class, it's not really required to speak in English. So… I may not use English, because…it's just between friends, so why should be pretentious. So sometimes I use English only to talk with the lecturer. So… English is not so used." (Student 4)

"Eee..communication.. in my opinion… when I have to explain complicated things, you know… it's difficult, right. So I choose to speak in Indo, even with the lecturer." (Student 6)

"…then, if for instance to communicate with the lecturer, sometimes lecturer… as I told you before, if we talk to him/her in English, he/she became confused too, eventually… we use Indonesian language instead." (Student 2)

All students agreed that they benefited from the EMI program. They acknowledgedthemselves that their English language skill has improved. Students expect to have good careers and become confident in the relationship with foreign business partner In the future.

"Emm..probably I feel… more fluent speaking in English and ready to speak English every day.." (Student 3)

"E.. when listening to conversation, you know… I'm… can understand more than before, when I was in high school…For me, if I have connection with foreign people… well it will be more… well, get used to it, so it will be easier to talk in English.." (Student 8)

Discussions

Based on the interviews, students explained the challenges in learning with EMI. The challenge experienced by all students was the difficulty in understanding the lessonsdue to vocabulary thatsome were poorly understood, and even some weretotally new for them. This reducedthe ability of students to understandthe explanation of the lecturer and course textbook in English. Students tried to understand difficult words in the textbook by translatingthe words with the help of Google translate. However, these activities tookmore time to study, so that students often became reluctant to seek the meaning then skip the words. On the other hand, when students did not understand the vocabulary of the lecturer, they tended not to ask for explanation and tried to guess the meaning by themselves. This challengehad ledstudent reduced understanding the general concept as well as specific detail of the subjects being studied.

Another challenge experienced by students in the learning process during class was communicating questions and expressing ideas. Students often became quiet or speechlesswhen given the opportunity to ask. In addition, few studentswith active personality and betterEnglishskill frequently dominatedclass discussion.Moreover, student spoke in Indonesian among peers during class discussion. These challenges werecaused bydifficulties to find the right words or sentences, feeling "lostin translation", or gettingconfused to use the right grammar. Thus,students felt less confident in expressing ideas or questions, fear of being wrong and laughed at. Instead of leading to lack of understanding lessons, thesechallengeshinder development of student critical thinking and deep learning(Hu, 2009).

In addition to the challenges mentioned earlier, there was another challenge described by all students in the interview, which was to understand the explanation of the lecturer. All students experienced this problem and considered it would beimportant to be addressed for solutions. Difficulty in understanding the explanation of the lecturer was due to lecturersdo not master sufficient English proficiency, use less systematic explanation, less examples, usewrong phrases, idioms, structures of sentences, etc. Thesecaused students did not understand the lessons being delivered, misunderstood concept or assignment, even misunderstood in communicating with the lecturerand less respect to the lecturer. One example, as told by one student, he felt confused when the lecturer explained in such unusual structure, in which the active tense jumbled with the passive, then the subjects, predicate and object in the sentencesbecame not clear. Over time, student might felt bored and engaged in other activities such as chatting or playing games with his gadget. Sometimes,a lecturerdirectly translatessentences fromIndonesian language, word by word, into English, that creates unusual phrases and idioms. Thus, the studentstakea little long to guess the meaning untilthey finally understand, several time they find it funny or even hilarious.

Instead of the challenges in the learning process, students do not have problems in communicating between friends of campus staffs. This is because the majority of BMI students are local students. They usually communicate with staffs and friends in Indonesian language. The conversations between friends for discussion or studying as well as other activities, are using Indonesian language. Students revealed the reasons of not using English in daily communication because offeeling uncomfortable, afraid of being arrogant, being “too much”, being exclusive. One informant explain his experienced when he had conversation in English with his classmates in public places, like elevators or cafeteria, many people turned around, made him felt uncomfortable.

Studying in a second language environment can be more challenging, especially for first-year students. Although the academic achievement of first-year students is about as well as their seniors, the first-year students may have to work harder for their studies(Berman & Cheng, 2010).The same condition wereconfirmed by the second-year and final-year students during interview. Students admitted that they need more efforts to adapt the situation as well as using English during their study. The informants shared suggestions for better study in the first-year, such as study in small group to do homework, assignment, prepare for exams and reading textbook as well as other resources from the internet. Some informants suggestedtakingadditional English course to improve English proficiency.

Regarding the expectations of students associated with EMI in their education, several facts and implications based on the interview will be explained in this section. In the future, all students in the interview hope that after graduated, they will have better English proficiency to support better careers, openopportunity working abroad or have business with international connection.These students believe that English proficiencywill be very useful in their careers in Indonesia as well as in English speaking countries(Hellekjær, 2010).For improvement at BMI study program, all students in the interview expect improvement on the English proficiency of the local lecturer, as it will help their academics comprehension. These students also expect more native lecturers because students thought that the foreign lecturers have International or better educational background and speak English well. The native lecturer standard is considered ideal in students’ perception as also explained in other research(Doiz, Lasagabaster, & SIERRA, 2011).In addition, compared to their friends who study in regular program,BMI students feel more proud and "cool" when taught by the foreign lecturers.

Finally, although students face challengesin EMI education, the students in the intervieware satisfied with the overall study experience at BMI study program because of fun and dynamic learning environment, a lot of practices in learning process, and have opportunities to follow international activities overseas,such as exchange student program, International competitions, foreign trade fairs.This study generates important implications that might be useful for improvement in the future. To increase academics comprehension,1) local lecturers should master enough English proficiency, earnminimum score in English proficiency test, such as TOEFL, IELTS, TOEIC, etc., to ensure good quality course delivery. 2) Learning process should be designed to encourage students to study in small groups to increase general or specific understanding among students. 3) Learning process should be designed to improve student proficiency in "English for Academic Purposes", emphasizingin speaking and writing, like asking and answering questions, doing oral presentations, writing of essay examinations and other formal academic writing (Berman & Cheng, 2010). 4) In favor of native or foreign lecturers, several research indicated different point of view that local lecturers with good command of English are better option, the myth of native speaker as the ideal teacher shows lack of evidence(Doiz et al., 2011). On the other hand, having foreign lecturers might increase status and quality of the institution, attract students, thus, more consideration is needed.

Conclusion

Addressing the focus of this study, which is to explore the challenges experienced by students using EMI in higher education, important findings are concluded as follows: challenges in learning process are related to lack of vocabulary, English proficiency of the students in reading textbook, listening to lecturers and speaking. The difficulty in understanding lectures is often caused by some non-native lecturersdo not master sufficient English proficiency. These conditions affect student academic comprehension.The findings in this study are useful for consideration in the future of the institutional policy as to set continuous improvements:to increase lecturer English proficiency, to ensure good quality course delivery, to design learning process that increase student academic comprehension and improve student proficiency, notably in the use Academic English. Suggestion for the next research is touse statistics to verifythe findings in this research. It is also possible to study the implementation of EMI from different aspects, such as the challenges from the perspective of lecturer;factors influence academic performance; and other aspects in the learning process.

References

1. Berman, Robert, & Cheng, Liying. (2010). English academic language skills: Perceived difficulties by undergraduate and graduate students, and their academic achievement. *Canadian Journal of Applied Linguistics/Revue canadienne de linguistique appliquée, 4*(1), 25-40.

2. Chang, Yu-Ying. (2010). English-medium instruction for subject courses in tertiary education: Reactions from Taiwanese undergraduate students. *Taiwan International ESP Journal, 2*(1), 55-84.

3. Coleman, James A. (2006). English-medium teaching in European higher education. *Language teaching, 39*(01), 1-14.

4. Creswell, JW. (2012). Educational research–Planning, conducting, and evaluating quantitative and qualitative research. Pearson. *New York, NY*.

5. Creswell, JW. (2013). *Research design: Qualitative, quantitative, and mixed methods approaches*: Sage publications.

6. Doiz, Aintzane, Lasagabaster, David, & SIERRA, JUAN. (2011). Internationalisation, multilingualism and English-medium instruction. *World Englishes, 30*(3), 345-359.

7. Fakeye, David. (2014). English language proficiency as a predictor of academic achievement among EFL students in Nigeria. *Journal of Education and Practice, 5*(9), 38-41.

8. Farhady, Hossein. (1982). Measures of Language Proficiency from the Learner's Perspective*. *TESOL quarterly, 16*(1), 43-59.

9. Hellekjær, Glenn Ole. (2010). Lecture comprehension in English-medium higher education. *Hermes–Journal of Language and Communication Studies, 45*, 11-34.

10. Hu, Guangwei. (2009). The craze for English-medium education in China: Driving forces and looming consequences. *English Today, 25*(04), 47-54.

11. Scarcella, Robin. (2003). Academic English: A conceptual framework.

Effects Of Teacher Stress Factors Toward Secondary School Teachers' Efficacy In Sabah

DewiIsmaMadzlan[1],Mohd. KhairuddinAbdullah[2] , Khalid Johari[3] and Muddin Beting[4]

[1]Universiti Malaysia Sabah, Malaysia (dewiismamadzlan@yahoo.com)
[2] Universiti Malaysia Sabah, Malaysia (drkhai69@gmail.com)
[3] Universiti Malaysia Sabah, Malaysia (drkhalidjohari@gmail.com)
[4]Universiti Malaysia Sabah, Malaysia muddinbeting@yahoo.com)

ABSTRACT

The purpose of this research was to examine the effects of teachers' stress factors toward teachers' efficacy among secondary school teachers in Sabah.'Ex-post facto' quantitative research method was used to find out the pattern of correlation of teacher stress factors and teacher efficacy.Teachers Stress Inventory (TSI) and Teachers' Sense of Efficacy Scale (TSES) instruments were used to collect data of 722 respondents from 19 secondary schools in 5 districts in Sabah. Stratified sampling procedure was used in selecting respondents among secondary school teachers and data's collected were analyzed using Correlation Pearson.There wasno significant relation between teacher stress factors and teacher's efficacy.Based on the findings, some suggestions to the school, the Ministry of Education and for further research were presented.

Key Words: Teacher Efficacy, Teacher Stress Factors, TSI, TSES, Pearson Correlation.

Introduction

Education is a medium that brings changes in knowledge, skills, attitudes, appreciation and the essential of understanding in every aspects of our environment (Goteti, 2012). Toward achieving the goal, every country putting a highexpectation for teachers as they are seen as a designer, architects and future savior of the nation and holding responsibility in educating children nation. In this context, teachers should be prepared and have the highest quality in all aspects because teachers are the most valuable assets in realizing the vision of education.

Teachers' task is obviously challenging and complex. It requires the ability to perform multiple tasks and meet the real demand not only hasthe extensive knowledge in the subjects they teach. Teachers need to make a smart decisions and serves as a guard to students during school hours. Teacher is defined as 'a professional whose major responsibilities include teaching and learning and motivation of the learners in public and private educational institutions to learn through various methods (Pitiyanuwat, 2000). Teachers play a major role in educating students as early as in pre-school, primary school up to secondary school level. Teachers also seen as a studentin professional development program that often seeks to enhance the skills, knowledge and practices (Nuttiya, 2009).

Teaching is aunique profession thatexperience reforms in the past two decades and diversity of current demands that requires teachers always meet the need in education development (Jennifer, 2011) and this trigger a stressful working conditions for teachers. Work stress combinations experienced by teachers such as the number of students in classroom, pressure in assesing procedures, preparation of working papers, parents' concern, and students misbehaviour put teachers at a high work stress (Crute, 2004) which leads to disruption of efficiency in delivering services , fatigue, somatic complaints, anxiety and depression (Wilkerson and Bellini, 2006). Teachers responsibility increasing from time to time which contribute to work stressand affected teachers quality and teachers' efficacy (John et al., 2005). Work stress experienced by teachers is often associated with the introduction of a new curriculum components that contribute to a negative teachers' self-efficacy in teaching (Bandura, 1997).

Problem Statement

Schools in Malaysia in common haveequal infrastructure facilities. Facilities distribution in terms of school buildings, the curriculum, facilities, time table, textbooks are in the same and many more other similarities. Teachers are trained teachers from teaching institutes and local universities with the same curriculum (Sharifah, 2000). Education for all is the basis for the implementation of the curriculum in Malaysia and common characteristics exist, they should show the same academic achievement or almost equal between schools in the country. However, the reality that exists, the results in public examinations varies between schools and states. A significant difference in low academic achievement shown between states in Malaysia, particularly in Sabah, Kelantan and Malacca (World Bank, 2012 in NurAzis, tt). Statistics released by the Malaysian Examination Board, PMR and SPM results, especially in Sabah for the years 2009, 2010, 2011 and 2012 were still below target.

In this study, teacher as the main source and reveal howteachers' work environment potentially affected on teacher efficacy. Previous studies found that teachers have a significant impact on student achievement than other factors in school and it is different in terms of its effects (Kane, Rockoff, and Staiger, 2006; Nye, Konstantopolous, and Hedges, 2004; US Department of Education 2010).

Hyphothesis

Ho1: There is no significant relation of teacher stress factors on teachers' efficacy.

Methodology

Stratifiedsampling technique was used in this study. This technique is often an option if the population is not homogeneous in terms of population and is a member of the sub-group reported (Noraini, 2010). Respondents were secondary school teachers from five districts in Sabah amounting 722. Questionnaires were used to collect data, 'Teachers' Sense of Efficacy Scale (TSES) developed by Tschannen-Moran and Woolfolk Hoy (2001) and 'Teacher Stress Inventory' (TSI) by Boyle et al. (1995) modification by Mokhtar (1998) and Mazlan (2002). TSES inventory uses nine-point scale and TSI uses 5 point scale.

TSES consist of 12 items with three dimensions namely, student engagement, teaching strategy and classroom management. Whilst, TSI have 48 items of five factors that contributes to teacher stress factors namely misbehavior, workload, time and resources constraint, interpersonal relation and appreciation.

Results

Finding statistically showed there were no significant correlation between teacher stress factors construct with teacher efficacy with *r* value (-0.01, $p < 0.05$). The findings indicate, the increased teachers' workload will affect teachers' efficacy. Correlation in every dimensions in teacher stress factors also showed a negative correlation. The correlation between misbehaviour dimension with student engagement was at($r = -.023$, $p < .05$), misbehaviour and teaching strategy was at ($r = -.076^*$, $p < .05$), misbehavior and classroom management was at ($r = -.065$, $p < .05$).

Correlation analysis in workload dimension was not significantly correlated with the dimensions in teacher efficacy. *R* value for workload and student engagement was at ($r = .015$ $p < .05$), teaching strategies ($r = -.057$ $p < .05$), correlation analysis in workload with classroom management was not significant at ($r = -.05$, $p < .05$).

Correlation analysis finding in time and resources constraint dimension and in all teacher efficacydimensions showed the same pattern with workload dimension. There was no significant relationobtained in time and resources constraint dimension with the student engagement ($r = .054$, $p < .05$), whilst a negative correlation showed in teaching strategies ($r = -.04$, $p < .05$), and finding in classroom management ($r = -.013$, $p < .05$). The findings showed a negative correlation in time and resource constraint dimension that affected teaching strategy and classroom management dimensions.

The correlation between interpersonal relation with the teacher efficacy dimensions showed two patterns of a significant correlation and insignificant negative relation. A significant positive relationship at low level obtained between interpersonal relation with student engagement($r = .07$, $p < .05$) while teaching strategyshowed a negative correlation ($r = -.02$, $p < .05$), and insignificant correlation finding showed between interpersonal relation and classroom management ($r = .01$, $p < .05$).

Appreciation dimension statistically showed two patterns of analysis; a significant and insignificant correlation between dimensions in teacher efficacy. But no A low significant relation in appreciation dimension with student engagement ($r = .107^{**}$, $p < .05$), no significant findings with teaching strategy ($r = .003$, $p < .05$). The findings were similar (insignificant correlation) appreciation dimension with classroom management dimension ($r = .04$, $p < .05$).

Table 1 : Pearson Correlation - Dimensionsin Teachers Stress Factors andTeacher Efficacy

		Student Engagement	Teaching Strategy	Classroom Management	Teacher Efficacy
Misbehaviour	Pearson Correlation	-0.023	-.076*	-0.065	-0.062
	Sig. (2-tailed)	0.531	0.041	0.079	0.098
Workload	Pearson Correlation	0.015	-0.057	-0.05	-0.036
	Sig. (2-tailed)	0.693	0.125	0.178	0.337
Time & Resources Constraints	Pearson Correlation	0.054	-0.04	-0.013	-0.003
	Sig. (2-tailed)	0.147	0.289	0.726	0.943

Interpersonal Relation	Pearson Correlation	0.07	-0.02	0.01	0.019
	Sig. (2-tailed)	0.06	0.587	0.79	0.62
Appreciation	Pearson Correlation	.107**	0.003	0.04	0.051
	Sig. (2-tailed)	0.004	0.937	0.284	0.175
Teacher Stress Factors	Pearson Correlation	0.044	-0.043	-0.021	-0.01
	Sig. (2-tailed)	0.234	0.243	0.572	0.783
	N	722	722	722	722

Significant Value $p < 0.05$

Discussion

Pearson correlation analysis between teacher stress factors and teacher efficacy showed the opposite direction of correlation which indicate thatthe increased level of teachers' stress will reduce teachers' efficacy. Previous studies on teacher work stress found that workload affected work performance as well as teacher efficacy. Busari (2011), stated that teachers' work stress due to the specific demands of academia. Meanwhile Susan (2004), in her study explained Mathematic teachersfaced stress when dealing with students who have problems in learning that disrupted the smoothness in teaching and learning process in classroom.

Teachers who experience stress give a negative impact in education system. Teachers' potential would get stuck and will not be able to thinkeffectively in improving teaching and learning process. Poulou (2010),agreed to state that highly efficacious teachers are the determining factor of success in classroom. Dynamic interaction (personal, behavioral and environmental) that explained in *'reciprocal determinism'*are the three main factors that shaping efficacy (Bandura, 1997). When teachers are having trouble in one of these factors, the development of efficacy will be stunted. Stress encountered in the working environment, would restrict the development and teachers ability of to achieve the satisfactory level of self-efficacy. Individual teachers who are exposed to work stress have a weak self-regulation system of thinking, feeling, motivation and action. The system functions as a mechanism of self-reflection and a set of sub-functions to respond to, manage and evaluate the behavior when reacting to the environment. Teachers who experienced stress will not react as the interaction of these three factors that work to establish efficacy.

Teacher efficacy constructs proved statistically significant in school success and excellence and teacher is as an attribute in producing excellent students. Proposed future research should focus on the clarification of the efficacy concept compared to other motivational constructs. Previous researchers suggest several considerations for future research taking into consideration the possible different research methods such as observation and interviews, contextual data research, and the teachers view in form of narrative analysis (Henso, 2001; Labone; Tschannen-Moran et al, 1998).

Likewise, the Institute of Public and Private Education and Institute of Teacher Education should takeproactive steps to develop training programs with highly skilled programs and knowledgeable. Teacher training program that create the competent generation of teachers who have resilience and competitiveness in working environment full of challenges and competition. Soft skills are also noteworthy in teachers training program in preparation for the various possibilities of work environment.

Even though this study was conducted among teachers in secondary schools, the impacts will affect the education system in general. Low efficacious teachers will not produce the best quality in teaching and learning process, so that the incompetent students are produce. The best basic education particularly in primary and secondary level will assure the tertiary educationin world class level and produce products as expected.

References

1. Bandura, A. 1997. *Self-efficacy*: *The exercise of control*. New York: W.H. Freeman
2. Boyle, G. J., Borg, M. G., Falzon, J. M., & Baglioni, A. J. 1995. A structural model of the dimensions of teachers stress. *British Journal of Educational Psychology*, 65(1), 49-67.
3. Busari, A.O. 2011.*Validation of student academic stress scale*.European Journal of Social Science. 21(1):94-105.
4. Crute, S. 2004. *Stressed out*. NEA Today, 22(4), 34-45.
5. Goteti, H. 2012. *Stress and adjustment of teachers of colleges of education – An empirical study.*International Journal of Multidisciplinary Educational Research. Vol.1, Issue 2, June 2012.
6. Hensen, R. K., 2001. *Teacher self-efficacy: Substantive implications and measurement dilemmas.* A paper presented at annual meeting of the Educational Research Exchange, January 26, 2001, Texas A&M University, College Station, Texas.
7. Jennifer. L.T. 2011.*An analysis of stress, burnout, and coping in a sample of secondary public school teachers.*ProQuest Dissertation and Theses (PQDT).
8. John, M., Paul, L. A., & Bernice Beechey.2005.Teaching self-efficacy, stress and coping in a major curriculum reform. *Journal of Educational Administration*.Vol. 44 No. 1, 2006. Emerald Group Publishing Limited. www.emeraldinsight.com/0957-8234.htm.
9. Kane, T.J., Rockoff, J. E., &Staiger, D. O. 2006.*What does certification tell us about teacher effectiveness?* Evidence from New York City (NBER Working Paper N0. 12155). Cambridge, MA: National Bureau of Economic Research.
10. Labone, E. 2004. *Teacher efficacy: Maturing the construct through research in alternative paradigms*. Teaching and Teacher Education, 20: 341-359.
11. Mazlan Aris. 2002. *Stres kerja di kalangan guru sekolah rendah. Satu kajian di sekolah rendah kawasan Zon Tenggara, Kulai, Johor Darul Takzim.*Unpublished Thesis. Universiti Teknologi Malaysia.
12. Mokhtar Ahmad. 1998. *Tekanan kerja di kalangan guru sekolah menengah: Satu kajian di daerah Kulim, Kedah.*
13. Noraini Idris. 2010. *Penyelidikan dalam pendidikan*. Mc Graw Hill Education, Kuala Lumpur.
14. Nur Aziz, t.t . *Retaining high-quality teachers in rural primary schools in Malaysia*. Harvard Graduate School of Education.
15. Nuttiya, T. 2009. *Continuing professional development for teachers in Thailand*. A thesis submitted in partial fulfillment of the requirements for the degree of Doctors of Philosophy in Education. University of Warwick, Institute of Education.
16. Nye, B., Konstantopoulos, S., & Hedges, L. V. 2004. How large are teacher effects? *Educational Evaluation & Policy Analysis*, 26(3), 237-257.

17. Pitiyanuwat, S. 2000. *Policy recommendations on production and development of teachers*. Bangkok: ONEC.
18. Poulou, M. 2007. Personal teaching efficacy and its sources: student teachers' perceptions. *Educational Psychology*, 27(2), 191-218.
19. Sharifah Md. Nor. 2000. *Keberkesanan sekolah-satu perspektif sosiologi*. Serdang: Universiti Putra Malaysia.
20. Susan, B. 2004. Stroking stressed-out teachers. The Education Digest: Jan 2004; 69, 5; *ProQuest Education Journals*, pg.28.
21. Tschannen-Moran, M., & Hoy, A. W. 2001. Teacher efficacy capturing an elusive construct. *Teaching and Teacher Education*. Vol.17:p83-805.
22. U.S. Department of Education. 2010. *A blueprint of reform: The reauthorization of the Elementary and Secondary Education Act. Washington, DC*:
23. Wilkerson, K., & Bellini, J. 2006. Intrapersonal and organizational factors associated with burnout among school counselors. *Journal of Counseling & Development*, 84, 440-450.

Teachers Emancipation in Transformation of Teaching Management in the Classroom through Action Research Among Secondary School Teachers in Sabah, Malaysia

Melati Jilon[1], Hamzah Md.Omar[2] and Khalid Johari[3]

[1]Universiti Malaysia Sabah (atievigo@yahoo.com)
[2]Universiti Malaysia Sabah (drhmo@yahoo.com)
[3]Universiti Malaysia Sabah (drkhalidjohari@gmail.com)

ABSTRACT

This case study research is focus on action research practises among secondary school teachers in Sabah. The main focus of this research is to investigate and to assess the action reasearch practises among secondary school teachers on expanding teachers' emancipation in implementing the tranformation of teaching management practises in classroom. This qualitative research method implementing interview, observation, and document analysis as technics in data collecting and was analysed using Within-Case analysis and Cross-Case analysis. Whilst, Thematic Analysis was used to investigate, to analyze and to report the pattern of theme in data collected. Sampling technic is based upon purposive sampling and selected seven secondary school teachers in Sabah. This research was categorized as multisite study with multiple sites. Research finding revealed teachers' action research practices could expanding teachers emancipation and applying teaching management transformation in classrom.Action research practises able to form their teaching management transformation in classroom to encourage their equal values and democratic principle while applying changes with their practices in the classroom. Emancipation is an abstract terms but in this study, teachers' emancipation is defined as practical action upon change in transformation of teaching management in the classroom. Hence, teahers who practising action reseach able to build teaching management in classroom and applying changes on their own practises.

KeyWords: Action Research Practises, Teacher Emancipation, Teaching Management Transformation, Equality value, Democratic principle

Introduction

The transformation of education is a humanitarian effort which aims to nurture, develop as well as expand the teachers ability to acquire intellectual freedom in defining their respective practices by mastering new skills and knowledge though creative and critical ways of thinking. Undeniably, teachers need to always equip themselves with current skills and knowledge in order to increase the quality of education. They have to be able to think, reflect, evaluate, and criticize their own practice in order to improve their teaching and learning practices in the classroom to meet the demand of the rapidly developing intellectual growth. Therefore, action research practice provides space for teachers to perform critical reflection on their daily routine, practice and goals (McNfiff, 2005). Besides, action research helps teachers to create their own knowledge apart from analyzing, better understanding and improving their own practice in the classroom.

Action research practice serves as a mean, where teacher can grow critical awareness towards teaching and learning problems in the classroom. Actions research matches the nature of problems in teaching and learning which entirely unique and exclusive (based on the current setting). Ayers (2004) claims that teacher’s emancipation means the freedom that covers the aspect of developing critical awareness among the teachers towards their own practice in the classroom. Therefore, teachers are also involved in the investigation process and becoming creative investigator for problems that arise. Schon (1987) also claims that, action research practice also helps teachers to observe, understand and becoming a reflective practitioner. By practicing action research, teachers can become more critical and sensitive towards transformation (Elliot, 1991).

The emancipation concept was developed underpinning the critical theory of JurgenHabermas (1970) by putting a huge emphasize on the emancipation issue through further strengthening individuals by making them realize about the structure that actually deprived them from gaining self-freedom. Hence, action research is one of the ways that teacher can use to put Habermas ideas on emancipation into practice (Grundy, 1982). Needless to say, action research practice helps to give teachers freedom to investigate and reflect. Eilks and Ralle (2002), in Naaman R.M and Eilks, (2011) state that teacher’s emancipation really develops through action research practice in the classroom. As a matter of fact, teachers who possess critical realization will stand a greater chance to perform the transformation and improve the educational management as well as being able to translate the existing curriculum to meet the needs of the classroom context.

Statement of the Problem

The main concern of this research was initially sparked by the alarming increase of intellectual lethargy among teachers in preparing the teaching management that is in line with the students’ needs in classroom. Intellectual lethargy refers to teachers’ incompetency in thinking, becoming too rigid and bound to irrational ideology and thoughts (Abd. Rahim Abd.Rashid, 2007). This problem arises when teachers started to develop conformity This denotes the teachers' belief and acts in school that overlook the more realistic steps. This situation will eventually affect the quality of teaching at school due to the exhaustion of innovation and creativity in dealing with even more complex learning situations these days.

However, teachers are urged to always be open and ready to initiate transformation by developing individual capacity to face the demanding milieu in the classroom. This rhymes with Feldman (2002) statements that, transformation can be done in various levels and medium that can be understood by teachers.

Purpose of the Study

The purpose of this research is to seek a better understanding on the effects of action research practice towards teacher's emancipation in transforming the educational management in the classroom. Therefore, this case study's ultimate goal is to investigate and explain the ability of those teachers who conduct action research in their classroom to perform transformation in their educational management.

Objectives of the Study

The aim of this study is to appreciate and learn about the transformation of classroom teaching management through action research practices.

Research Questions

This study is to answer the question on how the practice of action research by teacher's at school can develop and expand the teachers' emancipation and able to perform the transformation of teaching management in the classroom.

The Conceptual Framework of Research

The conceptual framework of this research is adapted from Critical Emancipatory Action Research. This model was developed by Grundy (1982). The concept is based on critical emancipation that also echoes the socio-critical theory by Habermas (1970). This model emphasizes upon building independent practices within individual through critical realization towards changes they wish to perform.

The main theory that dominates this research is the socio-critical theory by Habermas (1970). This theory focused on the emancipation concept or individual freedom to equip individuals with the critical awareness to narrow the gap between the social structures even though the ability to do so face various constrains in terms of social, cultural and political invasion. Meaning to say, although each individual has the awareness that they have the ability to act and change their socio-economical state, they encounter many restrictions in the form of social, cultural and political domination (Grundy, 1982).

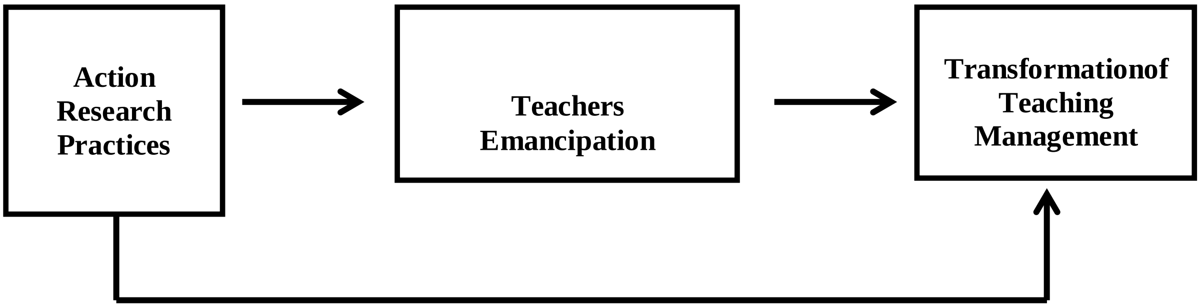


Figure1.1: The research conceptual framework
Source: Grundy (1982)

This conceptual framework has three main components; action research, teachers' emancipation and the transformation of education management in the classroom. Each element is based on many theories and models that are related to the research. The first phase of this framework explores the essential elements that dominate the action research practice in the classroom. It offers broader explanation on each element in action research. The second phase on the other hand, is to investigate the relationship between action research practice and teachers emancipation in managing leaning in the classroom. Meanwhile, the third phase is the expansion in developing emancipation of teachers in making transformation in their practices. All in all, these phases will give a thorough explanation on how teachers understanding of action research develop their emancipation in transforming the education management in their classroom.

Research Methodology

This study used a qualitative case study method. The appropriate choice of this method of the study conducted by researchers was find suitable depth and breathe of meaning and understanding of the phenomena. The main focus of this research is to investigate and to assess the action reasearch practises among secondary school teachers on expanding teachers' emancipation in implementing the tranformation of teaching management practises in classroom.The case studies also help researchers to understand and strengthen thesituation or phenomenon, programs, processes or social groups in depth (Merriam, 2002; Yin, 2003).
The determination of the sample was based on purposive sampling design and which are above the sample selection criteria specified. Participants were the teachers who have served for more than 10 years and carried out action research at least once in school. Furthermore the selection of participants in the study was also based on their agreement and willingness to participate in this research. The study was conducted on three experienced teachers, in one secondary school in Kota Kinabalu, Sabah. Selection of this school as a research site was based on the frequency this school had carried out action research.This research was categorized asmultisite study with multiple sites.Data collecting was analysed using Within-Case analysis and Cross-Case analysis.This study used interviews, observation and document analysis as a procedure for data collection. Triangulation methods were used to allow comparison and consolidation of data. Data wasanalyzed using Thematic Analysis method for identifying, analyzing and reporting themes within the data (Stenner, 1993, Ussher and Moony-Somers, 2000).

Findings
Equality Value

Research found that all research participants did care about the rights of each student to participate in the T&L processes in the classroom. They really stressed on teaching management which involved all students by providing teaching techniques that covered various intelligence level of students in the classroom. The research found that all research participants did not only teach but tried to translate the teaching so that they could actualise the various students' potential in the classroom. Normally, the teachers would surely face different teaching situations because the students had different levels of intelligence.

Definitely, each research participant had planned teaching management meticulously after considering the constraints in the surrounding area. This was because the process of making critical basis which covered self-understanding towards equality and democratic was able to contribute to the social enhancement (Habermas, 1996). Researchers found that the research participants had in advanced identified the strengths and weaknesses of the students through reflections made and then finding the ways to motivate the students. This had eased research participants to provide teaching approaches and appropriate task s according to students' level in the classroom. Indirectly, it would encourage the students' involvement in teaching and learning activities in the classroom.

Actualising this concept in the classroom had urged the teachers to focus on preparing teaching management which respects and values the rights of each individual. The selection of each decision taken should have rationality and transparency in the procedure of decision making so that it could give high attention towards the humanistic values by stressing the freedom of speech to research as well as to respect the cultural diversity in group (Bargal, 2006).

Equal Participation Opportunity

The research finding also found that the chance of involvement which was fair among the research participants in making transformation on own practices in the classroom, did exist. This situation existed in the form of ideas' sharing between colleagues or via evidences obtained from the students in the classroom. Undeniably, research participants had interpreted the experiences either in or out of the classroom to the knowledge form which was able to contribute towards the process of teaching management preparation in the classroom.

They also organised academic programmes at school to obtain the evidence on students' abilities which had different intelligence level in the classroom. Other than that, they also guided the students individually by making learning activity in groups. They always create new knowledge about practices in the classroom through reading in the aspect of cognitive, social, physical and emotional upon the students taught in the classroom. Research participant also attended courses and seminars related to teaching practices in the classroom.

By having knowledge sharing from colleagues or administrators, it also contributed ideas and opinions in making new information on each own teaching practises in the classroom. They also always voice out new ideas on their own practices. Every transformation that was carried out by all research participants hadconsidered the participation and involvement of all related parties like students, other teachers and also the administrators. This was suitable with the conceptual basis of action research that stressed more on teacher's individual development through action that came out from cooperated evaluation between each individual in building theories and knowledge gathering which could be understood and shared together via checks on their practises (Elliot, 1991).

It was confirmed that all research participants managed to provide teaching management which encompasses students' needs which were from diverse level of intelligence in the classroom. They absolutely gave the chances to the students to actualise each own potential in the classroom. This was simultaneously able to overcome the learning drop-out of students at school. This finding was also able to expand the research assumption which stated that the involvement form in the concept of equality by the teachers was a form of teaching management transformation in the classroom. This was because the students had different levels and of course it gave bad learning opportunity when justice did not exist in the classroom (Mack, 2012). This was because emancipation in teaching through school curriculum which was based on reality and in form of involvement gave the chance to analyse, interpret and rebuild various meaning in the teaching in the classroom for the reason of self-development (Ayers, 2004).

This space gave the chance for each individual to learn on respecting different opinions, creativity and imagination of each individual, not bias, respecting the transparency in a process, suitable with all individual and should be sampled. This situation showed that there was the power usage which was based on justice and respecting the rights of other people and also themselves (Amstrong, 2009). Hence, Feldman (2002) stated that each individual needed to look and examine the quality of own actions for each transformation that was to be carried out.

Democratic Principle

Research findings also found that research participants were able to actualise the democratic principle upon their practises in the classroom. This situation provided them the opportunity to expand the potential and self-development through respective practical skills in the classroom. They focused on the purposeful learning for each student according to the intelligence level by providing activities that seeked active participation from the students. Teaching management preparation that counted about equality concept indirectly gave the involvement opportunity of the students from various intelligence level to involve in the teaching and learning activities and simultaneously could increase each individual potential in classroom.

This kind of learning situation would give a huge space to the students to express opinions and views, be tolerant and bold to voice out dissatisfaction throughout learning session. It meant that the students in the classroom were able to expand their own potentials based on their abilities. The students were also free from liberated mental, emotion, social and physical and potentially to be the students that were brave and had high level of self-confident in their learning process in the classroom. This was because the teaching and learning process in the classroom was the critical process which required teachers to have democratic skills to stimulate the students' competency growth in the classroom (MansoorFahimdanOgholgolNazari, 2011). For this reason, Mack (2012) suggested the teachers to be always ready to use the autonomy power as a facilitator to ensure the students' participation in the teaching and learning process in the classroom.

The democratic principle in this research also had been acknowledged through the knowledge sharing between the research participants and their colleagues about teaching skills aspect, interpersonal skills, communication skills, counselling skills as well as information technology skills that were suitable with the students' needs during teaching and learning session in the classroom. They discussed and shared ideas via academic programmes held in schools to enhance own quality of practises in the classroom.

This had indicated that there were chances for the research participants to speak and voice out opinions as well as ideas on respective practices and at the same time giving the chance for them to improve their self-development especially on their practices in the classroom.

Ayers (2004) stated that educators needed to take part in democratic teaching and learning on own practices to establish education democratisation at school specifically in the teaching management in the classroom. This was because in the educational context, democracy was a dynamic process that existed through interaction and dialogue of each involved individuals (Fitzpatrick, 2009). Certainly, democracy was very important in all aspects of human life to actualise a dynamic life which was in line with human nature.

Discussion of Findings

Research findings also indicated that the action research practices were able to expand the emancipation of secondary school teachers in the state of Sabah to do the transformation on teaching management in the classroom. Ayers (2004) deciphered that emancipation in the educational context was the teachers that understood and practised the freedom concept which involved the development of critical awareness, participation in action collectively for the social justice in schools especially in the classroom.

Research participants had full critical awareness on self-practices and development. They always develop their own capacities by stressing the equality value and democratic principle upon their practices in the classroom. They were concerned on students' issues that involved teachers' teaching and always be ready to change daily teaching practices suitable with the current context in the classroom.

Research participants critically analysed the teaching and learning issues in the classroom and should be managed according to evolved situation and circumstance based on experiences of each individual as well as responsive towards social issues which were related to freedom, democratic, equality and managed to increase the real potential of each individual (Stringer, 1993).

Recommendation

The goal of teachers to be professional problem solvers who are committed to improving both their own practice and student outcomes provides a powerful reason to practice action research (Mills, 2003). Quality teachers are therefore continually working to improve their teaching and their students' learning. The aim of action research in schools is to improve and enhance teaching practices through the professional development of teachers by their actions in creating a conducive environment for teaching and learning. Thus the idea of teachers as a researcher needs to be developed with the involvement of professional researchers or lecturers from tertiary institutions such as universities in guiding teachers to do research in the school. Action research practices of each individual whether in school or in higher education institutions are able to give an opportunity to increase the professional development of each individual to organize all the appropriate teaching strategies to be used in accordance with their respective work environment.

Conclusion

The expansion of teacher's emancipation in teaching management through action research practice was able to instil awareness to the teachers to develop intellectual ability on each own practice in the classroom. The expansion process of teacher's emancipation was identified via the teachers' practices which stressed on equality concept and democratic principle in the teaching management in the classroom.

Emancipation was an abstract term, the existence of teachers' emancipation was identified and polished deeper through its' meaning concretely based on the data received from all research participants involved in this research. Researchers would identify the expansion of teacher's emancipation in this research through what had been personally interpreted by research participants about the transformation on teaching management in the classroom. Every research participant would explain the individual expansion process of emancipation through teaching management transformation in the classroom. It was translated in the concrete form or in the form that could be understood by every individual.

Reference

1. Abdul Rahim Abdul Rashid. 2007. *ProfesionalismeKeguruan, Prospele Dan Cabaran* 2007, Dewan Bahasa danPustaka. Retrieved December 11, 2012, from Abdul Rahim. 2000. Wawasandan agenda pendidikan p.184. Kuala Lumpur: Utusan Publications & Distributors Sdn. Bhd.
2. Ayers, W. 2004. Teaching Toward Freedom: Moral Commitment and Ethical Action in the Classroom. Boston: Beacon Press.
3. Bargal. D. 2006. Personal and intellectual influences leading to lawn's paradigm of action research: towards the both anniversary of lawn's action research and minority problems'. 1946. *Action research volume4(4)*: 367-388.
4. Elliott, J. 1991.*Action Research for Educational Change*. Buckingham: Open University Professional BereIn Education New paradigms and Practices. Teacher College Press, Teacher College, Columbia University.227-252.
5. Habermas. J, C. 1970. Theory and practice, Thomas. J. Viertal, London: Heinemann as cited in Grundy, S. (1982). Three Modes of action research in Kemmis S. and mcToggart R. (eds) (1988). The action research reader (3ed) Geelong: Deakin University Press.
6. Grundy, S. 1982. *Three Modes Of Action Research. Curriculum Perspectives*. 2, 23-34.
7. Kay Fenimore-Smith (2004) Democratic Practices and Dialogic Frameworks: Efforts TowardTranscending the Cultural Myths of Teaching, Journal of Teacher Education 55: 227.
8. MansoorFahimdanOgholgolNazari. 2012. Practicing action research. For enhancing critical thinking.*Journal Of Science* (jos) Vol. 21, no.1
9. McNiff, J. and Whitehead, J. 2005. *Action Research For Teacher*. London, Fulton. -researcher perspective.*Journal Of Science Teacher Education*, 21(8), 9214-z.
10. Merriam, S. B. 2001. Qualitative Research And Case Study Applications In Education. San Francisco: Jossey-Bass Pub.
11. Habermas J (1996) Between Facts and Norms: Contributions to a Discourse Theory of Democracy. Cambridge MA: Massachusetts Institute of Technology Press.
12. Feldman, A. 2002. Existential approaches to action research. *Educational Action Research*, 10(2) 233-252. DOI: 10.1080/09650790 2002 00183.
13. Schon, D. 1987. *Educating TheReflecfive Practitioner*. Jossey-Bass: San Francisco.
14. Yin, Robert K (2003). Case study research: design and methods, Applied social research methods v. 5 (4th ed): Sage.

Using Interactive Control System in Entrepreneurship Education: Case Study in Higher Education

Wirawan E. D. Radianto[1] and Eko Budi Santoso[2]

[1]*Universitas Ciputra Surabaya, Indonesia (wirawan@ciputra.ac.id)*
[2]*Universitas Ciputra Surabaya, Indonesia (esantoso@ciputra.ac.id)*

ABSTRACT

Universitas Ciputra known as the first university in Indonesia has focused on the entrepreneurship education using experience based learning. Through this method, students are oblique to create and develop a business project during their studies. Hence, a control system is required in order to monitor and evaluate their business projects. The purpose of this study is to explore how facilitators monitor students' business projects as a consequence of experiential based learning. This research investigates how facilitators use management control system to ensure that the students run their business well.

This research uses qualitative approach and case study method. We employ in-depth interview, documentation, and observation to gain information from competent facilitators. Descriptive qualitative is used to analyze the data.

This study found that facilitators use the interactive control system such as regular reports and triangulation methods to monitor students' business projects. By using these methods facilitators always communicate intensively and often influence student behavior. This study also claims that the interactive control system is one of the powerful tools to make entrepreneurship education successful.

Key words: Entrepreneurship education, Interactive control, Higher education, Business project

Introduction

Entrepreneurship has become a big issue in Indonesia since the government of Indonesia initiated the entrepreneurship movement in 2010. This movement inspires many parties to develop small medium enterprises (SME) and cooperation. SME has begun to emerge since the governments of Indonesia provided incentives such as training, mentoring and funding. Eventually the government through the Ministry of Education begins to establish many programs to deliver the spirit of entrepreneurship to higher education institution. Private sectors also take portion to develop entrepreneurship using their corporate social responsibility programs.

Having responded to the government's initiatives, many universities in Indonesia begin to initiates entrepreneurship program. They realize that entrepreneurship is a powerful tool to decrease poverty, to reduce unemployment and certainly to give opportunities to their student to have different career path. Many universities have followed entrepreneurship programs from Ministry of Education, namely, *Program Kreatifitas Mahasiswa* (PKM). This program has been successful since the participants from university increased in number. Research and community service programs related to entrepreneurship issues and funded by government also grow numerously. However, the development of entrepreneurship as a new program in Indonesia is still struggling for its right model and method.

Universitas Ciputra (UC), as the first entrepreneurial university in Indonesia, plays an important role in developing entrepreneurship in Indonesia. As the pioneer for entrepreneurship education in Indonesia UC has established a new approach in term of learning methods. UC has different methods in delivering the entrepreneurship education as compared to other universities. Entrepreneurship education in UC is not only learning to know what entrepreneurship is but also to learn how to become entrepreneurs. This is a major difference between UC with others.

Many universities still focus on what entrepreneurship is rather than how to become entrepreneurs. Instead of knowing about entrepreneurship, UC has already focused on how to be entrepreneur. In order to create real educated entrepreneurs, several methods have already been employed in learning activities such as experiential based learning, problem based learning, student centered learning, etc. Students studying in UC are required to create real business projects. In so doing, students will experience real business creation and development during their study in UC. This method is known as the experiential based learning. Consequently UC has to have certain systems to ensure that this learning method is successful. As such, the students have to run their business well according to UC's programs. The system which ensure all program run well according to the plan is called a management control system.

Merchant and Stede (2007) state that the management control system is a comprehensive system that guarantee that personnels behave according to the organization expectation. Management control system is a system that focuses on how to control personnel so that they will achieve the organization goal (Flamholtz, 1985). Simons (1995) states that management control system is a strategic tool for managers to ensure that all personnel in organization behave in line with organization goal. The management control system has become the tool to link between the organizational strategies with day-to-day activities within the organizations. This control system is very important since its functions to ensure that the organizations run their business according to the plans (Birnberg,1998).

Previous studies in management control system have shown that there is less research about the role of management control system in entrepreneurship area. Many of them investigate the relationship between the management control systems with the performance. Management control system significantly influences performance in higher education level. The management control system gives impact on promoting learning, teaching, decreasing teacher turnover, and increasing research performance (Hallinger, 2010; Grant, 1998; Campbell et al., 2010; Overell, 2004; Schulz and Tanguay, 2006; Turk, 2007; Terpstra and Honoree, 2009). Management control systems also give positive impacts on teaching, learning, and community service in the universities (Lindsay et al., 2009; Turk, 2007; Terpstra and Honoree, 2009). Management control system also able to increase services, reduce teacher's dissatisfaction, and motivate leader (Terpstra and Honoree, 2008; Irs, 2012; Terpstra and Honoree, 2009). From those previous studies, it can be concluded that the management control is an essential tool to sustain higher educational practices.

One of the important aspects of the management control system is monitoring activities within the organizations. This activity is very important since it guides all personnel to ensure that they follow the organization agendas. The purpose of this study is to investigate how lecturers, as facilitators monitor students' business projects. This is a very important research especially for management control system since this aims to describe the contribution of management control system in the entrepreneurship area. In detail, this study investigates how facilitators ensure that the students have run their business project well. This is in line with the management control system concept from Merchant and Stede (2007) and Anthony and Govindarajan (2007).

Literature Review

The management control system is to control all the organization resources. In so doing, it is intended to to achieve the organizational goals that have been set (Marginson, 2002). Anthony and Young (2003) states that a management control system is an important element within organization since it covers all operational aspects of the organization. Other definitions focus on human behavioral such as definition from Merchant and Stede (2007), Hongren et al., (2005), Marginson (2002), Anthony and Govindarajan (2007). Merchant and Stede (2007) states that the management control system is a system that influences personals' behavior in order to behave in line with the organization goal. The management control system is a system related to how to motivate or influence people. The main purpose of the management control system is to create goal congruence. All the previous concepts are addressed to give profits to organization. However, there are no significant different between profit and nonprofit oriented organization in term of the management control system. Only several areas need minor adjustments.

Higher education institutions as a nonprofit oriented organizations also need their management control systems as to manage their personals behavior. The role of the management control systems is to increase performance (Merchant and Stede, 2007; Anthony and Govindarajan, 2007; Anthony and Young, 2003). The management control system also contributes to reduce turn over personals, increase the quality of learning process, and increase teacher performance. This research focuses on the interactive control system as one of the control mechanisms developed by Simons (1995).

Interactive Control Systems

Simons (1995) classifies the management control system into four systems: beliefs system, boundary system, diagnostic systems and interactive systems. The interactive control is a control mechanism that put a focus on communication such as discussion and dialogue. This method enables personals to discuss many things. Therefore, the interactive control ensures that personals will act in accordance with the organization expectations. The interactive control such as discussion always focuses on the improvement since it will reveal many ideas, concepts, and new insight. This method is very powerful for the improvement of the organization (Bruining*et al*., 2004; Ismail, 2013). According to Radianto (2015), the interactive control system, as an informal control system, is more powerful than the formal control in any universities. Although these control system should be used together, the informal control is suitable for the nature of higher education.

Research Method

This research explanatory research uses the qualitative approach, with interpretive method and case study strategy serving as the research designs. Three data collection methods are used in this research: in-depth interview, documentation, and observation. Using in-depth interview as a data collection technique, the researchers expect to gain understanding about how lecturers as a facilitators ensure that student run their business properly. We use 9 competent informants in this research. We categorize the competent informants as those who are successful at bringing their students' business project to achieve award on Entrepreneurship subject in odd semester for academic year 2014. We interview person who has method and strategy to make sure that their students not only run their start-up business but also become "winner" in the entrepreneurship competition held every semester.

Finding and Discussion

When we interviewed our informants for the first time we did not realize that communication became the most important tools that influence students' behavior. Finally, we come up with conclusion that communication is powerful tool to control students. According to management control systems concept by Simons (1990), it is the facilitators who implement the interactive control although they are often not aware of it. .

There are several activities, we call strategies, have done by facilitators to control student business project. These activities ensure that student manage the business properly. After we had categorized our findings we found that there are several aspects which eventually come up with the interactive control. They are regular report and triangulation. These methods are very powerful according to the facilitators.

Regular Report: The Main Tools for Controlling Business Project

Facilitators always ask the students to submit weekly reports. They are consists of the achievement of the business group in a week. Weekly reports describe whether students are able to accomplish the target and the obstacle they face every week. The reports also contain plans and targets. They are also other important information regarding student business. According to facilitators students who have good business always discipline to make consultation and bring their weekly report. They are often able to achieve target from a week before. They also often discuss their problems during a week and come up with many ideas.

Usually the facilitators ask for documentation of the transaction such as purchasing, selling, bank transfer, picture of events, purchasing order, and etc. These documentations are very important for facilitator to confirm that their students run their business. Every semester students have to follow exhibition such as Sunday Market. They have to take some pictures about their activities and then submit them to the facilitators. These pictures serve as the evidence that they have the events. In terms of the sale, they also have to keep some records such as voucher to record the number of good-sold and monetary matters. Sometimes the facilitator asks them to write customers' name and phone numbers. In addition, they are able to check the transactions. These documentations are a part of weekly reports.

"the first is weekly report sir, students submit weekly written report together with documentation photos of their project activities or voice recording and captured of customer testimony." (informant B)

"If their project runs well then they will order some other goods and materials, we can trace the evidence from their invoices." (Informant H)

"Things I do to make sure is whether they run their business or not, I ask for the invoices of their transaction, documentation such as photos when they visit their supplier for ordering goods, order evidence, if they join exhibitions they must inform me about the location and invite me to the events. I usually visit their booth whether it is on Sunday market or another event in Ciputra World. And sometime I ask them to come with them to visit their supplier." (Informant I)

The reports of activities are not only based on paper work but also on the internet. He students are asked to upload the information about their products or services or activities via social media. Several social media favored by students are such as facebook, instagram, twitter, and blackberry messenger. Several students also make their own website and online store. Facilitator also asks student to record their follower because it can describe how many potential customers have contacted students. Surprisingly many students admit that selling via social media is favorable. Moreover a lot of students admit that selling online is better than selling offline. Facilitators always check their social media to make sure that student pay attention to marketing tactics. In order to increase usage of social media, UC give training or lecturing about how to use social media effectively. This event is very beneficial for student. Facilitator acknowledge that nowadays social media is a vital tools to make sure that student run their business. Facilitators are also possible to check up new products or services from student business project. When facilitators find out that there were several social media are out of date then facilitators usually confirm to student or ask students to meet facilitators. Social media is very important because not only lecturers can check it but also other parties such as customer, supplier and other parties. Social media is one of the powerful tools to ensure sustainability of business projects. Lately, according to facilitators Instagram is the best social media to promote product and services. That is why a lot of student choose Instagram as they main social media.

Together with social media usually facilitators ask student to make testimony. Testimony can be from supplier, customer, and well-known people. This testimony indicates that product or services has already entered the markets. In fact, the markets have responded to the products. Furthermore, the facilitators ask student to use well-known people such as an actress as an endorser. If the students are able to use an actress, then they must have good quality of the products or services.

"For example if they use online selling, I will check their website or social media, shipping notes and photos. Usually I check it randomly" (Informant F)

If they do not own a store then I'll push them to find reseller and I will check the invoice from reseller and also their payment receipt. If they join an exhibition and I do not have time visit their booth, then I will ask them the invoice from the event organizer. If they use online business using instagram, facebook and others social media the easiest way is to track the numbers of their followers and their testimony (Informant H)

The last component of weekly report is reflection. Reflection refers to how students reflect what they have done in doing their business. They have to answer questions such as what is the benefit for them?, what is obstacles and how they overcome it?, what they learn from the business project?, what they have to improve so they can run their business better?, and etc. From this reflection, usually deeper discussion emerges between facilitators and students. In so doing, the students will reveal their problem and especially many of them disclose personal problem. According to the facilitators, many students have experienced some obstacles from their personal problem such as family matters, relationship with boyfriend or girlfriend, financial matter, and etc. This is one of the problems underlying the failure of their business. By communicating with student, the facilitators become close friends or best friends. This often becomes important phase in mentoring or coaching. Usually the way the facilitators communicate in this way is likely to bring about positive impacts on the students. As soon as the problems are solved they become strong again.

To make sure they work their business project or not I use reflection sir, reflection between group members (informant F)

To make sure performance of each student, I ask each of them to make individual report, group report, and at the end of the semester they fill peer assessment so they score each of their group members, so I will find out who is really working and who is not. Some of them meet me personally to talk about their friend who is underperformed (informant G)

Regular report and weekly report become a starting point for facilitator to communicate effectively with students. The facilitators do not waste their time to take opportunity when it comes to doing regular reporting. They will explore, interview, and investigate student in term of their business. Soon there is a deep discussion then many ideas will come up and usually many alternative solutions emerge. This is interactive control implemented by facilitators. Interactive control also takes place via social media both individual and group. Usually facilitators and students create group in social media such as WhatsApp, Line, and Blackberry Messenger. The media social group is very active group. Many discussions occur in the group and this media social become effective control system since facilitators always up date with the news.

Talking about administration, they must submit their weekly report consist of comparison of their target and actual sales, activities during weeks, make a reflection and their plan for next week. They also need to explain to me if they cannot achieve their target (Informant F)

Triangulation; Is it the best method for controlling business project??

Regular report is not enough to make sure that student run their business. Facilitators need other tools to strengthen evidence that student business really run well. In this part we will reveal other powerful tools to make sure students run their business. Through this method facilitator implement interactive control system.

Many facilitators have used many sources of the information such as document, person, observation, and etc to strengthen regular report. They compare and confirm many source of information to evaluate the student progress, we call it triangulation method. Many of the facilitators find this method powerful because they can identify which groups have run their business and which groups do not. For example, while the facilitators intend to know the performance of the students' business group, the latter previously informs about their strategic location, good products. In addition, they add that many of their customers always come over to their tenants. In order to make sure the validity of this report, facilitators ask his friends to visit the tenants (we call it "spy"), taste the product, and observe the customer. Facilitator can also observe the locations by themselves. This method covers a lot of important information and students cannot manipulate their business. Facilitators also use triangulation when they cannot visit student business. For example when group of students participate in an exhibition but facilitator cannot attend this event then they will ask someone to visit the exhibition. Facilitator will compile all the information and make decision about the students' businesses. After the exhibition, facilitators will ask student to arrange meeting so they can discus about many issues regarding exhibition.

" I usually check by come directly to their location where they open their store or sale their product, so it is like on the spot inspection." (Informant F)

"I came to their site without further notice because I want to know whether they really walk the talk" (informant A)

"One of the easiest ways is to use "a spy". I ask my fellows and sometimes my sister when then went to an area or visit an exhibition to stop by to student store or booth and ask few question to check whether the student project is real or not" (Informant H)

Triangulation also can be implemented by using community. Facilitator asks people who know his/her student in certain communities such as car community, bicycle community, photograph community, etc. Usually by interacting with community facilitators can gather a lot of information. Valuable information usually appears from community and it is beneficial for facilitator to mentor the students. Special case usually uses this method in order to investigate whether the students are committed to the work or not. The findings usually end up with a lot of discussion.

"I also ask their friends in their community about their personality, sometime group trying to protect their members by saying that he or she is a diligent person although actually it is not, but from his or her friends in the community outside his or her teammate sometimes I can get confirmation about their performance" (Informant F)

Confirmation also can be gathered from supplier or customers. Every week students make reports regarding purchasing and selling. They often have to write down the names and phone numbers of their stakeholders such as supplier, customers, etc. Facilitator can contact the stakeholders to make sure that students have good relationships with them and the transactions are current. For example when there are a lot of purchase orders or unusual quantity then facilitator will contact the customers to confirm its validity. Another situation occurs if the students have particular customers who always buy the products every day or every week. Then, the facilitator will contact the customers to make sure the transactions are not fake. In addition, when students have problems with the suppliers, the facilitator usually contacts the suppliers. They sometimes contact the suppliers to make sure that students have bought raw material from them. Confirmation ensures the information regarding student business is real. For example, the facilitators will contact through the phone numbers on the brochure. It is to check whether students have given the right phone numbers or postal addresses. The confirmation also takes place when students inform that they become the suppliers for several stores. The facilitators will confirm the stores to make sure that they already have an agreement with the student.

"Recapitulation, so in one piece of paper they must document photo product that sold to customer, customer data, shipping data, and photo of payment transfer receipt. They also submit their weekly and monthly report" (Informant C)

"Sometimes I join them to visit their supplier to find out how they communicate with their supplier." (Informant I)

"For example they give me their brochure sir, I try to call the listed phone number. I'll confirm to them if the phone number cannot be reached." (Informant D)

Other method is peer assessment. Peer assessment is the process where student grade and value their teammates. These assessments usually take place in the middle or the final test of semester. Facilitators never inform to student before so that the latter can evaluate their teammate honestly. This peer assessment usually ends up with a big surprise. Peer assessment can reveal "ice berg" of the group of students. Sometimes "Don't judge the book from its cover" maybe is the best quote to describe the output of peer assessment. Peer assessment usually accurate to describe student habit and behave. Therefore the output of peer assessment is valuable data for facilitators to discuss with the students.

"I ask each of group member sir, for example there are four students in one group, I will ask each of them to explain the contribution of the other three. Usually I will find similarity in their answer, if student A, B and C said that student D is lazy than Student D is lazy. If their answer is difference then I will check their documentation and sometimes I also ask their classmates" (informant B)

"…at the end of the semester they fill peer assessment so they score each of their group members, so I will find out who is really working and who is not. Some of them meet me personally to talk about their friend who is underperformed (informant G)

Communication within triangulation process covers many parties. The parties include students, teammates, suppliers, customers, friends, community, etc. through communication with many parties means facilitators implement interactive control system. The facilitators communicate with those people interactively and intensively to discuss many things on behalf of student business projects. Communicating intensively will reveal many problems and come up with many ideas to solve the problem. As such, the interactive control opens some possibilities to innovate something new such as new product, new marketing strategies, new business opportunity, and etc.

"At least once a month I set my class as sharing session and each group share their progress and obstacles, sometimes and the end of discussion they can get a new insight and even a new network" (Informant H)

"To make sure they run their project, i often cross-check their explanation. If there is inconsistency means something need a further exploration." (Informant E)

"I ask them to come to me with lots of question because it is a sign that they serious with their project. I provide mentoring time in the class, Line (social media) and discussion in informal moment for example during lunch break at cafeteria or walking through the hall." (Informant E)

Communication happens not only in term of collecting data or investigating problem but also in terms of developing performance. As such, triangulation method is powerful to increase the performance of students' business. Therefore triangulation method is probably the best method in term of the interactive control process.

Conclusion

Monitoring is an important activity in the entrepreneurship education especially when we use the experiential based learning. By using the experiential based learning student are forced to build real business projects. Monitoring is an important part of the management control system. Management control system is a system that functions to ensure personal behave in accordance with the organizational goals. In this research, the management control system is used to make sure that the students run their business well according to university goal: creating world class entrepreneur.

Research finds that regular reporting is the powerful tool to monitor student business. Facilitators use several reporting methods such as weekly reporting, documentations, social media, testimony, and reflection. Through regular report communication intensively emerge between facilitators and students. Second, triangulation method covers confirmation and peer assessment. These methods are very beneficial to investigate the problems. Through these method, the facilitators are able to collect various information and yet many deep information. This method is very comprehensive since it opens some possibilities for facilitators to interact with many stakeholders such as supplier, customer, teammate, student, parents, etc to control student business project.

The main finding is that the interactive control plays an essential role to ensure that the students run their business properly. The interactive control influence student behavior to act according to university goal namely creating world class entrepreneurs. Finally, the interactive control system is a powerful tool in entrepreneurship education. Whether this method is the best method for controlling business activity is still a big question mark.

References

1. Anthony, R. N. & Govindarajan, V. (2007). *Management control system* (12th ed). New York: McGraw-Hill.
2. Anthony, R. N. & Young, D. W. (2003). *Management control in nonprofit organization* (7th ed). New York: McGraw-Hill.
3. Birnberg, J. G. (1998). Some reflections on the evalution of organizational control. *Behavioral Research in Accounting, suppl*, 27-46.
4. Bruining, H., Bonnet, M., & Wright, M. (2004). Management control systems and strategy change in buyouts. *Management Accounting Research*. *15*, 155–177.
5. Campbell, A., Lindsay, D. H., Garner, D. E., & Tan, K. B. (2010). The impact of merit pay on researh outcomes for accounting professors. *Contemporary Issues in Education Research*, *3*(4), 55-62.
6. Flamholtz, E. G., Das, T. K., & Tsui, A. (1985). Toward an integrative framework of organizational control. *Accounting, Organizations & Society*, *10*, 35-50.
7. Grant, H. (1998). Academic contests?: Merit pay in Canadian universities. *Relations Industrielles. 53*(4), 647-667.
8. Hallinger, P. (2010). Using faculty evaluation to improve teaching quality: A longitudinal case study of higher education in Southeast Asia. *Education Assessment Evaluation Accounting, 22*, 253-274.
9. Horngren, C., Sundem, G. & Stratton, W. (2005). *Introduction to Management Accounting*. New Jersey, Pearson.
10. Irs, R. (2012). Pay-for-performance in Estonian general educational schools: the situation for further development. *Baltic Journal of Management*, *7*(3), 302-332.
11. Ismail, T. (2013). Formatting strategy and management control system: Evidence from Indonesia. *International Journal of Business and Social Science, 4*(1), 196-205.
12. Lindsay, D. H., Campbell, A., & Tan, K. B. (2009). The impact of merit pay on teaching outcomes. *Research in Higher Education Journal*, *2*, 1-10.
13. Marginson, D. E. W. (2002). Management control systems and their effects on strategy formation at middle-management levels: evidence from a U.K. organization. *Strategic Management Journal*, *23*(11), 1019-1031.
14. Merchant K. A., & V. D. Stede. (2007). *Management control systems: Performance measurement, evaluation, and Incentives* (2nd ed). Prentice Hall.
15. Overell, S. (2004). Academic reward in the firing line. *Personnel Today,* November, 20-21.
16. Radianto, W. E. D. (2015). *Rekonstruksi Sistem Pengendalian Manajamen: Studi Fenomenologi Di Entrepreneurial University.* (Dissertation, Universitas Airlangga, Surabaya, Indonesia).

17. Schulz, E. R., & Tanguay, D. M. (2006). Merit pay in a public higher education institution: Questions of impact and attitudes. *Public Personnel Management, 35*(1), 71-88.
18. Simons, R. (1995). *Levers of Control*. Boston: Harvard Business School Press.
19. Terpstra, D. E., & Honoree, A. L. (2008). Faculty perceptions of problems with merit pay plans in institutions of higher education. *Journal of Business and Management, 14*(1), 44-59.
20. Terpstra, D. E., & Honoree, A. L. (2009). Merit pay plans in higher education institutions: Characteristics and effects, *Public Personnel Management, 38*(4), 55-77.
21. Turk, K. (2007). Performance appraisal and the compensation of academic staff in the University of Tartu. *Baltic Journal of Management, 3*(3), 40-54.

Developing and Validating a Malay Version of Chemistry Anxiety Questionnaire for Secondary School Students

Adeline Leong Suk Yee[1] and Lay Yoon Fah[2]

[1]*Universiti Malaysia Sabah, Malaysia (alsy_82@yahoo.com)*
[2]*Universiti Malaysia Sabah, Malaysia (layyoonfah@yahoo.com.my)*

ABSTRACT

The aim of this study was to develop and validate a Malay version of Chemistry Anxiety Questionnaire which was adapted and translated from the Derived Chemistry Anxiety Rating Scale (DCARS). 327 Form 4 Chemistry students who were randomly selected from thirteen secondary schools in Sabah, Malaysia, participated in the study. The DCARS questionnaire was translated into Malay language through the International Test Commission (ITC) guidelines for test translation and adaptation. Result of the pilot study showed that the translated and modified instrument displayed a good psychometric performance both in terms of reliability and validity. The high internal consistency of the total and subscales of the instrument indicated a high level of homogeneity among items in the scale. Exploratory Factor Analysis (EFA) of the 36 items successfully generated three factors. Overall, the Malay version of Chemistry Anxiety Questionnaire enables the researchers to identify secondary students' chemistry anxiety. For future research, a Confirmatory Factor Analysis (CFA) will be performed to determine if the data confirm the proposed model.

Keywords: Chemistry Anxiety, Exploratory Factor Analysis, Confirmatory Factor Analysis

Introduction

Recently, attention has turned to the role of affective domain in student success. The affective domain refers to psychological constructs such as attitude, belief, value, emotion, interest, motivation, and a degree of acceptance or rejection (Kahveci & Orgill, 2015).

Students' emotion plays an important role in learning (Pintrich, Marx, & Boyle, 1993). There are positive emotions such as curiosity, interest, excitement and satisfaction example, when the students have positive emotion, the students will be so excited and satisfied hence they (students) automatically understand towards the subjects. While negative emotions consists anxiety, fear of failure, and doubt in one's abilities (Britner, 2010). According to Spielberger (1972) anxiety is reactions that can be observed, triggered by unpleasant emotions such as worry and stress. Anxiety is also a complex psychological condition that affects cognitive, behavioral and psychological states (Power & Dalgleish, 2008). Previous studies indicate that higher level of anxiety may have negative effects on students' learning and achievement (Spielberger, 1966) such as, when the students feel so worry and stress towards something it might be distraction and low self esteem. At the end, the student do not have any courage to do it.

"Chemophobia" or also called chemistry anxiety are define as "fear of chemicals" and "fear of chemistry as a course" (Eddy, 2000). Chemistry is regarded as a difficult, abstract, and only for intelligent students by many (Senocak & Baloglu, 2014).

Chemistry anxiety inhibits learning and one of the reasons for decline in students' enrollment in chemistry and other related courses (Chen, 2013). Furthermore, higher levels of students' chemistry anxiety negatively affect their achievements (Eddy, 2000). In addition, Akbas & Kan (2007) in their study present a strong empirical finding that, chemistry anxiety is a significant predictor of chemistry achievement and it can explain 15% of the variance in students' chemistry achievement.

Literatures showed that few instruments had been developed by researchers to measure students' chemistry anxiety, however instrument to measure chemistry anxiety for secondary school students is sparse when compared with college or university students. So, here is the some reason to help secondary school students find out the solutions from chemistry anxiety. Eddy (1996) had developed Derived Chemistry Anxiety Rating Scale (DCARS) for college students. The instrument includes three subscales with 5-point rating scale. The internal consistency of the three scale scores was estimated by the Cronbach's Alpha coefficient, yielding a coefficient of 0.93 for learning-chemistry anxiety, 0.89 for chemistry-evaluation anxiety, and 0.90 for handling-chemicals anxiety. Overall Cronbach's Alpha coefficient for DCARS is 0.94. In addition, factor analysis showed that the three factors accounted 51.4% of the total variance in the scores of the 36 items.

The lack of instruments to assess chemistry anxiety among secondary school students particularly in the Malaysian context justified the need to develop a Malay version of Chemistry Anxiety Questionnaire for secondary school students in Malaysia. It is important to note students anxiety because it can interfere with cognitive processing and lead students to be involved in learning activities (Britner, 2010). And, anxiety effects students' cognitive and behavior (MacLeod & Donnellan, 1993). Therefore, in an effort to fill the research gap, this study attempt to develop and validate a Malay version of Chemistry Anxiety Questionnaire for secondary students which was modified and translated from the Derived Chemistry Anxiety Rating Scale (DCARS) (Eddy, 1996).

Methods
Samples

The data was collected from a total of 327 Form 4 chemistry students who were randomly selected from 13 secondary schools in Sabah, Malaysia. Majority of the respondents 67% (219 students) were female students, whereas the remaining 33% (108 students) were male students. Out of the 327 respondents, 55.7% (182 students) were from the urban school whereas the remaining 44.3% (145 students) were from the rural school. All the students were randomly selected from their respective groups.

Table 1: Respondents' Profiles

Respondent's Profile	n	%
Gender		
Female	219	67.0
Male	108	33.0
School Location		
Rural	145	44.3
Urban	182	55.7

Instrument

The original Derived Chemistry Anxiety Rating Scale (DCARS) was developed by Eddy (1996). It comprised three 36-item subscales: learning-chemistry anxiety, chemistry-evaluation anxiety and handling-chemicals anxiety. On this questionnaire students were asked to respond each item by using a 5-point scale.

The items of the three subscales of the DCARS were adapted and modified into Malay version, in order to assess students' chemistry anxiety based on Malaysia education context. The first subscale learning-chemistry anxiety (17 items), second subscale chemistry-evaluation anxiety (9 items) and third subscale handling-chemical anxiety. Students responded on a 5-point rating scale where one represents 'not at all' second represents "a little bit", third "moderately", forth "quite a bit" and fifth "extremely" anxious.

The translation and adaptation process was conducted based on International Test Commission (ITC) guidelines for test translation and adaptation (Hambleton, 2001). A team of translators which consists of three lecturers had worked independently to translate and adapt the questionnaire. All translators selected are mastered in both English and Malay. The translators also have knowledge of the culture in Malaysia and at least a general knowledge of chemistry and testing principles. A professional English lecturer was invited as a back translator to reinterpret the Malay version to English.

The translators were first gathered to understand the definition and concept of indicators measured by the questionnaire to facilitate the translation process. During the process of "forward translation", the translators focused on the meaning of the item rather than on literal word-for-word translation. Independently, each team member then drafted their translation of the questionnaire.

Subsequently, the three translators assembled to review the instruments which have been translated to discusses the differences and decide on the most appropriate translation version. Further, the "back translation" run against the translated version to identify problems that existed in the "forward translation". The "back translation" process is essential to ensure the content, meaning and direction are the same items as the original. In the next phase, the team then reviewed the "back translation" in comparison to the meaning of the English version and clarity of language. A university lecturer in Psychology and a chemistry lecturer were referred to determine the content validity of an instrument. The last phase of the instrument preparation dealt with pre-testing the translated questionnaire for cultural validity and respondent comprehension.

The 36 items of Derived Chemistry Anxiety Rating Scale (DCARS) developed by Eddy (1996) was validated because it was tested in different context and cultural, which was further supported by the statement of Byrne (2002), stating that when an instrument is modified and applied to new populations, it is necessary to establish its validity and reliability in that setting.

Statistical Analysis

The data were analyzed using IBM SPSS Statistics version 21 for Windows. Factor structure for each variable was constructed separately using exploratory factor analysis based on Principal Axis Factoring (PAF) extraction method with oblique rotation (i.e., Direct Oblimin). Loadings < .30 were suppressed since the sample size consists of 327 respondents (Hair, Black, Babin, & Anderson, 2010). The main purpose of this procedure was to group the acceptable subscales into meaningful distinct factor. Internal consistency reliabilities for each dimension were examined using Cronbach's alpha.

Exploratory Factor Analysis (EFA) is a statistical technique that can be utilized to group the acceptable subscales into meaningful distinct variables (Henson & Roberts, 2006). This analysis was a multivariate statistical approach that can be used in the validity, refinement and evaluation of measurement used in the study (Hair et al., 2010; Williams, Brown, & Onsman, 2010). The purpose of conducted factor analysis is to present a construct validity evidence for Chemistry Anxiety Questionnaire for Malay version.

Prior to the analysis, an initial analysis was conducted to ensure whether the data was suitable or not for EFA analysis. The Kaiser-Meyer-Olkin (KMO) index of sampling adequacy for factor analysis was explored to ensure the sufficiency of covariance in the scale items to warrant factor analysis (Field, 2009), the KMO index greater than 50 was indicated that covariance matrix of the item scale was sufficient to conducted EFA analysis (Field, 2009).

The Bartlett's test for sphericity was also applied to each analysis to guarantee that the correlation matrix was not an identity matrix (Hair et al., 2010). If the value of this test statistic was significant, it is indicating that the correlation matrix was sufficiently large indicating that the correlation matrix was not an identity matrix (Hair et al, 2010).

The Principal Axis Factoring (PAF) extraction method was used rather than Principal Component Analysis (PCA) extraction method. This PAF extraction method was implemented in this analysis because the primary concern on this research objective is to identify the underlying variables or factors that reflect what the items share in commons (Hair et al., 2010; Tabachnick & Fidell, 2007), whereas the PCA method will be implemented if the primary objective of the research was focusing in data reduction (Hair et al., 2010; Tabachnick & Fidell, 2007).

In this analysis, Oblimin rotation method was also used since this rotation method was best suited to the goal of obtaining several theoretically meaningful factors or variables (Hair et al., 2010). There is also another rotation method which is orthogonal method, where this rotation method was suited if the data reduction was a primary goal in this study (Hair et al., 2010).

In order to confirm the number of factors or variables should be extracted, Thompson and Daniel (1996) suggested the use of multiple criteria approached which is appropriate and often desirable to determine the numbers of factor or variable should be extracted. This analysis, Kaiser's criterion (eigenvalue > 1.00) was used to determine number of factors or variables should be extracted. Only factors or variables with eigenvalue greater than 1.00 are retained (Hair et al., 2010; Tabachnick & Fidell, 2007).

However, Watkins (2006) suggested to using parallel analysis when using Kaiser's criteria as the criteria for extracted method. He stated that, the numbers of factor or variable were accessed through simulated parallel analysis, where the Kaiser's eigenvalue were compared with eigenvalue from the parallel analysis simulation. The number of factors or variables was retained if the eigenvalues from Kaiser's criteria exceed the parallel analysis simulated eigenvalues.

In terms of validity of the items, factor loading was used to measure it (Hair et al., 2010). Factor loading more than .30 were considered as the practically significant contribution toward their respectively variable or factor (Hair et al., 2010) since the sample size in this study was large (n = 327). The reason by using .30 as the threshold of the factor loading in this large sample size because wants to get a highly confident and high adequate level about the variables extracted from this EFA was really meaningful distinct variable and the items was valid.

Lastly, internal test of consistency items grouped from the EFA will be analyzed by using Cronbach's Alpha reliability test. Nunnally and Bernstein (1994) suggested that, the cut off .70 and above can be used to indicate the groped items were reliable. However, Hair et al. (2010) claims that, reliability above .60 may be acceptable to indicate the grouped items were a reliable set of items grouped.

Results & Discussion

Exploratory Factor Analysis

The initial analysis was conducted to ensure the data suitability for EFA analysis for items that measure a chemistry anxiety in the contexts of the secondary school students. A KMO value index was .895, which is above the acceptable limit of .50, which can be categorized as an excellent sufficiency of covariance in the scale items, while almost all the KMO values for individual items were > .81. Bartlett's test for sphericity for this analysis was sufficiently large (630) = 4944.198, $p< .001$) indicating that the correlation matrices of chemistry anxiety items were not identity matrices.
In Table 2, it shows the results of the multiple criteria's for the number of variables to be extracted. Based on Kaiser's criteria, it should be seven factors need to be extracted, however the results of parallel analysis indicated that only three factors should be extracted due to the first three Kaiser's eigenvalue for the first three fear towards chemistry subject measurement have exceeded the Parallel Analysis simulation eigenvalue. Therefore, the analyses were rerun again using the same extraction and rotation methods, but it's constrained to the three factors solution.

Table 2: Multiple criteria for factors to be extracted for Chemistry Anxiety

Variable	Component Number	Initial Eigenvalue (Kaiser's Criteria)	Parallel Analysis Simulation Eigenvalue	Decision
	1	9.485	1.681	Accept
	2	3.767	1.605	Accept
	3	2.716	1.538	Accept
Chemistry	4	1.351	1.483	Reject
Anxiety	5	1.224	1.435	Reject
	6	1.114	1.389	Reject
	7	1.024	1.347	Reject
	8	0.966	1.306	Reject

The results of EFA are presented in Table 3. After constrained to the three factors solution, which is same as the original number of factors, the cumulative percentage variance extracted from these measurements was 40.31% (factor 1: 25.00%; factor 2: 9.15%; factor 3: 6.16%). Out of 36 items, 35 items were exceed the threshold .30 of factor loading for indicating a practically significant and valid, whereas one item was removed from this analysis due to the factor loading less than .30, which is item "Reading and interpreting graphs or charts that show the results of a chemistry experiment". This means that the item is not suitable and should be eliminated from the questionnaire. According to Chua (2011), the word "and" in item could create confusion to respondent and cause the item become multi dimension, whereas Likert scale is used to measure the variables in one dimension only. The three factors under chemistry anxiety measurement are named (i) learning-chemistry anxiety, (ii) handling-chemicals anxiety and (iii) chemistry-evaluation anxiety.

Table 3: Summary Results of EFA for Chemistry Anxiety

Variable	Factors and Items Included	Original Factor	Factor Loading
	Learning-Chemistry Anxiety		
Kebimbangan kimia *Chemistry Anxiety*	*Mendengar penerangan guru berkaitan bahan kimia* Listen to teacher explanation on chemicals	Learning-Chemistry Anxiety	.710
	Mendaftar mata pelajaran Kimia Signing up for a chemistry subject	Learning-Chemistry Anxiety	.635
	Melangkah ke kelas kimia Walking into a chemistry class	Learning-Chemistry Anxiety	.624
	Melihat guru menyelesaikan masalah kimia di papan hitam Watching a teacher solving a chemistry problem on the blackboard	Learning-Chemistry Anxiety	.619
	Memilih buku teks kimia untuk memulakan tugasan Selecting a chemistry textbook to begin the assignment	Learning-Chemistry Anxiety	.617
	Melihat isi kandungan buku teks mata pelajaran Kimia View the contents of the chemistry textbook subject	Learning-Chemistry Anxiety	.583
	Menggunakan jadual-jadual yang ada di dalam buku teks kimia. Cth: Jadual Berkala Using the existing tables in chemistry textbooks. Eg: Periodic Table	Learning-Chemistry Anxiety	.579
	Mendengar penerangan guru semasa	Learning-	.579

pengajaran kimia Listening teacher explanation during chemistry lessons	Chemistry Anxiety	
Membaca perkataan "kimia" Reading the word "chemistry"	Learning-Chemistry Anxiety	.546
Diberitahu bagaimana untuk mentafsir persamaan kimia Being told how to interpret chemical equations	Learning-Chemistry Anxiety	.544
Mendengar pelajar lain menerangkan tindak balas kimia Listening to another student explaining a chemical reaction	Learning-Chemistry Anxiety	.540
Membaca formula kimia Reading chemical formula	Learning-Chemistry Anxiety	.522
Memulakan bab baru dalam buku kimia Starting a new chapter in a chemistry book	Learning-Chemistry Anxiety	.461
Berjalan di kawasan sekolah dan memikirkan mata pelajaran Kimia Walking around the school and thinking about chemistry subject	Learning-Chemistry Anxiety	.458
Berjalan di kawasan sekolah dan memikirkan makmal kimia Walking around the school and thinking about chemistry laboratory	Learning-Chemistry Anxiety	.430
Membeli buku kimia Buying a chemistry book	Learning-Chemistry Anxiety	.426
Eigen Value = 9.341, % Variance Explained = 25.00%, Cronbach's Alpha = .893		
Handling-Chemicals Anxiety		
Menggunakan asid di dalam makmal Using acid in the laboratory	Handling-Chemicals	.759

	Anxiety	
Bahan kimia tertumpah di atas tangan semasa menjalankan eksperimen Chemicals spilled on the hands while conducting experiments	Handling-Chemicals Anxiety	.702
Mencampur bahan uji kimia di dalam makmal Mixing chemical reagent in the laboratory	Handling-Chemicals Anxiety	.692
Menggunakan bahan kimia yang tidak dikenali Using an unknown chemical	Handling-Chemicals Anxiety	.651
Memanaskan bahan kimia menggunakan penunu Bunsen Heating the chemicals using a Bunsen burner	Handling-Chemicals Anxiety	.603
Mendengar pelajar lain bercerita mengenai kemalangan di dalam makmal kimia Listening to another student talking about accident in the chemistry laboratory	Handling-Chemicals Anxiety	.602
Menumpahkan bahan kimia Spilling out a chemical	Handling-Chemicals Anxiety	.507
Semasa penerangan tentang cara pengendalian bahan kimia dalam menjalankan eksperimen Being told how to handle the chemicals for the laboratory experiment	Handling-Chemicals Anxiety	.501
Bernafas di dalam makmal kimia Breathing in the chemistry laboratory	Handling-Chemicals Anxiety	.453
Berjalan ke dalam makmal kimia Walking into a chemistry laboratory	Handling-Chemicals Anxiety	.444
Eigen Value = 3.761, % Variance Explained = 9.15%, Cronbach's Alfa = .854		

Chemistry-Evaluation Anxiety		
Menyelesaikan soalan yang sukar semasa ujian mata pelajaran Kimia Solving a difficult question on a chemistry test	Chemistry-Evaluation Anxiety	-.737
Saya akan menduduki ujian mata pelajaran Kimia esok I will sit for chemistry test tomorrow	Chemistry-Evaluation Anxiety	-.726
Menduduki peperiksaan akhir semester mata pelajaran Kimia Sitting for a final examination in a chemistry subject	Chemistry-Evaluation Anxiety	-.724
Menunggu markah ujian kimia diumumkan Waiting for a chemistry test scores announced	Chemistry-Evaluation Anxiety	-.587
Mengikuti ujian kimia Taking chemistry test	Chemistry-Evaluation Anxiety	-.585
Guru memberikan "pop" kuiz semasa kelas kimia Teacher gives "pop" quiz during chemistry class	Chemistry-Evaluation Anxiety	-.507
Persediaan sebelum menghadapi ujian mata pelajaran Kimia Preparation before chemistry test	Chemistry-Evaluation Anxiety	-.502
Guru memberi soalan kerja rumah mencabar yang banyak dan perlu dihantar semasa kelas kimia yang berikutnya Being given a homework of many difficult questions by teacher which is due the next chemistry class	Chemistry-Evaluation Anxiety	-.490
Menyelesaikan masalah kimia yang abstrak seperti "Sekiranya x=jisim hidrogen dan y=jumlah jisim air yang	Chemistry-Evaluation Anxiety	-.369

dihasilkan, kirakan jisim oksigen yang bertindak balas dengan hidrogen"

Solving on an abstract chemistry problem, such as "If x=grams of hydrogen and y=total grams of water produced, calculate the number of grams of oxygen that reacted with the hydrogen"

Eigen Value = 2.714, % Variance Explained = 6.16%, Cronbach's Alfa = .872

Note: * The EFA analysis was based on Principal Axis Factoring extraction method with Oblique rotation method

Reliability

The Cronbach's alpha for learning-chemistry anxiety is .893, handling-chemicals anxiety .854 and chemistry-evaluation anxiety is .872. According to McCoach, Gable, and Madura (2013) for measuring affective domains, values at or above 0.7 are considered strong.

Conclusion

Exploratory Factor Analysis (EFA) of the 36 items generated three factors. It confirmed the three factors structured proposed by Eddy (1996). The results of the present study showed that the modified and translated chemistry anxiety instrument was deemed adequate in collecting information about chemistry anxiety among Malaysia secondary students. The instrument displayed a good psychometric performance both in terms of reliability and validity. The high internal consistency of the total and subscales of the instrument indicated a high level of homogeneity among items in the scale.

Overall, the Malay version of Chemistry Anxiety questionnaire may enable researchers and teachers to identify chemistry anxiety among secondary students in Malaysia. To be aware that, there is an anxiety among students, educators can develop and deploy any strategies to reduce anxiety and to improve the performance. Hence, the number of students who continue their studies in any institutions of higher learning chemistry subject can be improved tho. For future research, researchers are planning to conduct a confirmatory factor analysis (CFA) to determine whether the data confirmed the model.

References

1. Akbas, A., & Kan, A. (2007). Affective factors that influence chemistry achievement (motivation and anxiety) and the power of these factors to predict chemistry achievement-II. *Journal of Turkish Science Education, 4*(1), 10-19.
2. Britner, S. L. (2010). Relationship to achievement, self-efficacy, and pedagogical factors. In Cassady, J. C. *Anxiety in schools: The causes, consequences, and solutions for academic anxieties* (pp.79-94). New York: Peter Lang Publishing, Inc.
3. Byrne, B. M. (2002). Validating the measurement and structure of self-concept: Snapshots of past, present, and future research. *American Psychologist, 57*(11), 897-909.

4. Chen @ S. Y. Chong. (2013). Assessment of chemistry anxiety among college students. In Chiu, M. H., Tuan, H. L., Wu, H. K., Lin, J. W., & Chou, C. C. *Chemistry Education and Sustainability in the Global Age* (pp. 27-34). London: Springer.
5. Chua Yan Piaw. (2011). *Kaedah dan statistik penyelidikan. Buku 1: Kaedah penyelidikan edisi kedua.* Kuala Lumpur: McGraw-Hill.
6. Eddy, R. M. (1996). *Chemophobia in the college classroom: Extent, sources and students characteristics.* US: University of Pittsburgh.
7. Eddy, R. M. (2000). Chemophobia in the college classroom: Extent, sources and students characteristics. *Journal of Chemical Education, 77*(4), 514-517.
8. Field, A. (2009). *Discovering statistics using SPSS statistics* (3rd ed.). London: SAGE Publications.
9. Hair, J. F. Jr., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis* (7th ed.). New Jersey: Prentice Hall.
10. Hambleton, R. K. (2001). The next generation of the ITC test translation and adaptation guidelines. *European Journal of Psychological Assessment, 17*(3), 164-172.
11. Henson, R. K., & Roberts, J. K. (2006). Use of exploratory factor analysis in published research: Common errors and some comment on improved practice. *Educational and Psychological Measurement, 66*(3), 393-416.
12. Kahveci, M., & Orgill, M. 2015. *Affective dimensions in chemistry education.* London: Springer.
13. MacLeod, C. & Donnellan, A. M. (1993). Individual differences in anxiety and the restriction of working memory capacity. *Personality and Individual Differences, 15*(2), 163-173.
14. McCoach, D. B., Gable, R. K., & Madura, J. P. (2013). *Instrument development in the affective domain: School and corporate application* (3rd ed.). New York: Springer.
15. Nunnally, J. C., & Bernstein, I. R. (1994). *Psychometric theory* (3rd ed.). New York: McGraw-Hill.
16. Pintrich, P. R., Marx, R. W., & Boyle, R. A. (1993). Beyond cold conceptual change: The role of motivational beliefs and classroom contextual factors in the process of conceptual change. *Review of Educational Research*, 63, 167-199.
17. Power, M. J. & Dalgleish, T. (2008). *Cognition and emotion: From order to disorder.* New York: Psychology Press.
18. Senocak, E. & Baloglu, M. (2014). The adaptation and preliminary psychometric properties of the Derived Chemistry Anxiety Rating Scale. *Chemistry Education Research and Practice, 15*(4), 800-806.
19. Spielberger, C. D. (1966). The effects of anxiety on complex learning and academic achievement. In Spielberger, C. D. *Anxiety and behavior* (pp. 361-398). New York: Academic Press.
20. Spielberger, C. D. (1972). *Anxiety: Current Trends in Theory and Research.* New York: Academic Press.
21. Tabachnick, B.G., & Fidell, L. S. (2007). *Using multivariate statistics* (5th ed.). Boston, MA: Allyn & Bacon.
22. Thompson, B., & Daniel, L. G. (1996). Factor analytic evidence for the construct validity of scores: A historical overview and some guidelines. *Educational and Psychological Measurement, 56*(2), 197-208.
23. Watkins, M. W. (2006). Determining parallel analysis criteria. *Journal of Modern Applied Statistical Methods, 5*(2), 344-346.
24. Williams, B., Brown, T., & Onsman, A. (2010). Exploratory factor analysis: A five-step guide for novices. *Australasian Journal of Paramedicine, 8*(3), 1-13.

A Baseline Study on Required Employability Attributes for Thailand Tourism Graduates from ASEAN and International Perspectives

Thanasiri Chara-um[1] and Sornnate Areesophonpichet[2]

[1]Suan Dusit University, Thailand (thanasiri.c@gmail.com)
[2]Chulalongkorn University, Thailand (msornnet@gmail.com)

ABSTRACT

For Thailand tourism industry to remain sustainable, improved education and training initiatives and policies will be important. A better alignment might be required between industry employment needs and opportunities on one hand, and on the other an appropriate range of education and training options which should involve the right kind of skills and knowledge outcomes. For this paper, content analysis was used as to create a framework for the categorization of employability attributes and to construct the questionnaire that includes a list of desirable attributes for tourism graduates, generic skills and employability skills, working competencies, and ASEAN common competency standards for tourism professionals. Through questionnaire, 413 tourism professionals were asked to give their opinion on the importance of each attribute with regard to its necessity for tourism profession. Statistical analysis using frequency, percentages, means, and standard deviation are applied to define key components of employability attributes. As a result, there are 48 required employability attributes for Thai graduates, pursuing a career in tourism both in ASEAN and elsewhere. The framework for tourism student development by higher education institutes includes the following: (a) Attribute-based development strategies and (b) Holistic approach of learning arrangements and assessment for enhancing tourism student employability.

Keywords: Employability, Employability attribute development, Common competency standard, Tourism

Introduction

For the past decade, Thailand tourism industry has been facing major challenges both in terms of threat and opportunity as the country was once one of the top of tourist destinations worldwide to now being ranked the third in ASEAN region, after Singapore and Malaysia. According to the Travel & Tourism Competitiveness Index 2013 (World Economic Forum, 2013), Thailand is ranked 9th in the Asia Pacific region and 43rd from the overall of 140 countries. Given that the country endowed with rich natural resources and a strong affinity for Travel &Tourism with a very friendly attitude of the population toward tourists; however, some weaknesses including natural disasters and political instability still exist. As to remain competitive in the tourism industry, improved education and training initiatives are needed to ensure a development of Thailand tourism professionals.

Statement of the problems

The productivity of tourism industry relies heavily on the availability of quality personnel (Zagonari, 2008). The industry and its related businesses altogether have been urging education sector to play a better role in meeting up with the labor needs. As a result, tourism curriculum design has been much focusing on the development of students' occupational and operational skills. But as the industry grows and becomes more complex, tourism workers and professionals are required to be equipped with not only those generic skills, knowledge, but also a set of detailed characteristics that are necessary for dealing with tourists' sophistications.

In Thailand, from all 166 higher education institutes countrywide, more than a hundred of them provide degrees, certificates, and/or training courses in Tourism. However, they can only put 50,000 tourism degree and non-degree graduates into the market per year; thus, the total of 200,000 job positions in tourism could not be filled only by local workers. This is one of the key problems regarding human resource of tourism industry in Thailand on one hand. On the other hands, there is little evidence of public and private commitment to initiate well-coordinated long-term investment in tourism training and education. The tourism industry council and other private enterprises once decided to set up their own tourism training schools with an attempt to tailor made the own workers. Unsurprisingly, the operation of those schools were half-successful and eventually closed down due to the typicality of investment in training that involves huge suck cost with low rate of financial return.

As for the availability of on-the-job training provided by tourism businesses, small firms cannot afford effective training for the new or loyal employees, while large firms cannot retain their skilled staff. Both small and large firm; thus, do not offer formal in-house training for their staff due to the high drop-out rates. Consequently, there has been minimal advanced career opportunity for people with the right tourism skills and professional competencies, especially at supervisory and managerial level (Hjalager and Anderson, 2000).

Numbers of other issues in tourism sector such as the nature of small size businesses, the job security both employers and employees, the availability of skilled staff, rewards and benefits, working hours and conditions, the hire of immigrants and foreign workers (Peacock and Ladkin, 2002) worsening the situation. Tourism industry is commonly characterized by a rapid turnover of staff, a very flexible hiring conditions on non- standard terms and on a part-time and seasonal basis. The businesses have been suffering from frequent staff turnover and are unable to retain those with a dedicated background, a proper set of attitude, and clear career ambitions. To ensure professional success, it is crucially important that a career in tourism should be a personally specified path that suits particular individuals with adjustable personalities and adaptable lifestyles.

Diversity of job positions in tourism industry required people with variety skill levels, ranging from a low skilled worker for basic works up to a very talented one with management skills and leadership quality. Moreover, employers perceived unclear differences between the professional qualities of tourism graduates comparing with graduates in other degrees (Knowles et al, 2003). They are either feeling reluctant to replace their qualified non-graduate personnel with inexperienced university graduates, or inclined to choose non-tourism graduate over tourism graduates to be their employees (Collins, 2002).

Apart from generic skills and knowledge requirements, the industry seeks employees with interpersonal skills (communication, adaptability, and leadership) and foreign language ability. The business sector tends to accuse educational institutes of providing too broad-based, generic knowledge linked with other disciplines, and of molding tourism graduates with wrong qualification (Esichaikul and Baum, 1998). Employers then fill their needs by choosing to hire people with practical experience (2-year degree students with work experience) over those with university degrees. The situation for university graduate employment has been worsening due to the national policy on minimum wage of degree graduates in Thailand. Employers are forced to pay certain salary level for a newly graduate with no working experience, while the more reasonable option is to hire people with lower educational level and the employers may set the pay rate as they wish.

All in all, the most pronounced problems for tourism in Thailand is an inadequate job readiness of tourism graduates. Newly graduates either not sufficiently be equipped with knowledge and skills needed for a career in tourism or simply are not suitable for the job because of their personal quality. Higher education institutes are constantly challenged to produce skilled and reflective persons who are ready to function in the job market right after the graduation. Tourism industry expected tourism professionals to be able to work efficiently, think innovatively, and act responsively.

At a national policy level, there is also a lack of intra-governmental policy alignment for tourism in Thailand. The 3 Ministries that are responsible for the development of tourism human resources: Ministry of Tourism and Sports, Ministry of Labor and Social Welfare, and Ministry of Education. Integration in planning and actions between those related ministries is very essential for Thailand to be able to successfully develop and manage local workforce for tourism industry. Since tourism is the highest income generating sector for Thailand, both education and government sector must take full responsibility in dealing with these HRM and HRD dilemma in tourism, while encouraging the industry to take part in setting and arranging education and training programs for students in tourism.

Methodology

There were 2 main objectives of this paper. First, to analyze and determine the set of required attributes for tourism professionals. Second, to propose a framework for employability enhancement of tourism students**.** In this paper, tourism industry need analysis on employability attributes was conducted to identify a set of required knowledge, skills, attitude, personality and expression, personal quality, and other related qualities for tourism professionals. Numbers of studies indicate that the set of desirable attributes and required competencies for tourism professionals are generally determined by the nature of tourism work. Firstly, the industry has long been standardized in its soft skills demand. Tourism employees were described as aesthetic labor who requires to look, sound and behave in a manner that is compatible with the job requirement and the expectation of customers. The emotional engagement in the workplace is necessary for jobs in tourism. Service employees are typically being paid to manage their emotions for the benefit of customer and are also expected to give the appearance of enjoying their work as much as customers enjoy their service (Warhurst, Nickson, Witz, and Cullen, 2000). Though it is also applicable to many other professionals, yet the emotional, aesthetic and cultural dimensions of job competencies are of great important in tourism than those of the hard skills. However, these non-technical skills cannot be developed through education systems that merely focus on delivering technical knowledge and academic skills. Experiential Learning, and hands-on experience in the real work situation are to be made an integral part of the tourism curriculum. (Martin & Woodside, 2007) to ensure that students understand their roles as service providers.

Secondly, with greater degree of labor mobility due to lower cost transportation nowadays, tourists became much more diversified and internationalized. People who work in tourism sector must be fully aware of differences in attitudes, believes, customs and religions. They must also be able to assess the situation that deals with all kind of sensitivities, and be able to ease the tension or frustration and to solve service related problems by offering possible options for their customers in a timely manner.

As in ASEAN context, Tourism is one of 8 professional sectors that members of ASEAN Community jointly made the agreements to allow the free flow of tourism workers within the region. The ASEAN Common Competency Standards for Tourism Professionals (Ministry of Tourism and Sports, 2013) covers two divisions i.e. hotel services and travel services. The Standards include the lists of core competencies, generic competencies, and functional competencies for different job titles. The division of travel agencies, for example, core competencies and generic competencies are identified in Table 1.

Table 1: Core and Generic Competencies for Travel Services Professionals

Core Competencies	Generic Competencies
1. work effectively with colleagues and customers 2. work in a socially diverse environment 3. implement occupational health and safety procedures 4. follow safety and security procedures 5. develop and update tourism industry knowledge	1. Communicate effectively on the telephone 2. Perform clerical procedures 3. Use common business tools and technology 4. Access and retrieve computer-based data 5. Promote products and services to customers 6. Process financial transactions 7. Manage and resolve conflict situations 8. Speak English at a basic operational level

Source: Ministry of Tourism and Sports, Thailand (2013), ASEAN Common Competency Standards for Tourism Professionals, pp. 32-38

To conduct a baseline study on required employability attributes, numbers of international researches have been included in the process of literature review of this study. They included (1) The Employability skills (Blasco et al, 2002) (2) The components of life skills (UNICEF, 2004) (3) The Personal quality (Yorke & Knight, 2004) (4) The Behavioural competencies (British Council, 2004) (5) The Five dimensions of employability (Heijde & Heijden, 2006) (6) The Employability Scale (Rothwell et al, 2007) (7) The attitude towards self-concepts (Pool & Sewell, 2007) (8) The CareerEDGE Model (Pool & Sewell, 2007) (9) The working qualification (University of Central England, 2009) and (10) The Seven constructs of employability skills (Rasul et al., 2012). Content analysis was used to create a framework for the categorization of attributes and to construct the Likert-scale questionnaire. The structure of the questionnaire regarding tourism employability attributes was then divided into two parts, the list of general employability attributes and the list of specific employability attributes for tourism, consisting the total of 124 attributes, were re-grouped as shown in Table 2.

Table 2: Groups of Employability Attributes for Tourism Professionals

General employability attributes	Specific employability attributes for tourism
1. Knowledge 2. Skills (core skills, process skills, operational skills, life skills) 3. Attitude (towards self-concept and work-concept) 4. Personality and Expression 5. Personal Quality	1. Disciplinary Knowledge (academic, administration) 2. Disciplinary Skills (hard skills, soft skills) 3. Thai Identities

For the sample sizes determination, this paper used the calculation of Khazanie formular (Khazanie, 1996) that yielded the total number of 420 sample. The questionnaire respondents were degree-graduated tourism professionals currently working with registered travel agencies in Thailand. They were asked to rank the level of importance of each attribute for a person who works in tourism businesses. From the rating scale of 1-5, with 1 being the least important and 5 being the most important.

Results

According to the data that were collected through questionnaires and statistically analyzed using mean and standard deviation value, it was found that there were 48 attributes that were considered the most important for tourism professionals. To be able to further understand the weight of each attribute groups, they were catergorized into 4 components of tourism employability attributes: **W**orking characteristics, **I**ndividual quality, **S**kills for working, and **E**ducated personality. Each component comprises groups of attribute and list of attributes as shown in Table 3.

Table 3: Components of Tourism Employability Attributes

Components (4)	Groups of attribute	List of attributes (48)
(Component mean = 4.28)		Punctuality Honesty and Credibility Being responsible Ethics and morals Interpersonal relationship Shared responsibility and decision making Self-management Attention to details Willingness to work overtime Service mind and willingness to help Be lively with a sense of humor

C2: Individual quality (Component mean = 4.18)	Work attitude (Group mean = 4.21)	Flexibility and adaptability Be passionate about service work Organizational loyalty
	Self-attitude (Group mean = 4.18)	Self-awareness Ability to part work & personal matters Accurate perception of self-capacity
	Personality & Expression (Group mean = 4.18)	Politeness and Gentleness Soft speaking and proper word choices Personality and character for the job
	(Group mean = 4.16)	Ability to follow and comply with rules Generosity

Table 3: Components of Tourism Employability Attributes

Components (4)	Groups of attribute	List of attributes (48)
C3: Skills for working (Component mean = 4.10)	Entrepreneurial skills (Group mean = 4.15)	Be decisive Positive response to challenges Ability to see crisis as opportunity Be innovative
	Operation skills (Group mean = 4.14)	Ability to response to situations at hands Ability to learn new things Problem solving skills
	Leadership skills (Group mean = 4.10)	Respect superiors Be tactical Negotiation skills Conflict settlement
	Specific work skills (Group mean = 4.07)	Sales management Emotions management Public relation management Technology related skills Presentation and explanation

	Process skills (Group mean = 4.06)	Time management Ability to detect other's feelings Building good working atmosphere
C4: Educated personality (Component mean = 4.05)	Intellectual ability (Group mean = 4.09)	Systematic and logical thinking Emotional intelligence Cultural intelligence Backward thinking
	Disciplinary knowledge (Group mean = 4.05)	English/ foreign languages proficiency Knowledge of travelling destinations

Discussion

1. Require Employability Attribute for Tourism

As listed in Table 3, this study revealed a comprehensive list of 48 employability attributes of tourism graduate. The most important component is the Working characteristics (C1) with Punctuality, Honesty and Credibility, and Being responsible are the most required attribute for employees in tourism business. The second most important component is Individual quality (C2), meaning that to be able to work successfully in tourism industry; one must acquire proper attitude, personality, expression and way of living. Not surprisingly due to the nature of service work, attributes like Flexibility, Adaptability, Politeness, Gentleness, Humbleness, Soft speaking, and Generosity are much favorable. Also, Skills for working (C3) consists number of attributes related to the job descriptions and positions in tourism. Interestingly, intellectual ability and language proficiency, although crucially important for the job in tourism, were the last in the component rank, Educated personality (C4).

It is clear that attention must be paid to personality development, so called the glooming process, to ensure professionalism. Internships and apprenticeships in the industry, as well as academic subjects that are closely related to occupation needs are important parts of student competency development. Educators must give a strong emphasis introducing and applying all the Working characteristics into student's learning process, in the hope that they could be absorbed and presented in their way of work in the future. Also, education sector should be aware of the need to train more generalists than specialists to widen their career opportunity and enable them achieve a more sustainable career goals.

2. Framework for employability enhancement of tourism students

Like any other industry, tourism business needs and expectations define the core of tourism curriculum that is based on practices and application. This study proposed the framework for employability enhancement for tourism students, including (1) Development Strategies (2) Learning Arrangements and (3) Learning Assessments.

Strategies	Curriculum & Teaching	Student development	Practicum
Learning	Life & Career Learning	Self-development learning	Practical learning
Assessment	Professional development	Personal quality	Practical experience

To support the three learning process of students, activities that allow students to reflect on what they learnt is an effective learning mechanism. In the process of reflection students should be guided to create meanings from and about what they learn through reflection. It's a process of seeing themselves 'outside in' (Bruner, 1996). For students to become employable, they must be equipped with management knowledge, interpersonal skills, and hands-on experiences.

A focus on how to balance academic and vocational learning requires higher education institutes to develop a holistic approach of student development. Although tourism education proves its strong focus on the vocational aspect, there is a need for degree-level tourism programs that enable students to think critically about the future of the industry. Students need to develop self-awareness, motivation, imagination and creativity. In brief, while practical experience allows them to develop the right skills and specific knowledge and be ready to enter the world of work, higher education should also pay much attention to their personal quality and professional development in the future. All the three aspects of this holistic development have equal weightage and neither can be a substitute for the other.

In sum, the purpose of tourism education at university level should be focusing on not only to satisfy the industry's need but also to educating future tourism professionals. Consequently, balancing the vocational and liberal aspects of tourism education is vital to produce a well-rounded graduate (Lewis, 2005). Concentrating on just the vocational weaken student's intellectual capacity by not allowing them to be able to adapt themselves to respond to stakeholders' need. Even though there is no absolute distinction between vocational and higher education, in order to possibly balance them for the purpose of human resource development, there is a need to make their roles more clearly to each other and to the business.

Suggestions

Thailand tourism is in need of a comprehensive framework within which to design and deliver education and training programs in a more effective manner. There is a need to formulate an integrated strategy that could incorporate both the planning and developing aspects of a tourism education and training system. The goal of such integration is to ensure a greater degree of interdependence among major stakeholders i.e. education sector, business sector, and government sector as to provide well-defined alternative career paths for present and future students. Basic requirements for quality tourism human resources include the following;

1. Integrated tourism industry support policy between related government agencies

The clear and aligned scope of responsibility between government agencies is necessary. *National Economic and Social Development Board* could outline the national policy to promote a sustainable tourism industry of Thailand so that the inter-ministry policy alignment on HRD for tourism industry between *Ministry of Commerce, Ministry of Sports and Tourism, and Ministry of Education* could be made possible. *The National Statistical* Office could provide a common data set and/or statistics on tourism industry especially those figures related to industry growth and the labor market, while *The Institute of Trade and*

Development may adopt an industry-led approach to expand the study on human resource need analysis of tourism industry and provide recommendation for Thailand.

2. Balanced of tourism education providers between higher education institutes and vocational institutes

Tourism educated and trained students play different role in responding to business needs and tourist demands in order to meet up with international tourist preference. For the industry to function properly, both tourism non-graduated workers and tourism graduated employees are equally demanded. Education providers both vocational and university level should broaden their perspectives in ensuring that their students are trained and educated based on the value placed on both employability, professionalism, development purposes. In sum, educational Policy on balancing roles and responsibilities of the two options of tourism accreditations is also a prerequisite for Thailand.

3. Partnership between Higher Education Institutes and Tourism Industry in developing students in tourism

As graduate users and developers, higher education institutes must develop strong connections with tourism industry, especially regarding students' internship opportunity. Educators and industry professionals could jointly form apprenticeships and work projects for students or provide counselling to each other on issues of syllabus framing and in-house training. It is true that low cost employees, locals and immigrants, remain available in the country. However, for the industry to grow sustainably, tourism labor productivity must be enhanced. Tourism businesses and entrepreneurs must perceive the need to change their role in human resource development from minimal investment in training to active participation in preparing, retraining and development of tourism graduates and improving professionalism.

Reference

1. Blasco et al. (2002). *Skills Management in Knowledge-Intensive Organizations***.** In A. Gómez-Pérez & V. R. Benjamins (Eds.), Knowledge Engineering and Knowledge Management: Ontologies and the Semantic Web (Vol. 2473, pp. 80-95): Springer Berlin Heidelberg.

2. British Council. (2004). *Behavioural Competency Dictionary***.** [Online]. Available from: http:// www.britishcouncil.org/behaviouralcompetenciesexternalnew.pdf [2013, November 18]
3. Bruner, J. (1996). *The Culture of Education. Cambridge*, MA: Harvard University Press.
4. Collins, A. B. (2002). *Are we teaching what we should?***.** Dilemmas and problems in tourism and hotel management education. Tourism Analysis 7, 151–163.
5. Dacre Pool, L. and Sewell, P. (2007). *The Key to Employability. Developing a practical model of graduate employability.* Education + Training, Vol 49, No 4, 277-289.
6. Esichaikul, R. and Baum, T. (1998). *The case for government involvement in human resource development: a case study of the Thai hotel industry***.** Tourism Management 19, 359–370.
7. Heijde, Claudia M. Van Der, & Van Der Heijden, Beatrice I. J. M. (2006). *A competence-based and multidimensional operationalization and measurement of employability***.** Human Resource Management, 45(3), 449-476.

8. Hjalager, A.M. and Andersen, S. (2000). *Tourism employment: contingent work or professional career?* Employee Relations 23, 115–129.
9. Khazanie, R. (1996). *Statistics in a World of Applications***.** Harper Collin College Publishers, New York.
10. Knowles, T., Teixeira, R.M. and Egan, D. (2003). *Tourism and hospitality education in Brazil and the UK: a comparison***.** International Journal of Contemporary Hospitality Management 15, 45–51.
11. Lewis, A. (2005). *Rationalising a Tourism Curriculum for Sustainable Tourism Development in Small Island States: A Stakeholder Perspective***.** Journal of Hospitality, Leisure, Sports and Tourism Education 4 (2), 4-15.
12. Martin, D. and Woodside A. G. (2007). *Experiential learning exercises for tourism and hospitality executive training: Introduction to a special issue on tourism management*, International Journal of Culture, Tourism and Hospitality Research, Vol. 1 Issue 4, 269 – 272.
13. Ministry of Tourism and Sports. (2013). *ASEAN Common Competency Standards for Tourism Professionals*. ASEAN MRA, 32-38.
14. Peacock, N. and Ladkin, A. (2002). *Exploring relationships between higher education and industry: a case study of a university and the local tourism industry***.** Industry and Higher Education 16, 393–401.
15. Rasul, Mohamad Sattar, Abd Rauf, Rose Amnah, Mansor, Azlin Norhaini, & Puvanasvaran, A. P. (2012). *Employability Skills Assessment Tool Development***.** International Education Studies, 5(5), 43-56. doi: 10.5539/ies.v5n5p43
16. Rothwell, A. and Arnold, J. (2007). *Self-perceived employability: development and validation of a scale***.** Personnel Review, 36(1), 23-41.
17. UNICEF. (2004). *Definition of terms***.** Life skills. United Nations Children's Fund. [Online]. Available from: http://www.unicef.org/lifeskills/index_7308.html [2013, May 20]
18. University of Central England. (2009). *Employers' needs, Career services (2008)*. [Online]. Available from: http://www.careerservices.uoguelph.ca/students [2013, 10 February]
19. Warhurst, C., Nickson, D., Witz, A. and Cullen, A. (2000). *Aesthetic labor in interactive service work: some case study evidence from the 'New Glasgow'*. Service Industries Journal, 20, 3, 1-18.
20. World Economic Report. (2013). *The Travel & Tourism Competitive Report 2013: Reducing Barriers to Economic Growth and Job Creation***.** Insight Report. [Online]. Available from: http:// www**3.**weforum**.**org/docs/WEF_TT_Competitiveness_Report_**2013.**pdf [2013, 12 October]
21. Yorke, M., & Knight, P. (2004). *Embedding employability into the curriculum***.** Learning & Employability SERIES ONE. The Higher Education Academy.
22. Zagonari, F. (2009). *Balancing tourism education and training***.** International Journal of Hospitality Management 28 (2009), 2-9.

Towards a Framework for Regional Integration of the Faculty of English Linguistics and Literature –USSH, Vietnam National University-Ho Chi Minh[1]

Le Hoang Dung

University of Social Sciences & Humanities, Vietnam National University –Ho Chi Minh
(lehoangdungef@gmail.com/lehoangdung@hcmussh.edu.vn)

ABSTRACT

In the process of realizing internationalization efforts, higher education institutions (HEIs) in Vietnam, while learning lessons and experiences from neighboring and other countries, do encounter difficulties and barriers. Among different remedies employed and approaches taken to accelerate the internationalization process, Vietnamese HEIs tend to pay more attention to the institutional level rather than departmental or faculty level where a large number of academic activities in each specific discipline frequently happen in their academic life. However, realizing internationalization through academic activities especially that of the curriculum, research, teaching and learning, seems underestimated and easily forgotten. In such a context of Vietnamese higher education, this study aims (i) to investigate the reality and practice of internationalizing efforts in academic activities of some selected faculties and departments from both Vietnamese institutions (five cases) and institutions in ASEAN countries (four cases institutions from Indonesia, Malaysia, Singapore and Philippines), (ii) make some tentative comparison in terms of their internationalization efforts and (iii) propose some solutions to improve internationalization process at the level of faculty or department in Vietnamese HEIs. This case study is carried out among the faculties/ department of English (or the like) among those institutions. A tentative framework of 5PCs for regional integration (as part of the internationalization process) for the faculty/departmental level is finally proposed as part of this case study.

Key words: Internationalization, Integration, Faculty level, Higher education, Vietnam

Introduction

At the advent of regional integration by 2015, ASEAN member countries have prepared in different way for their integration in different planes of economy, education, culture, communication, military, diplomacy and so on. In education, Vietnam, since 2008, has launched an ambitious “National Foreign Languages 2020 Project”, aiming at training the majority of Vietnamese people graduating from colleges and universities to be capable of successfully communicating in foreign languages with confidence in a multicultural environment by 2020. This is one of Vietnam’s quantum leaps in bringing its education towards better integration in the region and the world.

[1] The paper is a partial report of the research project funded by Vietnam National University-Ho Chi Minh (Code: C2013-18b-08/QĐ-ĐHQG-KHCN)

In the process of realizing internationalization efforts, higher education institutions (HEIs) in Vietnam, while learning lessons and experiences from neighboring and other countries, do encounter difficulties and barriers. Among different remedies employed and approaches taken to accelerate the internationalization process, Vietnamese HEIs tend to pay more attention to the institutional level rather than departmental or faculty level where a large number of academic activities in each specific discipline frequently happen in their academic life. However, realizing internationalization through academic activities, especially that of the curriculum, teaching and learning, seems underestimated and easily forgotten. In such a context of Vietnamese higher education (HE), this study aims (i) to investigate the reality and practice of internationalizing efforts in academic activities of a number of selected faculties and departments from both Vietnamese institutions (four) and institutions in ASEAN countries (four institutions from Indonesia, Malaysia, Singapore and Philippines), (ii) make some tentative comparison in terms of their internationalization efforts and (iii) propose some solutions to improve internationalization process at the level of faculty or department in Vietnamese HEIs. Within its framework, this article mainly highlights major points under investigation, as part of the research project carried out by the author and his colleagues under the supervision and sponsorship of Vietnam National University –Ho Chi Minh City.

Literature review and theoretical framework
Definitions of internationalization in higher education

Since 1990s, a number of key authors in the field including Altbach (1999, 2002, 2004& 2007), Davies (1992), De Wit (1999, 2002, 2004& 2009), Engberg & Green (Eds., 2002), Harman (2004), Knight (1994, 1995, 2001, 2003, 2004, 2006, 2007 & 2012)and others havewritten and presented extensively on internationalizations, offering different definitions, defining various motivations and realities of the so-called '*internationalization phenomenon*' in higher education.

Although different, the terms 'internationalization' and 'globalization' are "interchangeable" (Scott, 1998 & 2000) and cannot be separated from one another, because it is likely that "internationalization is changing the world of higher education, and globalization is changing the world of internationalization" (Knight, 2003 & 2004). While other scholars might perceive 'globalization' and 'internationalization' differently, it can be said that these two processes are interwoven and interrelated. It is commonly seen in the discussions by different scholars that internationalization of HE mainly refers to the local efforts and responses to the external forces of globalization.

Among the authors, with her experience and studies in over 60 countries and regions, Dr. Jane Knight, a well-known scholar in internationalization of HE from Ontario Institute for Studies in Education, University of Toronto, has greatly contributed to the world knowledge of internationalization. Her real interest and expertise presented in her doctoral thesis in 1994 has continuously encouraged Knight to later revise, update and expand her earlier definition in order to cover a wider perspective and to involve more stakeholders at different levels of education in light of contemporary social changes.In his study on internationalization efforts at the institutional level among Vietnamese HEIs, Le (2008) has extensively reviewed and argued for the use of Knight's updated definition of internationalization, which states that “internationalization at the national/sector/institutional levels is defined as the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education” (Knight, 2003 & 2004). Despite several updates, Knight’s definition in 2004deliberately uses the term “process” to convey that internationalization is an ongoing and continuing effort.The triad *international, intercultural and global dimension* is intentionally used to complement to each other and to give richness both in breadth and depth to the process of internationalization. Meanwhile, ‘*integrating*’ is specifically used to denote the process of infusing or embedding the international and intercultural dimension into policies and programs to ensure that the international dimension remains central, not marginal, and is sustainable. Lastly, of the three concepts ‘*purpose, function and delivery*’, *purpose* refers to the overall role and objectives that postsecondary education has for a country/region or, more specifically, the mission or mandate of an individual institution. *Function* refers to the primary elements or tasks that characterize a national postsecondary system and also an individual institution (usually teaching, learning, research, scholarly activities, and service to society.) *Delivery* refers to the offering of education courses and programs either domestically or in other countries. While emphasizing the importance of both macro level (national/sector) and micro level (institutional) of internationalization, Knight (2004) believes that it is usually at the individual, departmentaland institutional level where the real process of internationalization is taking place.In short, this definition remains applicable to the departmental level of internationalization.

In her recent review entitled “Internationalization: three generations of cross border education” in 2012, Knight gives an overall summary of strategies, approaches, opportunities and challenges of internationalization. Terms like innovation, diversity, complexity, differentiation, among others are repeatedly used by the author to indicate the changing and emerging nature of higher education in the 21st century, as she maintains “internationalization is one of the major forces impacting and shaping higher education as it changes to meet the challenges of the 21st century.” She identifies and confirms two major pillars of internationalization including “At Home and Cross-border Education”. The latter is usually mistakenly confused with the former, while, in fact, cross-border education is just a part of internationalization process. “Internationalization at home”mainly refers to that of “curriculum, teaching, and learning”; use of “open access education”; emphasizes the integration of international students/ scholars into campus life, teaching, research and extra-curricular activities. Conclusively, at the departmental level, “internationalization at home” tends to be of more importance in maintaining the local HEIs’ competitive advantages as thriving for a better regional or international level.

Previous studies in internationalization in Vietnamese higher education

Since 2000s, more Vietnamese scholars have shown their real interest in and put forward their ideas, viewpoints and concepts related to internationalization in higher education (Nguyen, T.L.H., 2005; Nguyen, T.N., 2006; Nguyen, Đ.H., 2005; Hoang, 2004; Hayden & Lam, 2006; etc.); most of which are seminal ideas and sharing in local news. In the absence of canonical studies on internationalization in higher education, in 2007-2008 the author of this article conducted his doctoral study in internationalization of Vietnamese HEIs (Le, 2008) in which a comparison between such efforts identified by public and non-public was made basing on Knight's seven-phase modelin terms of *Awareness, Commitment, Planning, Structure, Operationalization, Evaluation* and *Recognition*. Through his embedded multiple case study among sixVietnamese HEIs, the author employed "pattern-matching" and "explanation building" in data analysis and came up with notable findings regarding the current status of internationalization among these selected institutions,specificallythe missing links and absence of certain phases in the selected Vietnamese HEIs. The study pointed out four major factors that prevented the development of selected HEIs' internationalization, including (i) low institutional commitment to internationalization, (ii) lack of well-defined strategic plans for internationalization, (iii) insufficient internal resources (particularly the lack of human resources ready for internationalization in terms of their competence in foreign languages, mainly English, in doing research and academic communication, ICT competence, research skills, etc.), and (iv) lack of a supportive culture at both institutional level and national level (Le, 2008).

In October 2009, the Institute for Education Research (HCM City University of Education) gathered a large number of foreign and local specialists and educators at the "International Cooperation for Higher Education in Vietnam: The Opportunities and Challenges", bringing up meaningful and insightful discussions and debates on how the Vietnamese institutions and different related stakeholders should grasp the opportunities and address the challenges confronting them. Recently, Vietnam National University –Ho Chi Minh, in cooperation with the National Council for Education and Human Resource Development, hosted an international conference with the theme "International Integration in the Process of Higher Education Reform in Viet Nam" in June 2014, attracting both local and international scholars to share their expertise and experience. While these papers specifically address the current context of Vietnam and suggest a number of solutions and viewpoints;the majority of them, however, mainly focus on the macro-level, i.e. at the institutional level and national level of integration and internationalization. Since 2008, the author has actively updated his experience in internationalization of HE in Vietnam, especially in his departmental administration. He has well identified the important role of internationalization efforts at the middle level, i.e. at the faculty or departmental level. This better locates the study at the departmental level.

Regional integration as part of internationalization efforts

Among several reasons for internationalization(Altbach & Knight, 2006, pp. 27-36), "internationalization for economic and political integration" provides a large number of EU university students with academic experiences outside their home country. The regionalization and internationalization of European universities system is to assure compatible degree structures, transferable credits and equal academic qualifications. This model is being expanded to other regions like Latin America and Asia-Pacific. In this regard, regional integration is argued to be dominant and an emerging trend for the universities in ASEAN nations.

Of the "three generations of cross border education" identified by Knight (2012) in terms of "Students /People mobility", "Program and Provider mobility" and "Education hubs", the latest one "builds on and can include the first and second generation cross border activities but represents a wider and more strategic configuration of actors and activities" (p.13). In Knight's words, "an education hub is a concerted and planned effort by a country (or zone, city) to build a critical mass of education/knowledge actors and strengthen its efforts to exert more influence in the new marketplace of education. The concept of a national education hub rests on the assumption that it is a country's plan and effort to position itself within the region and beyond as a reputed center for higher education and research" (Knight, 2012, p. 13).

Given the diversity of rationales, actors and activities that have characterized internationalization efforts, the new challenges presented to ASEAN nations, especially those developing ones like Vietnam, demand its HEIs to critically look at their current practices and capacity to serve the regional integration demands. No matter how strong the local institutions are, it is commanded by the national government to build up several "education hubs" across the country. The two national university systems (VNU-HCM and VNU-HN) and regional university (such as Danang University, Hue University, Thai Nguyen University, Can Tho University, etc.) have been being invested to be national education hubs compatible with their counterparts at least in the ASEAN region. An understandingof internationalization efforts at the low but indispensable level of academic departments in those 'strategic' education hubs henceforth is of great necessity and urgency.

Conceptual framework applied in the study

Arguably, up to now, Knight's updated definition in 2004 that defines internationalization as a processremains update and potentially applicable in the context of Vietnamese institutions. In this study, the author applies the process-based definition by Knight to investigate the context and current practices of the Vietnamese academic faculties and departments at universities (not at the institutional level) in the names of their internationalizing efforts and initiatives. Despite the fact that Knight continuously updates her theories, her seven-phase modelfor understanding internationalization efforts remain useful at the level of a department of faculty since radical changes and efforts from the lower level would then contribute significantly to the success of that in a higher level of internationalization and regional integration.

Table 1A: Pattern for understanding internationalization practices

INTERNATIONALIZATION AT	Phases of internationalization		Elements/Strategies of internationalization (at institutional level)	Focus at the program level/ departmental level
	1	Awareness	By all stakeholders (administrators, faculties, staffs, and students)	Board of Deans/ Department Heads
			Institutional Visions-Missions (recognition of international dimension in mission statements and policy document)	Faculty/ Departmental vision-missions/ Core values (if any)
	2	Commitment	Articulated rationale, goals & objectives for internationalization	Program goals and objectives

			Communication of goals and objectives for internationalization to all stakeholders	Communication of goals and objectives among teachers, staff and students
			By stakeholders(expressed commitment by senior leaders and active involvement of faculty, staffs and students)	Proactive attitude towards internationalization efforts/ initiatives
	3	Planning	Existence of an (institutional and departmental) strategic plan for internationalization	Departmental plans for incorporating international/ intercultural elements in the program, teaching & learning, research, extra-curricular activities, training of foreign languages, etc.
			Adequate budget and resources allocated for achievement of the stated internationalization goals/objectives	
			Human resource development plan (recruitment procedures that recognize international expertise, foreign language competence, staff and faculty development activities, support for international assignments/sabbaticals, etc.)	
	4	Structure	Existence of a functional office/unit for international linkages	Departmental unit/ staffs facilitating the international efforts, international linkages, orientation services, etc.
			Supporting services (orientation, student housing, counseling, visa assistance, etc.)	
			Facilities for academic support with ICT-based applications (e-library, labs, e-learning, reference resources in foreign languages...)	Use of ICT based applications for life-long learning and better integration skills among teachers and students
	5	Operationalization	Academic programs (internationalized curriculum, teaching-learning, use of foreign language, etc.)	Internationalizing the curriculum, teaching-learning strategy, and assessment strategy for better integration
			Research & scholarly collaboration (research centers, joint-research projects, organization of international conferences/seminars, faculty participation in foreign research agendas, international research partners/agreements, etc.)	Research & scholarly collaboration (joint-research projects, organization of international conferences/seminars, faculty participation in foreign research agendas, etc.)

			International relations (foreign-linked programs, student exchange, joint degree programs, faculty exchange, international students, MOUs signed, linkages, partnerships, networks, etc.)	International relations (mainly student exchange, joint degree programs, faculty/researcher exchange, international students, internship, etc.)
			Extra-curricular activities and community services (intercultural campus events, community-based services/projects, etc.)	Extra-curricular activities and community services that promote intercultural mindfulness, etc.)
	6	Evaluation	Existence of a quality review system, evaluation scheme and progress monitoring of internationalization initiatives	Presence and use of evaluation policy for integration efforts
	7	Recognition	Recognition and rewards policy (reward & promotion policies to reinforce faculty/staffs and students' contributions to internationalization)	Presence and use of recognition policy for integration efforts

Each of the seven phases identified by Knight, i.e. *awareness, commitment, planning, structure, operationalization, recognition* and *evaluation*, has a crucial role in making any internationalization efforts realizable either at institutional or departmental level. Of the seven phases, internationalizing the curriculum, internationalizing the teaching and learning, internationalizing research and extra-curricular activities are specifically significant at the departmental level or program level.

The internationalization elements and strategies as synthesized in Table 1 (the last column) from the review of literature by the author are therefore utilized to lay a theoretical foundation for this study. It is noted that the list of indicators in the middle column are those at the institutional level, some of which might not be applicable to the departmental level; therefore the list in the last column is suggested for designing the research tool at the departmental level.

Methodology

Research method and sources of data

Situated in the abovementioned setting of internationalization practices of Vietnam, this studyprimarily focused on what the Vietnamese academic departments and faculties (hereafter referred to as *departments*) had thought of internationalization and how they had put it into their efforts of regional/international integration as expected by the national government. The study also investigated in internationalization practices of counterpart departments in some selected ASEAN institutions, thus obtaining comparative information that may be used as another good source of information for the suggestions to the Vietnamese academic departments. This study is primarily qualitative by nature. This multiple case study employed in-depth interviews and site visits as a primary source of data. The second source of data was the available documents and archival records, both in hard and soft copies, and online resources including strategic plans, annual reports, vision-mission statements, monthly newsletter, manuals, yearbooks, handbooks, internal evaluation reports (both official and draft), conference proceedings, and research articles by stakeholders from the selected institutions and respective departments, among others.

Respondents and collection of data

The study was conducted at the department/ faculty of English or foreign languages from five notable Vietnamese HEIs (one per geographical area from the Northern to Southern of Vietnam, i.e. Hanoi, Hue, Đanang, Ho Chi Minh City and Cantho) and four HEIs from ASEAN countries (one well-known university in each nation including Indonesia, Malaysia, Singapore, and the Philippines). In analysis of data and reports of results these departments were encoded as Department A, B, C, etc. and respective HEIs were referred to as Inst. A, B, C, etc. The Vietnamese institutions were selected since they are listed among the top universities in Vietnam. Similarly, the institutions from ASEAN countries were intentionally chosen because of their high reputation in their own countries and in the ASEAN region.

For each department from each HEI, the respondents were a group of staff including Dean or Vice Deans and/or Department Heads, and two or three staff who accompanied and received the researcher and his colleagues on the site visit. Each interview and site visit normally lasted between an hour and a half and two hours. Due to some constraints in terms of time and travel schedules, the data collection and site visit were done across the months from late 2014 to early 2015 by the researcher and his research group. Altogether, there were nine cases with nine group interviews and sharing of information.

Since the study primarily aims to reflect the current situation of the Faculty of English Linguistics and Literature (abbreviated as EF of the University of Social Sciences and Humanities, Vietnam National University-Ho Chi Minh), the analysis (in the full project from which this report is derived) therefore provided a certain portion to describe in more detailed the case of the EF in the full report, but not in this article.

Research tools

Theoretically, academic elements and strategies of internationalization presented in the last column of*Table 1*above forms a basis for the construction of the research tools and criteria for analysis and interpretation of the collected data from the selected cases from Vietnamese and ASEAN HEIs. It should be noted that while the seven phases are the main indicators of internationalization practices at those departments, the elements and strategies found in their practices, or an absence of such would supplement the understanding of the former.The questionnaire used to conduct focused interviews to the aforementioned middle administratorscontained nine groups of open-ended questions categorized under the headings of studied areas namely Awareness and Commitment, Planning, Human Resources, Facilities and Supporting Services, Academic Programs, Research and Scholarly Collaboration, and External Linkages, Extracurricular Activities and Community Services. The tenth group of extra questions sought to understand obstacles the departmental administrators encountered as well as their suggestions, if any. The grouping of the detailed questions was to offer the respondents an overview of the key areas of concerns in the questionnaire so that they were better guided in the interview.

Discussion of results and findings

Highlights of results

Table 2: Summary of internationalization practices at the selected departments

Phases	Selected Vietnamese institutions (Inst.)					Selected ASEAN institutions (Inst.)			
	Inst. A	Inst. B	Inst. C	Inst. D	Inst. E	Inst. F	Inst. G	Inst. H	Inst. I
	Dept. A	Dept. B	Dept. C	Dept. D	Dept. E	Dept. F	Dept. G	Dept. H	Dept. I
Awareness	Exhibited	Exhibited	Exhibited	Exhibited	Exhibited	Exhibited	Exhibited	Exhibited	Exhibited
Commitment	Exhibited	Exhibited	Exhibited	Exhibited	Exhibited	Exhibited	Exhibited	Exhibited	Exhibited
Planning	Exhibited	Exhibited	Exhibited	Not exhibited	Not exhibited	Exhibited	Exhibited	Not exhibited	Exhibited
Structure	Not exhibited	Not exhibited	Not exhibited	Not exhibited	Not exhibited	Exhibited	Exhibited	Exhibited	Exhibited
Operationalization	Exhibited	Not exhibited	Not exhibited	Not exhibited	Not exhibited	Exhibited	Exhibited	Exhibited	Exhibited
Evaluation	Not exhibited	Not exhibited	Not exhibited	Not exhibited	Not exhibited	Not exhibited	Exhibited	Not exhibited	Exhibited
Recognition	Not exhibited	Not exhibited	Not exhibited	Not exhibited	Not exhibited	Not exhibited	Exhibited	Not exhibited	Exhibited

After each case, a case report was then prepared by the researcher and his group in a consistent framework of analysis that was based on the seven-phase framework. Analysis of data collected in the form of case report (within-case) was strictly kept in confidential and rested assured for academic and research purposes only. For each department from the respective institution, a set of data and documents related to internationalization efforts and initiatives was recorded for analysis. Once all of the nine reports were completed, a cross-case analysis was made by the author, the principal researcher of the project. A detailed analysis was accomplished by the researcher prior to coming up with some major findings. Within the scope of this article, the author opts to present the major results of the cross-case analysis. As part of the whole analysis, Table 2 below is a general summary of all the cases according to the said framework of analysis.

The within case analysis portrayed nine different ‘pictures’ of internationalization practices at the selected departments. Despite the fact thateach of them was at a certain stage of their preparation for its future regional or international integration, the analysis was made simpler in terms of *existence (exhibited)* or *non-existence* (or *non-exhibited,* which also includes*not clearly seen/observed or documented*) of certain internationalization indicators (as in Table 1) to better visualize the current realities of the nine departments.

Major findings

The study arrives at a number of important findings regarding the internationalization practices at the departmental level as follows:

(1) Strong awareness of internationalization and its role in the new era of higher education was confirmed by the academic managers at the departmental level. Both Vietnamese and ASEAN department at the selected HEIs were well aware of the need to integrate better into the region, aspiring their faculty or department to be highly competitive with their counterparts at least in the ASEAN countries. But it was noted that departments at these top ASEAN universities set higher goals and targets to be “world class” for better integration into the world higher education system, not only in Asia or ASEAN. They aim to become notable education hubs for international students. Unlike the foreign ones, the local departments targeted to be well-recognized in the region in the near future.

(2) The departmental administrators’ commitment to internationalization varied among the selected departments, mainly dependent on their perception of “internationalization” and the available resources.The majority of administrators from these departments showed their serious commitment to internationalizing their academic activities by inviting foreign professors to participate into their program, to organize workshops or seminars but this depended much on the financial support given by their institution. While the Vietnamese departments well committed to similar efforts, they tended to rely on the voluntary basis and/or sponsorship from NGOs or foreign funds. A varied degree of understanding of the terms “internationalization”, as observed by the research group, contributively caused variations and differences in these academic administrators. It was found that the department administrators’ lack of proper and clear understanding, at least at two Vietnamese and one ASEAN departments, inhibited their planning for the actions to be put forward in their internationalization efforts.

(3) Regional accreditation was found as the immediate action or a basic certificate to integrate amongst the selected departments. All the interviewed respondents from the selected departments agreed that “quality assurance” was regardedas an important driver to regional integration amongst not only for the Vietnamese local departments but also for those from the ASEAN universities. They all put great effort to strive for regional or international/western quality accreditation certificate. They believed that quality assurance

(accreditation) was an initial certificate for them to move further into regional or world integration. This finding is strengthened by the results and suggestions from the study by SEAMEO RIHED in its study on Quality Assurance Models in Southeast Asian Countries (SEAMEO-RIHED, 2011). The research identified "strong support for the development of a regional quality assurance system, as a means of developing both internal quality assurance and national systems, and of facilitating the internationalization of higher education systems" (p.5). The study mainly highlights the "quality movement" and "harmonization" role of quality assurance in regional integration.

(4) ICT-based (especially e-learning, student-interactive ICT advancements, etc.) were better used by the foreign departments for better communication and better potential of being promoted regionally and internationally. In terms of structure, it was not always required that each department must have a certain office or unit for international linkages; however there existed a group of people (including one Vice Dean/ Deputy Head and some staff) at each department in charge of those linkage activities. However, if the functional office, as the respondents shared (i.e. Office for International Relations or the like) at the institution level functioned well, the linkages would be well promoted and enhanced for a better degree of regional integration. It was well-noted that the local institutions were "not very successful", in the respondents' words, in utilizing the ICT-based advancements (e.g. open access resources, e-learning system, etc.) for internationalization efforts, either due to the need for training or due to the lack of investment for such. For example, the lack of e-learning portal, and thus a lack of training for students' independent learning and thinking (which is a part of regional/international integration from perspective of learning, i.e. training the students to become independent learners, life-long learners, etc.), would limit their expansion of information and the students may lose the potential to be better integrate into the worldin terms of learning technology.

(5) Foreign languages, especially English, as a facilitator to regional integration efforts among the foreign language departments: Since English is planned to be the lingua-franca of ASEAN community, those selected departments of English, English Linguistics or Applied Linguistics or the like proved to have better advantage in accessing the world knowledge and promoting of their communication through the medium of this language. In this regard, it was found that the three departments in the ASEANcountries where English is used as a national second language had more opportunities to internationalize their programs. Among the five selected Vietnamese departments, two paid more attention to bringing their students to foreign/neighboring countries for better exposure of English usage, usually through their internship, which is a required component in their program. Such efforts are good examples of these departments' integration into the region. The use of English in writing theses, journals, and articles as required by all of the nine departments and faculties, as reported by the administrator respondents, allowed their students and teachers to better internationalize themselves.

(6) In the operationalization stage, there was a difference in terms of how the departments internationalized their curriculum. Those department heads at the higher end who had a clearer understanding and knowledge of the nature of internationalization, globalization, regionalization as well as regional integration reported to have encounteredless obstacles in internationalizingtheir curriculum, in gearing their teaching and learning strategy towards a better integration. An example of this was how a selected department introducing and inculcating the spirit of life-long learning and global citizenship to their students. On the other hand, those departments with uncertainty in defining "internationalization and what to prepare for international/regional integration" responded to internationalization forces in simpler termsof activities like "receiving foreign guests/ scholars and sending their staff to foreign institutions for academic exchange". This would not be sufficient since the contribution from the academic exchange in terms of internationalizing the curriculum

towards a higher (i.e. regional/international) standards should be of greater importance and hence needs serious attention in the follow-up stages of the academic exchanges. Such a gap in terms of theoretical background may have caused certain hindrance in internationalization in general and regional integration in particular. It therefore deems necessary to promote a better understanding of the terms and notions related to internationalization among these middle administrators for wider application and potentially better preparation for regional integration.

(7) It wascommonly found an absence of evaluation and recognition system for internationalization initiatives among the selected departments. Though two out of nine departments had some practice in awarding stakeholders for integration efforts and initiatives that promoted campus expansion and students achievements in foreign context or community services, etc., recognition in terms of internationalization seems not be paid due attention. They tended to be combined with other awards institutionwide.

Suggestions

Given the seven major findings above, it can be argued that the majority of internationalization efforts or regional integration initiatives among the selected academic departments, by the time the study was conducted,were more between the “first generation” (*Student and People mobility*) and “secondgeneration” (i.e. *Program and provider mobility*), rather than the “third generation” (*Education hubs*)of cross border education identified by Knight (2012). However,this case study shows that there is a movement towards the “third generation”, in which big “education hubs” (and therefore “student hubs”) have been emerging, especially in the context of ASEAN countries in the higher ends. In relation to this, those faculties and departments in Vietnam specifically, if their institution has visionsto becomea regionally or internationally recognized one, should move towards that direction, too. That is their integration and internationalization efforts should be in the third generation. They should be able to integrate the international elements, piece by piece, into their daily teaching and learning strategy. In doing so, the institution should build up their campus into a worthwhile “student hub” and “education hub”, which is “a planned effort to build a critical mass of local and international actors strategically engaged in cross-border education, training, knowledge production and innovation initiatives” (Knight, 2011). It is suggested because building a student hub has several benefits, two of which include “to modernize and internationalize domestic higher education institutions” and “to build profile and increase competitiveness within the regional higher education sector and beyond” (Knight, 2012).

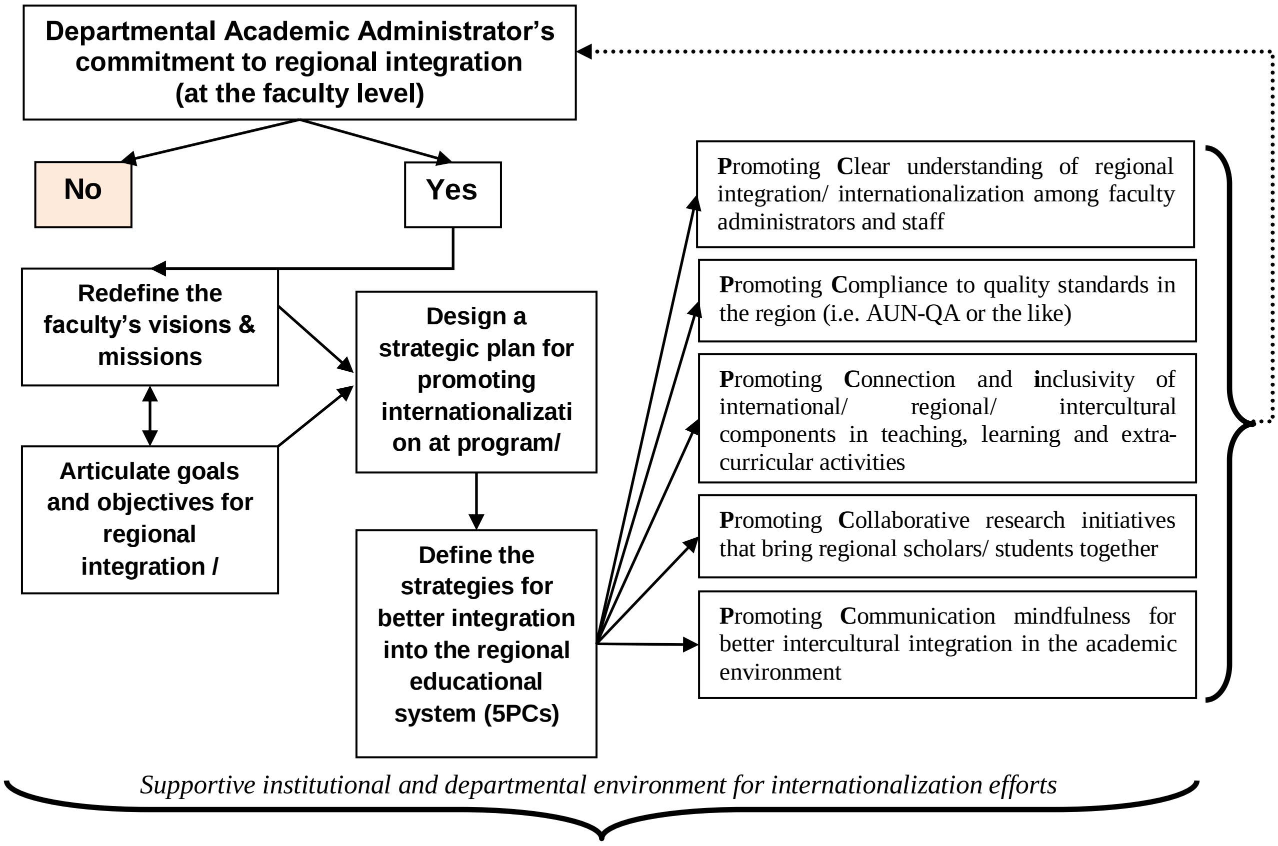


Figure 1A proposed framework for regional integration of Vietnamese HEI at the department level

In this regard, the study suggests a tentative framework for the faculty and departments, especially in the context of Vietnam and the ASEAN community approaching, to better prepare for their regional integration, as shown in Figure 1. The five PCs strategies were proposed in order to help the Vietnamese academic departments of English (or the like) make their regional integration, and thus internationalization efforts, more realizable. These were based on the seven major findings stated above.

Conclusion

This case study was carried out among the faculties/ department of English (or the like) among nine selected institutions in Vietnam and ASEAN nations. A tentative framework for regional integration (as part of the internationalization process) for the faculty/departmental level is finally proposed as part of this case study. The suggested framework might be a useful reference for those faculties and departments that are in similar context of Vietnamese higher education today. Due to the certain constraints pertinent to the any study, further investigation in the field and in the context of Vietnam as well as ASEAN higher education institutions is needed.

References

1. Altbach, P. G. (1999). The perils of internationalizing higher education: An Asian perspective. *International Higher Education*. Retrieved May 25, 2006 from http://www.bc.edu/bc.org/
2. Altbach, P. G. (2002). Perspectives on internationalizing higher education. *International Higher Education,27*(4). Retrieved May 25, 2006 from http://www.bc.edu/bc_org/
3. Altbach, P. G. (2004). Globalization and the university: myths and realities in an unequal world. *Tertiary Education and Management, 10*(1).

4. Altbach, P. G.& Peterson, P. M. (Eds.). (1999). *Higher education in the 21st Century: Global challenge and national response*. Boston: Institute of International Education (IIE).
5. Davies, J. (1992). Developing a strategy for internationalization in universities: towards a conceptual framework. In C. Klasek (Ed.) *Bridges to the future: Strategies for internationalizing higher education*, (pp. 177-190). Carbondale: Association of International Education Administration.
6. De Wit, H. (1999). Changing rationales for the internationalization of higher education. *International Higher Education*. Boston: Boston College.
7. De Wit, H. (2002). *Internationalization of higher education in the United States of America and Europe: A historical, comparative, and conceptual analysis*. Westport, CT: Greenwoods Publishers.
8. De Wit, H. (2009) (Ed.) *Measuring success in the internationalization of higher education*. Amsterdam: European Association for International Education (EAIE).
9. Engberg, D., & Green, *M.F. (Eds.). (2002). Promising practices: Spotlighting excellence in comprehensive internationalization*. Washington: American Council on Education.

   Harman, G. (2004). New *directions of internationalization of higher education: Australia's development as an exporter of hig*her education services. *Higher Education Policy, 17*, pp. 101-120.
10. Hayden, M. & Lâm, Q. *T. (2006). A 2020 vision for higher education in Vietnam. International Higher Education, (44).*
11. *Ho*àng, T. (2004). *Cần khẩn trương hiện đại hóa giáo dục (An urgent need to modernize Vietnamese Education). The Văn Nghệ*. Retrieved May 13 2006 from http://www.edu.net.vn
12. Knight, J., (1994). *Internationalization: Elements and checkpoints*. Ottawa: Canadian Bureau for International Education.
13. Knight, J. (1995). *Internationalization at Canadian universities: The changing landscape*. Ottawa: AUCC.
14. Knight, J. (2001). *Monitoring the quality and progress of internationalization. Journal of Studies in International Education, 5*(3), pp. 228-243.
15. Knight, J. (2003). *Updating the definition of internationalization. International Higher Education, 33(2-3).*
16. *Knight, J. (2004). Internationalization remodeled: definition, approaches, and rationales. Journal of Studies in International Education, 8*(1), 2004, pp. 5-31.
17. *Knight, J. (2007). Internationalization brings important benefits as well as risks. International Educator, 16(6).*
18. *Knight, J.(2008). Higher Education in Turmoil –The changing world of internationalization. Rotterdam: Sense Publis*hers.
19. *Knight, J. (2011). 'Education Hubs: A Fad, a Brand, or an Innovation'. Journal for Studies in International Education, 15* (3), pp. 221-40.
20. *Knight, J.(2012). Internationalization: Three Generations of Cross border Higher Education. Indian International Center.*
21. *Knight, J.& De Wit, H. (1997). Internationalization of higher education in Asia Pacific countries. Amsterdam: EAIE (Eur*opean Association for International Education). pp. 5-19.
22. *Knight, J.& De Wit, H. (1999). Quality and internationalization in higher education. Paris: Organization for Economic C*ooperation and Development (OECD).

23. *Lê, H. D. (2008). Towards a strategic direction for Internationalization of Vietnamese HEIs. Manila: De La Salle Univ*ersity. Unpublished Doctoral Dissertation.
24. *Nguyễn, Đ. H. (2005). Đổi mới tư duy giáo dục trong cơ chế thị trường. (Innovative thinking in education in market-or*iented economy). *Thế Giới Mới (The New World Magazine)*. Retrieved Dec. 20, 2006 from http://www.edu.net.vn/
25. *Nguyễn, T. L. H. (2005). Current update on higher education in Southeast Asian countries: The case of Vietnam. Regio*nal seminar on Hi*gher Education, Bangkok. Retrieved Ju*ne 29, 2007 from http://www.ried.seameo.org.pdf/
26. *Nguyễn, T. N. (Minister of Education and Training). (2006a). Cần một triết lý để phát triển (A philosophy to develop Vietnamese Education) –Interview answers to The Educ*ation and New Age newspaper, 2006). Retrieved Oct. 19, 2006 from http://www.gdtd.com.vn/gdtdroot/2006-109/bai03.htm,
27. *Scott, P. (1998). Massification, internationalization and globalization. In Scott, P. (Ed.) The globalization of higher education. Buckingham, UK: Open University Press* and the Society for Research into HE.
28. *Scott, P. (1999). Globalization and the university. Keynote Speech, CRE 52nd Bi-Annual Conference, Valencia, Spain.*
29. *Scott, P. (2000). Globalization and the university: Challenges for the twenty-first century. Paper presented at ACE/*CHET Seminar on Globalization: Durban, August 2000. Retrieved Jun. 15, 2006 from http://www.chet.org.za/oldsite/debates/scott.html
30. *Scott, P. (2005). Cross-border higher education and internationalization: Overview of concepts, trends and challenges. Introductory speech*, Plenary Session 2 of IAU International Conference, Alexandria, Egypt, Nov. 15-16, 2005.
31. *Scott, P. (Ed.). (1998). The Globalization of higher education. Buckingham, UK: Open University Press and the Society for Research into H*igher Education.
32. Vietnamese Government. (2008) *1400/QĐ-TTg. Quyết định về việc phê duyệt Đề án "Dạy và học ngoại ngữ trong hệ thống giáo dục quốc dân giai đoạn 2008-2020". (Decision 1400/QĐ-TTg. Decision on Approval of "National Foreign Languages Project 2008-2020" promulgated by Prime Minister)*http://dean2020.edu.vn/

Effectiveness of Effectuation-Based Entrepreneurship Learning

Tina Melinda[1], J.E. Sutanto[2] and Sonata Christian[3]

[1,1,3]*UniversitasCiputra, Surabaya, (tina.melinda@ciputra.ac.id)*

ABSTRACT

School plays an important role in shaping the characters of an entrepreneur. In many cases, the success of an entrepreneur is believed to be closely related to their education. One way to produce entrepreneurs is through effectuation-based approach. This approach consists of five principles: (1) bird in hand; (2) affordable loss; (3) crazy quilt; (4) lemonade; and (5) pilot-in-the-plane.
The purpose of this research is to analyze the effectiveness of effectuation-based learning in comparison with causation-based learning.
This research uses qualitative descriptive approach by taking samples from students who experienced causation-based learning and effectuation-based learning.
The five indicators tested in this research are: (1) business idea discovery, (2) risk minimization, (3) business flexibility, (4) networking, and (5) resources utilization.
Research result suggests that, based on the five indicators, students who receieved effectuation-based learning have higher average score than those who received causation-based learning.

Keywords: Learning model, Entrepreneurship, Effectuation approach

Introduction

According to Entrepreneur Magazine (August 2007), the driving factor of America's economy was entrepreneurship. The source also argued that the businesses of these entrepreneurs contributed to the nation's economy through job opportunity creation, innovation, research and development, competition, productivity, and new industry creation. Entrepreneurship education remains an interesting discussion subject, because many people are of the opinion that entrepreneurs are born and not made. Entrepreneurship education has secured a spot in higher education. This statement is supported by the findings of Global Entrepreneurship Monitor (GEM Report, 2007), which suggests that for 6 years in more than 40 countries, entrepreneurship education and training have become a significant factor in the development of the number of entrepreneurs in a country.

The research findings of David McClelland, as cited by Kao (1995), suggest that the number of entrepreneurs in a developed country is 2% at minimum. To achieve a status change from a developing country to a developed country, Indonesia needs to have more new entrepreneurs. The existence of young entrepreneurs is believed to help overcome unemployment problem and accelerate the welfare improvement of the society.

Ciputra in "The Best Practices of Becoming A True Entrepreneur" (2006) and The Ciputra Way (2006) opted to choose 'Creating World-Class Entrepreneurs' as the slogan for Ciputra University in Surabaya. This decision was based on the realization that some conditions should be created to encourage and increase the birth of new entrepreneurs who will bring pride to Indonesia in the future. The most appropriate way to produce new entrepreneurs is through entrepreneurship education by creating a condusive environment and developing entrepreneurial potentials. Proper learning method and entrepreneurship model development will produce robust entrepreneurs who can minimize failure risks and support the development of their businesses (Kodrat, 2011).

The appropriateness of the entrepreneurship learning method will greatly influence the quality of the graduates' ability to run their businesses. The entrepreneuship learning methods progress along with the development of technology and knowledge. The current traditional entrepreneurship learning method implemented in Indonesia is being slowly replaced by newer models with more relevant approach. Since the education focus of Universitas Ciputra is entrepreneurship, the university continues to develop its learning methods, and effectuation-based learning is one of the methods.

It is believed that the current causation pattern used in many business schools is no longer relevant in answering the challenges. The stiff and cautiously structured causation pattern is not in line with the dynamic economic condition. Young entrepreneurs are expected to have a more flexible mindset and persistence in facing various constraints and uncertainties. Effectuation-based learning pattern serves as a means and a bridge to answer such needs (Chandler et.al, 2009).The basic entrepreneurial skills obtained from effectuation approach are expected to improve the abilities of students and new entrepreneurs in running a business.

According to Ciputra (2009), an entrepreneur must possess the following characteristics: (1) persistence to face obstacles and drive to overcome challenges; (2) courage to try something new, such as creating a revolution that will unlock a new source of supply for certain products or services; (3) sharpness to identify business opportunities that others may miss or underestimate and vision to create something new; (4) innovativeness to change undesirable condition into a desirable one; and (5) risk-taking attitude.

The learning model continues to evolve. Therefore, in order to shape the characters of young entrepreneurs and prepare them future uncertainty, experts classify learning patterns based on causal and effectual approaches (Sarasvathi, 2008). Chandler et.al (2009) further differentiated the entrepreneurial processes adopted by an entrepreneur when starting a new business into causation and effectuation. Causation approach consistently directs an entrepreneur when starting a new business according to the opportunities and trends, before creating a business plan which consists of a series of structured activities for the next stage of development. Meanwhile, effectuation process helps young entrepreneurs start a business according to the initial capital owned, instead of market opportunities. The next stage of development sees the young entrepreneurs take a more flexible set of strategies based on the loss incurred and experimental experience formed.

Causation approach has a negative effect for young entrepreneurs in facing future uncertainties, while effectuation approach enables them to face future uncertainties in a positive way. Effectuation approach also provides many alternative options and experiences that enable young entrepreneurs to be more flexible in facing future possibilities and uncertainties (Chandler et.al, 2009).

Effectuation Approach
According to Sarasvathy (2008), effectuation approach consists of the following 5 basic principles:

a. Bird in hand principle
Entrepreneurs have the courage to start a business with what they have, who they know and what they know. In other words, entrepreneurs need to know their present capabilities in order to start a business.

b. Affordable loss principle
Every entrepreneur needs to face considerable risks; and therefore, they must be able to determine which losses are affordable.

c. Lemonade principle
Entrepreneurs should always be ready to face the unexpected.

d. Crazy quilt principle
Entrepreneurs should be creative and innovative. It means that they must be able to create something acceptable to consumers.

e. Pilot-in-the-plane principle
Entrepreneurs must be able to control and anticipate all possible situations and minimize risks.

Dr. SarasSarasvathy also emphasized on the following six main cores of effectual approach for entrepreneurs to start a business (Sarasvathy, 2001):

a. Entrepreneurs start their business according to what they own and who they are. Their basic capitals include knowledge, experiences, acquaintances and other supporting factors. Entrepreneurs take immediate actions according to these capitals. This first step will then lead them to bigger opportunities. This first step is also followed by other activities which will provide young entrepreneurs with experiences and bring them closer to success.

b. Young entrepreneurs should specifically determine the amount of affordable loss. True entrepreneurs will not take actions with more risk than they can handle. If they do that, they are prone to bankruptcy when they make the wrong decisions. It is recommended that they take affordable risks, because when they experience loss or bankruptcy, they can still survive and continue their business.

c. Young entrepreneurs should be able to create their own opportunities. They must be able to creatively create market and opportunities based on their recurring experiences and possessed knowledge.

d. Entrepreneurs should be able to trust others. An African proverb suggests that, "If you want to go fast, go alone; if you want to go far, go together." In order to find bigger potential, an entrepreneur should work closely with other people. Effectuation approach emphasizes on the importance of networking, because more associates is equal to more assets.

e. Effectual mindset can be learn by every entrepreneur. Since entrepreneurship is an implementation of logical things, the pattern of an effectual mindset can be studied. It can also be trained and developed in an established environment.

f. The more failures an entrepreneur experiences, the closer he is to success. The success rate of a novice in running a business is arguably small, but each failure teaches a new lesson. In the process, an entrepreneur takes various lessons, such as not trusting people too easily, taking advantage of every opportunity, and determining the amount of affordable loss. Failure is not something we should avoid or fear, because it is a part of a learning process that will enrich the experiences and skills of an entrepreneur.

The implementation of effectuation-based learning pattern is perceived to be more suitable for the condition and trend in present-day society. The use of internet in general and social media like *Twitter* and *Facebook* in particular is the basic platform of effectual implementation. Internet and social media enable entrepreneurs to meet other people in different occasions and levels. Such encounters can contribute to the success of the business, because the people they meet may be consumers, partners or investors. Effectuation-based learning will provide a different experience through different ways for every entrepreneur who runs the same type of business.

The purpose of this research is to determine the effectiveness of effectuation-based entrepreneurship learning model in comparison with causation-based learning model.

Research Methods

This research uses quantitative approach with independent sample t test and descriptive approach. The research was conducted at Ciputra University by distributing 5-point *Likert Scale* questionnaires to 30 students who followed causation-based entrepreneurship learning and conducting surveys to 30 students who followed effectuation-based learning. The differences between the applications of causation and effectuation are reviewed under the following aspects:

1. Business Idea Discovery

The indicators of business idea discovery are: (1) ensuring that the marketed products are in accordance with the interest of the consumers; (2) performing changes on the marketed products; (3) making sure that the marketed products are the same as the planned products; and (4) finding a suitable business model.

2. Risk Minimization

The indicators of risk minimization are: (1) limiting the use of resources to prevent loss; (2) using cost according to the budget; (3) managing finance carefully to avoid bankruptcy; (4) setting out initial agreements with consumers, suppliers and other organizations to cope with uncertainty; (5) establishing initial business agreements with particular consumers and suppliers; and (6) using initial agreements as a reference for decision making when there are changes in business environment.

3. Business Flexibility

The indicators of business flexibility are: (1) ensuring that the business continues to develop and follows existing opportunities; (2) adapting owned resources; (3) ensuring the flexibility of the business; and (4) eliminating the things that limit flexibility.

4. Networking
The indicators of networking are: (1) prioritizing the support of family, relatives and friends in the development of business as opposed to professionals; and (2) prioritizing partnerships with family, relatives or friends to reduce the operational cost of the company.

5. Resources Utilization

The indicators of resources utilization are: (1) conducting a thorough evaluation on knowledge and resources when starting a business; (2) making decisions based on familiar subjects when choosing a business opportunity; (3) taking advantage of maximum profit; (4) making decisions based on the knowledge and resources owned; and (5) using knowledge and resources owned as a basis to plan business development.

Data Analysis Results and Discussion

The differences in results between causation model and effectuation model in every sample class can be seen from the following tables:

Table 1: Mean and Deviation Standard of RespondentsUsing Causation Method

No	Variable	Mean	STD
1	Business idea discovery	3.18	0.75
2	Risk minimization	3.28	0.66
3	Business flexibility	3.33	0.64
4	Networking	3.23	0.7
5	Resources utilization	3.35	0.59

Source: processed data

Table 1 suggests that the average answers of the respondents regarding the existing variables are close to 3 or "quite agree."The highest perception of the respondents in terms of Resources Utilization has an average value of 3.35, as shown by X5 variable. Meanwhile, the lowest perception of the respondents in terms of Business Idea Discovery has an average value of 3.18, as shown by X1 variable. The lowest standard deviation value is 0.59, which means that the opinions of the respondents on Resources Utilization indicate the lowest variation compared to other variables. The Business Idea Discovery variable has the highest standard deviation value of 0.75, which means that the opinions of the respondents on Business Idea Discovery indicate the highest variation compared to other variables.

Table 2: Mean and Deviation Standard of RespondentsUsing Effectuation Method

No	Variable	Mean	STD
1	Business idea discovery	3.76	0.75
2	Risk minimization	3.96	0.81
3	Business flexibility	4.0	0.8
4	Networking	3.67	1.03
5	Resources utilization	3.95	0.79

Source: processed data

Table 2 suggests that the highest perception of the respondents in terms of Business Flexibility has an average value of 4.0, as shown by X3 variable. Meanwhile, the lowest perception of the respondents in terms of Networking has an average value of 3.67, as shown by X4 variable.

Table 2 also suggests that the lowest standard deviation value is 0.75, which means that the opinions of the respondents on Business Idea Discovery indicate the lowest variation compared to other variables. The X4 variable has the highest standard deviation value of 1.03, which means that the opinions of the respondents on Networking indicate the highest variation compared to other variables.

Table 3: Independent Test Result of t-Test Sample

		Levene's Test for Equality of Variance		T-test for Equality of Means		
		F	Sig	t	df	Sig. (2-tailed)
Business Idea	Equal variances assumed	.576	.451	1.044	58	.301
	Equal variances not assumed			1.044	55.493	.301
Risk	Equal variances assumed	9.147	.004	.025	58	.980
	Equal variances not assumed			.025	46.314	.980
Flexibility	Equal variances assumed	1.725	.194	-2.028	58	.047
	Equal variances not assumed			-2.028	52.451	.048
Networking	Equal variances assumed	.144	.706	-1.104	58	.274
	Equal variances not assumed			-1.104	57.306	.274
Resources	Equal variances assumed	6.449	.014	-1.067	58	.290
	Equal variances not assumed			-1.067	49.215	.291

Source: processed data

Table 3 suggests that the variables of business idea discovery, business flexibility and resources utilization are significantly different between students who followed causation approach and effectuation approach. On the other hand, the risk minimization and networking variables show no significant differences.

Causation-based learning model will encourage new entrepreneurs to identify the trends and opportunities in the market. Young entrepreneurs tend to use current trends and market demands as a reference to start a business. Causation-based learning model is more suitable for businesses in mature phase, because at this phase, approach and development can be combined with management techniques. Normally, at this stage, a company is considered mature with numerous employees and standard operational procedure. The focus of the business is not to create an opportunity but to respond to market trends and needs (Melinda, 2014).

Effectuation approach focuses more on the resources owned by an entrepreneur when starting or developing a business. This approach is more suitable for start-up phase, in which an entrepreneur is encouraged to be innovative and creative with the resources owned. Entrepreneurs who successfully adopt the effectuation approach are normally more flexible in the management and development of the business which often starts from micro scale. The most interesting aspect of this approach is its ability to mentally train entrepreneurs to be stronger and able to see the alternatives, while at the same time, looking at failures as challenges instead of an ending (Melinda, 2014)

Effectuation can also be implemented on the development of family business. The use of owned resources for the development of the business will strengthen and further advance the business like the previous generations have never done before. The principles of effectuation are also easy to understand and implement for various business owners.

Conclusions

The findings of this research suggest that the average students who use effectuation-based learning have higher mean scores than those who use causation-based entrepreneurship learning. Based on the five indicators used in this research, three indicators mark the differences between students who use causation-based learning and those who use effectuation-based learning, namely business idea discovery, business flexibility, and networking.

Refrences

1. Brandt, S.C. 1986. *Entrepreneur in Established Companies*. Homewood, H: Irwin.Carsrud, Alan L. andMalinBrannback. 2009. *Understanding the Entrepreneurial Mind*. USA: Springer.

2. Casson, M. 1982. *The Entrepreneur – An Economic Theory*. Oxford: Martin Robertson.

3. Chell, Elizabeth. 2008. *The Entrepreneurial Personality: A Social Construction,* 2nd. New York: Routledge.

4. Covin, J.G danSlevin, D.P. 1989. Strategic Management of Small Firms in Hostile and BenignEnvironments, *Strategic Management Journal*, 10 (January): 75 – 87.

5. Ciputra.2006. *The Best Practices To Become True Entrepreneurs*. Jakarta: Elex Media Komputindo

6. Drucker, Peter E. 2005. *Managing for the Future*. New York: Harper and Row

7. Gartner, W.B. 1990. What Are We Talking About When We Talk About Entrepreneurship? *Journal of Business Venturing* 5: 15 – 28.

8. Harefa, Andreas. 2009. *The Ciputra Way*. Jakarta :Elex Media Komputiondo

9. Hornaday, J.A andAboud, J. 1971. Characteristics of Successful Entrepreneurs, *Personal Psychology*, 24: 141 – 153

10. Jeffry A. and Stephen Spinelli. 2004. *New Venture Creation:Entrepreneurship for the 21stCentury*. 6th edition. New York: The McGraw Hill Companies, Inc.

11. Kao, JJ. 1989. *Entrepreneurship, Creativity and Organization*. Englewood Cliffs, N.J: Prentice-Hall.Kirzner, I.M. 1982. Uncertainty, Discovery and Human Action: A Study of the Entrepreneurial Profile in the Misean System in I.M. Kirzner (Ed) *Method*,

Process and Astrian Economics: Essays in Honour of Ludwig von Mises, Lexington, MA: DC Heath.

12. Raymond W.Y. Kao, Entrepreneurship- A Wealth Creation and Value Adding Process, Prentice Hall, 1995
13. Kodrat, David Sukardi, 2011. *Strategies To Increase the Number of Micro, Small and Medium (SME) Businesses Through Entrepreneurship Education Ahead of 2010 (Best Paper).*Proceeding SNKIB I, Jakarta: UniversitasTarumanagara.
14. Kuncoro, Mudrajad . 2009. *ResearchMethods for Business and Marketing*.Jakarta :PenerbitErlangga
15. Landes, David 1999. *The Wealth and Poverty of Nations: Why Some Are So Rich and Some SoPoor*. New York: W.W. Norton.
16. Melinda,Tina. Sutanto and Christian 2014, *The Development of Effectuation-Based Learning Model to Increase the Ability of University Students in Running a Business,* Liceo Journal Higher Education Research Vol.10 no 1, p.176-186
17. Miller, D. 1983, The Correlates of Entrepreneurship in Three Types of Firms, *Management Science*, 29 (July): 770 – 791.
18. Mischel, M. 1968. *Personality and Assessment*. New York: Wiley.
19. Morris, Michael, H. 1998, *Entrepreneurial Intensity: Sustainable Advantages for Individuals, Organizations, and Societies*. London: Quorum Books
20. Morris, M.H dan Sexton, D.L. 1996. The Concept of Entrepreneurial Intensity: Implications for Company Performance, *Journal of Business Research*, 36 (1): 5 – 14.
21. PietraSarosa, *Becoming Young Entrepreneur,* Jakarta: Elex Media Komputindo, 2005
22. Pinchot, G. 1985. *Intrapreneuring*. New York: Harper & Row.
23. Schumpeter, Joseph A. 1942. *Capitalism, Socialism and Democracy*. New York: Harper

International Students: Identification of Needs and Program Implementation

Violeta C. Valladolid, Ph.D.

De La Salle University, Manila (valladolidv@dlsu.edu.ph)

ABSTRACT

Internationalization has become a mantra in higher education. This is due to the rise of globalization and the move towards regional integration. Internationalization is also one of the criteria for world class university status. These drive HEIs to open up their doors to international students. International students attend college tacked with needs and concerns that are specific to them, which need to be addressed efficiently by the host institution to help them adjust to the new culture and meet the demands and requirements of their degree program. The extent to which these needs are addressed by the university and achieved by the students affects their success in completing their course of study and reaching their goals. This study aimed to conduct needs assessment and exit surveys among the international students in one university in the Philippines. It made use of descriptive research, employing survey forms. It included 83 incoming and 20 outgoing international students during academic year 2014-2015. Results indicate that incoming international students' needs revolve around personal concerns, such as assistance on the visa requirements, knowing different agencies that provide basic services, and joining support groups in the University. They also indicated academic-related needs that include knowing university's student services and policies and procedures, coping with academic demands, and participating in student organizations and development programs. They also indicated the need for social interaction and understanding the culture of host country. On the other hand, outgoing international students cited positive experiences as well as challenges while studying in the university. Institutional programs and policies that cater to the needs of international students were also discussed.

Keywords: International Students, Needs Assessment, Exit Survey, Internationalization, Institutional Research

Introduction

Internationalization has become a mantra in higher education that it propelled universities and colleges to open up their doors to foreign students. This is due to the rise of globalization and the move towards regional integration. Internationalization is also one of the criteria for a world-class university status. It is also a way to attract international students who will help remedy skilled labor shortagesin countries such as Canada due to eventual retirement of "baby boomers" (Gopal, 2014).

International students attend college outside their countries tacked with needs and concerns that are specific to them and should be addressed efficiently by the host institution to help them adjust to the new environment and meet the demands and requirements of their degree program. Theyhave to adjust not only to the school environment but also to the society as a whole, including the food, traditions, language, religion, and laws and regulations that come as a package. Theseconcerns bring many challenges that will affect their academic success and psychological well- being, as well as the educational institutions' effectiveness in retaining these students (Poyrazil& Grahame, 2007; Rajab, Rahman, Panatki&Mansor, 2014).

International students face variousadjustment challenges once they arrive and start livingand studying in their new environment. Among these challenges include getting appropriate documentation for their stay, finding living accommodations and the means of obtaining food and other essential items for daily life, learning the academic culture including how to interact with faculty and other students, making new friends and developing a new social support system, and adjusting to the culture. While these challenges occur during their initial transition, others may last longer (Poyrazil& Grahame (2007). Foreign students may also experience emotional pain and psychological symptoms associated with migration, such as high levels of anxiety, alienation, nostalgia, depression, and sense of helplessness. These symptoms are real and traumatic and are called special names, such as "foreign student syndrome" and "uprooting disorders". If unaddressed, these concerns and challenges could negatively impact international student retention rates and result in a negative feedback loop that could damage future recruitment efforts (Lee 2010, as cited in Schulmann, 2014). It is thus important that the host university implements programs and activities to facilitate the social, cultural and academic adjustments of international students by offering proactive, continuous and comprehensive approaches to counseling services, encouraging international students to be more involved in academic and nonacademic activities, conducting cross-cultural human relations training programs, and providing communication workshops (Sandhu &Asrabadi, 1991).

The study involved one learner-center research university in the Philippines. The University is actively pursuing in its thrust towards internationalization. It has an External Relations and Internationalization Office that supervises the Center for Global Engagement and the International Center. The Center for Global Engagement handles academic relations and linkage programs with international and local institutions/organizations and industry, relations with stakeholders, and international engagements. The International Center, on the other hand, handles global education and exchange programs, linkages with embassies, program development, service management and advisory for international students (External Relations and Internationalization Office website). A total of 794 international students were enrolled in the University during first term of academic year 2014-2015: 205 (25.8%) of which were undergraduate students and 589 (74.2%) were graduate students.

Statement of the Problem

This study aimed to conduct needs assessment and exit surveys among the international students in one university in the Philippines. Specifically it sought to determine the following:

(1) needs and concerns of international students in the following areas:
- Personal
- Academic

- Social and cultural; and

(2) extent to which their needs have been met, particularly in terms of:
- Positive experiences in the university, and
- Challenges and problems encountered.

Method

The study made use of descriptive research, employing survey forms. It included 83 incoming and 20 outgoing international studentsin one university in the Philippines during the first term of academic year 2014-2015. The incoming foreign students were administered the needs assessment survey form during the IS orientation programs. On the other hand, exit survey forms were sent to the outgoing or graduating foreign students through email. Majority of the respondents of the needs assessment survey were undergraduate students (89%) and came from South Korea (45%), with a few from China (13%), Japan (10%), and Taiwan (7%).Likewise, majority (85%) respondents of the exit survey were undergraduate students. Data were analyzed quantitatively using mean, standard deviation, frequencies and percentages.

Results

Personal Needs and Concerns

Visa and related paperwork are a big source of stress for international students. The respondents indicated that they need assistance with their visa and other legal requirements for their study in the University. Specifically, they indicated a great need for assistance with their student visa/special study permit, Alien Certificate of Registration card (ACR I-card), and other visas valid for study. They also cited the need to be oriented on the consequences of not complying with the visa requirements.

All of the international students also specified that they need assistance with becoming familiar with the difference agencies and establishments in the country that provide basic services, like health clinics, hospital, banks, money transfer service center, and health and travel insurance. They also singled out the need to know more about transportation services to get to different destinations. Identifying and joining support groups in and out of the University was also singled as one of their needs.

On the other hand, the international students do not feel the need to find a place to stay, a community of faith, nor an English language school or center. They also indicated that they do not need assistance to cope with homesickness (Table 1).

Table 1: Personal Needs and Concerns of International Students

Personal Needs and Concerns	
Need assistance on the following:	
1. knowing visa and other legal requirements for my study, such as:	
– Student visa/ special study permit	Agree
– ACR- I Card	Agree
– Other visas valid for studies	Agree
– Consequences of not complying with visa requirements of the school	Agree
2. finding a place to stay (dormitory, condominium, apartment, hotel, etc.)	Neutral

3. familiarity with different agencies and establishments that provides basic services:	
– health clinics, hospitals	Agree
– banks, money transfer service center	Agree
– insurance (health, travel)	Agree
4. familiarity with transportation services to get to destinations	Agree
5. coping with homesickness	Neutral
6. finding a community of faith in the Philippines	Neutral
7. identifying and joining support groups in and out of the University.	Agree
8. finding English language schools or centers	Neutral

Academic Needs and Concerns

Much of the needs and concerns of international students concern their academic life in the University. All of them indicated the need to be familiar with the university's student services, such as enrollment, library, career and counseling, health, computer, laboratory, and religious and spiritual services. They likewise singled out the need to know more about the school's academic policies and requirements, rules and regulations, and teaching-learning environment. A big percentage of them also pointed out that they require assistance in coping with the academic demands of their degree program and with the fulfillment of the requirements of the different subjects they are enrolled in. They also want to understand more clearly the processes, procedures and guidelines on campus. They also ought to be guided in choosing and participating in student organizations and in student development and leadership training programs. They also hope to be able to get a good academic and/or research mentor (Table 2).

Table 2: Academic Needs and Concerns of International Students

Academic Needs and Concerns	
Need assistance on the following:	
1. familiarity with university's	
– Student services, such as:	
• enrollment services	Agree
• library facilities and materials	Agree
• career and counseling services	Agree
• health services	Agree
• computer facilities and services	Agree
• laboratories	Agree

• religious and spiritual services (mass, worship, etc.)	Agree
• academic policies and requirements (i.e., provisions in student handbook)	Agree
• university rules and regulations	Agree
• teaching and learning environment	Agree
2. coping with academic demands of my degree program	Agree
3. coping with the requirements of my courses/ subjects	Agree
4. understanding and following the processes, procedures and guidelines on campus	Agree
5. choosing and participating in student organization, extra-curricular activities	Agree
6. participating in student development and leadership training program	Agree
7. getting a good academic and/or research mentor	Agree

Social and Cultural Needs and Concerns

Having friends in the new country is one of the most cited needs of the international students. This also includes being able to deal with and overcome communication or language barrier, and racial and social discriminations. They also indicated that they want to be accepted and understood by their classmates, teachers and staff based on their culture, to have enough friends from their home country, and to be able to adapt to the culture of their host country (Table 3).

Table 3: Social and Cultural Needs of International Students

Social and Cultural Needs and Concerns	
Need assistance on:	
1. having enough friends from the home country	Agree
2. interacting and making friends with Filipinos, classmates	Agree
3. dealing with or overcoming communication/language barrier.	Agree
4. dealing with discriminations (racial, social)	Agree
5. understanding and adapting to Filipino culture	Agree
6. being accepted and understood by classmates, teachers and staff based on culture	Agree

Extent to Which the Needs of International Students Have Been Met

To determine how well the University was able to meet and address the needs of the international students, an exit survey was conducted. The exit survey involved 20 outgoing international students enrolled during Term 1, AY 2014-2015: 6 (30%) of whichwere graduating and 14 (70%) were returning to their country.

Positive Experiences in the University

The outgoing international students indicated that they had positive experiences while studying in the University. They indicated that they were able to learn a lot from their degree program, develop their skills and personality, and make a lot of friends in the campus. They also indicate that they were satisfied with the quality of the teachers and students, campus facilities, and student services (e.g. career and counseling services, etc.). They also stressed that their expectations of the University were met to a great extent. However, they were not able to participate in many student activities and development programs on campus. Nevertheless, overall, they considered their educational experience as meaningful, productive and satisfactory.

When asked to rate their satisfaction with their stay or studies in the university, they indicated satisfaction with the following:

- Academic program/course of study
- Overall quality of educational experience
- Quality of student support services (enrollment, library, career and counseling, health services, computer facilities and services, laboratories, religious/spiritual services)
- Teaching effectiveness of faculty
- Quality of academic advising
- Extent of development of their skills and competencies
- Efficiency and professionalism of university personnel to address their needs.

Challenges Met by International Students

It is good to note that the international students did not encountermany problems or challenges while enrolled in the University. They neither agreed nor disagreed (i.e., neutral) when asked if they have experienced difficulty/problem with regards to the following:

- Adjusting to demands of their degree program
- Coping with academic requirements of the courses/subjects
- Aadjusting to the processes/ procedures/ policies on campus
- Coping with academic, social, and culture shock
- Adjusting to Filipino way of life (e.g., educational system, culture, food, language)
- Lack of opportunity for cross cultural interaction for international students
- Poor on-campus support and communication
- Difficulty in getting assistance from the different offices on campus.

Discussion of Results

Globally, a consensus is growing about the urgent need for and benefits of internationalizing higher education. However, there is little consensus on the best practices for implementing internationalization, a challenge to which the uniqueness of each institution adds another layer of complexity. Becoming an internationalized institution requires concerted efforts both at the organizational and individual levels. At the organizational level, the school administration need to plan and implement programs and strategies to attract international students through academic and co-curricular programs, a solid international commitment in campus leadership, commitment from institutional relations offices, international study, work, research programs internship service, and scholarship opportunities for students, and partnerships and networks with universities across the globe (University of Minnesota, 2007). At the individual levels, faculty, students and academic and non-academic personnel can provide practical services that will help the foreign students adjust to their environment and to cultivate an atmosphere of acceptance and comfort.

Previous research on international students has shown homesickness as one of the international students' major adjustment problems. Homesickness usually arises when students are away from home, family, friends, and environment that they are used to. This is due to feelings of loneliness andlonging for the family, food, lifestyle and their own culture. However, for this study, results indicated otherwise. The respondents indicated that they do not need assistance to cope with homesickness. This might be because most of the international students in this University have been living in the country with their family for some quite a time already and have actually completed their basic education here. This is true especially for South Koreans, who have been staying in the country with their family for varied reasons. This is for the same reasons whythey indicated not needing assistance with regards to finding a place to stay, to practice their faith, and to attend English schools or centers.

Every student desires to succeed academically. Thisneed prompts international students to seek assistance with things related to their studies. As shown in the study, the respondents call for support and services to help them meet the academic demands and requirements of their academic program, such as student services and facilities and academic and research mentor.They also want to achieve social integration and to feel they belong by becoming members of student organizations and participating in student development programs and activities.

International students usually experience social and cultural adjustment problems when placed in a new environment. The study revealed that freshman foreign students worry abouttheir social integration and acculturation. They indicated needing assistance in establishing social relationship and in adapting to the culture of the new country as well as in being accepted based on their own culture. Past studies have shown that cross-cultural differences in social interaction prevent international students from forming close relationships with local students. Lack of skill in English and the local dialect is found to contribute to such problem. Social support is essential to the welfare of international students. Mallinckrodt and Leong (as cited in Liu, 2009) found that the quality of the social support system can have both a direct and a buffering effect when international students undergo psychological stress.

Aside from social interaction concerns, respondents also indicated the need for assistance with regards to their communication skills. This might because majority of the respondents came from non-English speaking countries. This is in addition to the fact that English is the major medium of instruction in the University and local students predominantly speak Tagalog in social interactions. This finding is consistent with past researches that found language barriers as one of the most challenging issues for international students. Low proficiency in English definitely affects academic performance of international students, which in turn, will negatively affect their psychological well-being.

It is good to note that the University has addressed the needs of international students. As shown in the results, the outgoing international students have encountered positive experiences while studying in the University. They indicated that they were able to learn a lot from their degree program, develop their skills and personality, and make a lot of friends in the campus. They are also satisfied with the different programs and services offered by the university.

The reason for the positive feedback from the international students stems from the fact that the University has implemented programs and strategies to cater to the needs and concerns of the international students. It has the International Center that handles global education and exchange programs, linkages with embassies, program development, and service management and advisory for international students. The International Center assists the new foreign students in complying with visa requirements through the Bureau of Immigration Onsite Visa Processing Program. It also holds orientation programs for both the undergraduate and graduate foreign students to help them be familiarized with the University policies and procedures and to facilitate their adjustment to campus life. It also implements an IC Buddy Program wherein student volunteers are recruited to help international center with their programs and activities for the international students. It also provides opportunities for international students to actively participate and join various community engagement activities. It also provides seminars to address the adjustment needs and to facilitate their integration to University life (e.g., effective study habits) as well as other activities for international students, such as international cultural show, international food festival, embassy exhibits and education forum, international coffee hour and speed friending, and cultural trips to country's rich historical and cultural sites and heritage. Referrals to student services, such as counseling, are also available to provide those with concerns pertaining to adjustment difficulties, personal problems, and non-academic concerns.

While the University has shown to have addressed the needs and concerns as well as met the expectations of international students, the big challenge is still whether it has created inclusive campus environments that are open to both local and international students and that are capable of fostering positive student global learning and development. Glass, Buus and Braskamp (2003) defined global learning and development in terms of global perspective and referred to global perspective as "the disposition and the capacity of an individual to think in complex terms" and "takes into account multiple perspectives (the cognitive dimension of global learning and development) that contribute to the formation of a unique sense of self that is value-based and authentic (the intrapersonal dimension) and that relates to others with openness and respect, especially in contact with those who display one or more kinds of difference (the interpersonal dimension)" (p. 8). This means beingable to educate students to be citizens of a global society.

Conclusion

Based on the results of the study, the following conclusions are given:

1. International students have various needs and concerns that are specific to them and which need to be addressed efficiently by the host institution to help them adjust to the new culture and meet the demands and requirements of their degree program. These needs and concerns are personal in nature (e.g., assistance on the visa requirements, knowing different agencies that provide basic services, and joining support groups in the University), academic- or school-related (e.g., knowing university's student services and policies and procedures, coping with academic demands, and participating in student organizations and development programs), and essential for their social and cultural adjustments(e.g., need for social interaction and understanding the culture of host country).

2. The outgoing international students had positive experiences and were satisfied with their educational experience while studying in the University. They neither encountered major problems or challenges.

Recommendations

The move towards internationalization of higher education is a global phenomenon and will continue to intensify. As such the University should put into place academic, social, and learning supports and an environment where international students will have feelings of welcome and safetyas well as assurance that they will be able to meet their academic goals. To be able for the University to compete for its share of international students, organizational mechanisms must be implemented to facilitate students' smooth academic progress and a comfortable life. These include:

1. Developing competitive academic programs to attract and meet the needs of the potential foreign students,

2. Providinginternational students access to relevant and high quality institutional resources, particularly in terms of faculty, research funding, student services, library resources, living accommodations, and computer and information resource facilities,

3. Putting in place effective support system for international students, such as counseling services, academic or research mentor, and pairing or mentoring with local students who can help them by providing information and guidance on academics, social life, and culture,

4. Looking into the possibility of providing host family program for international students who do not have family or relatives in the country,

5. Promoting the importance of international students' presence on campusand making student exchange beneficial to both foreign and local students,

6. Implementing activities that will help reduce the gap between the international students and local students, and

7. Strengthening the presence and relevance of international students center since this is the first place where international students ask any kind of help, information, and assistance.

References

1. External Relations and Internationalization Office.(n.d.). Retrieved from http://www.dlsu.edu.ph/offices/evperi/default.asp

2. Glass, C.R., Buus, S. &Braskamp, L. A. (2013).*Uneven experiences: What's missing and what matters for today's international students*. Chicago, IL: Global Perspective Institute, Inc. Retrieved from https://gpi.central.edu/supportDocs/Report-on-International-Students.pdf

3. Gopal, A. (2014, April 4). *International students plan needs more thought.* University World News, Issue No. 314. Retrieved from http://www.universityworldnews.com/article.php?story=20140401110613858

4. Liu, M. (2009).Addressing the mental health problems of Chinese international college students in the United States.*Advances in Social Work, 10*(1), 69-86.

5. Poyrazli, S., & Grahame, K. M. (2007). Barriers to adjustment: Needs of international students within a semi-urban campus community. *Journal of Instructional Psychology, 34*(1), 28.

6. Rajab, A., Rahman, H.A., Panatik, S.A. &Mansor, N.S. (2014).Acculturative stress among international students.*Journal of Economics, Business and Management, 2*(4), 263-265.

7. Sandhu, D.S. and Asrabadi, B.R. (1991).*An assessment of psychological needs of international students: Implications for counseling and psychotherapy.* Paper presented at the Annual Convention of the American Association for Counseling and Development (Reno, NV, April 21-24, 1991). Retrieved from http://files.eric.ed.gov/fulltext/ED350550.pdf

8. Schulmann, P. (2014, September 5). *International student retention and success: A comparative perspective.* Retrieved from http://wenr.wes.org/2014/09/international-student-retention-and-success-a-comparative-perspective/

9. University of Minnesota. (2007). *Bridging the world to the U: Internationalization of students at the University of Minnesota.* Retrieved from https://www1.umn.edu/ohr/prod/groups/ohr/@pub/@ohr/documents/asset/ohr_81336.pdf

The Relation between University GPA and Family Background: Evidence from Foreign Trade University in Vietnam

[1]Dao Ngoc Tien; [2]Doan Quang Hung; [3]Nguyen Son Tung and [4]Tran Dac Loc

[1]Foreign Trade University, Hanoi, Vietnam (dntien@ftu.edu.vn)
[2,3,4]Foreign Trade Unieversity

ABSTRACT

Based on three data sets of information on students of Foreign Trade University (FTU) in Vietnam, we estimate the factors affecting GPA by using the two-stage least squares (2SLS) method to reduce endogenous problems in the model. According to the results of estimation, we found important evidence suggesting that parents' occupation as farmers and living location in rural areas have an adverse impact on the GPA of students at university (University GPA). Furthermore, we also found a positive relation between national university entrance point and the university GPA.

Keywords: University GPA, Family background, Inclusive education

Introduction

The economic reform that Vietnam embarked upon in the late 1980s in order to change from a centrally planned economy to the market economy has brought many remarkable economic achievements for Vietnam. High and continuous GDP growth rates and successful economic development over the period have resulted in overall improvement of people's welfare and significant poverty reduction. Moreover, the economy has gone through a series of rapid transformation during the last 25 years, from a low productivity agriculture-based economy to a lower-cost manufacturing base of some light manufacturing industries, reaching the status as a lower "middle-income" country. The country's patterns of growth change as income levels change. To avoid the middle-income trap, Vietnam realizes that it is necessary to re-structure the economy and become an industrialized country. At present, the country is making a transition to a higher value-added economy, among other things, becoming an assembly hub of hi-tech electronics sector with the arrival of giant MNEs like Intel, Samsung, LG and Nokia. If Vietnam is to make this transformation successfully, the country has to diversify away from the low-valued added sectors towards industrialization, technology and higher productivity as identified in the government's Socio-Economic Development Strategy. It is expected that by 2020 Vietnam will attain the status of a middle-income industrialized country while science and technology (S&T) are key driving forces of the country's industrialization and modernization program.

To achieve these goals, higher education should be considered as a significant issue since it helps to create high-quality human resources for the development of Vietnam. However, economic growth should be beneficial for most people, especially the poor; including accessibilities in higher education for the poor and habitants in rural areas. According to Vu, Le, and Giang (2012), they pointed out that has the inequality of accessibilities in higher education between rural and urban areas, among ethnicities and among income quintiles. Meanwhile, in our research, we study from a different view, which is the relation between the family background, namely parent's occupation, living locations and their children's university GPA. Our results show that family background has a negative impact on the children's university GPA. The explanation for such outcome would be the fact that the financial support of the family was not enough for the children, making the children spend more time for part-time jobs instead of studying.

The remaining of the paper is organized as follows. Section 2 presents a literature review on the influence of family background on the academic achievement of a student. Details on data and the research methodology employed in the paper are in section 3, while discussion on the results and policy implications will be presented on section 4 and section 5, respectively.

Literature review

The importance of education was validated by the all researchers around the world. As a result, almost all families want their children to have a good education and the children are expected to not only gain a degree from university but also to graduate with great GPA. University admission and university graduation are two important milestones, which decide the future of students. However, the students' performances sometimes do not match with the grades they have got in the national university entrance exam; for instance, some students that got high scores in their admission test do not get good achievements in university. Many studies argue that the admission criteria play a key role in evaluating the performances of students at university. Meanwhile, there are also studies debating that family background of students is the significant element to predict their performances. Weiser & Riggio (2010) mentioned that family background also make a huge effect to academics outcomes. The issue of how these two factors influence students' study and which one is more important is widely debated. The literature review in this paper focuses on investigating the two factors, admission criteria and family background, and evaluating them to compare with the data in the case of Foreign Trade University in Vietnam.

The student recruitments of most universities and colleges in the world are based on admission criteria. However, there is a variety of criteria that a university can choose to apply. Gabriel & Marius' article (2011) is the most useful study as they not only present a diversity of worldwide admission criteria but also show that high school grade point average is the only one of the admission criteria that is efficient in predicting academic performance. In that study, baccalaureate exam, high school GPA, Scholastic aptitude/assessment test (SAT) are mentioned as the tests reflect the future academic performances. However, Gabriel & Marius (2011) indicate that a great number of studies attempted to recognize high school grade point average (GPA) and general success in high school as two factors remarkably interdependent with university GPA and graduation. For instances, high school rank and high school GPA are found to be the most effective predictor of success in college (Fletcher, Halpin, & Halpin, 1999). A large quantity of other researches indicate that GPA is the most powerful predictor for not only evaluating academic performances of students but also bearing a strong relationship with family income (Geiser & Santiceles, 2007). Hoffman & Lowitzki (2005) find that GPA is stronger predictors of success than other standardized test scores for both racial and religious minority students. Gabriel & Marius (2011) in their study also evince that standardized admission tests like the baccalaureate test or the college admission exam reflect student performance in a single evaluation, it means they fail to assess test preparation, repeat test-taking and other "test wise" strategies aiming at boosting scores. The reason is that these tests do not show the whole capacity of students. Elizabeth et al., (2011) present that some characteristics including motivation, leadership skills, teamwork skills, problem-solving skills, compassion are not assessed in the university entry tests. Brown & Conley (2007) explain that sections on the exit exams such as the baccalaureate exam measure only a small piece of the knowledge and skills which are expected from college and employers while GPA can measure the students' ability more comprehensively. Hoffman & Lowitzki (2005) find that high school grades are stronger predictors of success than standardized test scores for both racial and religious minority students. The Maryland State Higher Education Commission (1996) also identifies high school GPA as the best predictors of college GPA among the SAT Verbal score, average grades in high school English and social studies courses. However, the study of Gabriel and Marius is only a pilot study, thus they did not consider about the other factors such as socioeconomic status, places or parental effects of students.

There are some other studies also included other factors such as gender, age, marital status. Elizabeth et al., (2011) present that some old students have to work together with study and join more community activities, thus they might have poorer academic performance than younger students. Moreover, in some specific majors like nursing, female students perform better than the male students but in contrary research identified male gender as an indicator of academic performance of undergraduate nursing students (Ali, 2008).

While some researchers argue that the GPA is the best measure of students' academic performances, there are others indicators such as family structure, socioeconomic status, parental relationship quality, parent school involvement, and parental school aspirations, parental income, parent's investments, childhood development and environment number of children and education of parents. Weiser & Riggio (2010) present that family background features, covering family structure, socioeconomic status, parental relationship quality, parent school involvement, and parental school aspirations, are the most frequently linked to academic outcomes. Studies explain that family structure is related to academic achievement as children and adolescents from intact families perform better than their peers from single-parent homes on a wide variety of outcomes including grades, standardized achievement test scores, high school completion, and college graduation (Amato & Keith 1991; Amato 2001; Astone & McLanahan 1991; Naevdal & Thuen 2004). Besides, socioeconomic status strongly links to academic achievement as well. Researches show that the higher socioeconomic levels students have, the higher grades, better tests achievement, and longer education they get (Gottfried et al., 2003; Matsen et al., 1999; Teachman 1987). Many researchers suppose that the greater cultural and educational resources are enjoyed by higher socioeconomic individuals due to this relationship (De Graaf et al., 1986). However, Cheung & Andersen (2003) indicate that even when controlling for these resources, family socio-economic status still has a powerful impact on educational performance. High quality relationships between parents and child are featured by positive influence and warmth, emotional support, and facilitation of independence (Kenny & Sirin, 1987). In addition, parent relationship quality is definitely connected to academic performance, school engagement, and standardized test scores (Dornbusch et al., 1987; Ginsburg & Bronstein 1993; Grolnick & Ryan 1989). Matsen et al., (1999) explain that parent relationship quality gives a large impact to children cognitive competence and growing up procedure, thus it has a special and noteworthy relationship with academic achievement. Parental school involvement, which includes parents' participation in school activities, communication between parents and children about school, support to homework, and supervision and monitoring of schoolwork, is a major influence on students' academic achievements as well (Ho & Williams, 1996; Mji & Mbinda, 2005). With the assistance of parents, children will have huge advantages and motivation to get higher academic outcomes including standardized test scores, GPA, and subject specific grades (Catsambis 2002; Fan & Chen 2001; Ho & Williams 1996; Keith et al., 1993). Parental educational aspirations are also linked to academic performance. Parents with high educational aspirations expect their children to finish high school, be involved in, and complete college, and receive good grades. Higher levels of parental educational aspirations positively bring their children to join more challenging classes, and get higher test scores (Astone & McLanahan 1991; Catsambis 2002; Milne et al., 1986). Furthermore, parental aspirations significantly forecast whether students should continue their education after high school and college completion (Bank et al., 1990; Catsambis2002; Leung et al., 1987). Although this study presents a great deal of knowledge, it only investigates in one university. Moreover, the reliance of students' responses is not high because their perception about the parent's expect may be not clear.

Anders et al., (2003) mentioned that there are a powerful tie between parental income and education achievements of their children by a quote which is expressed by politicians many times "Children's life changes should not depend on the size of their parents' wallets". This study approached the relationship between pupils' school performance and their family background in two interesting ways. The former captures a broad notion of equality of opportunity. It means they study the samples of siblings who grow up together with similar outcomes and in the same neighborhood, including the peers and the schools that were available where they grew up. The latter captures a narrower notion of family background by estimating the relation between grade averages and parental earnings ("parents' wallets"). They do analysis for 13 cohorts of pupils born in 1972-1984 who graduated from compulsory school at the age of 16 between 1988 and 2000. They separately analyzed for father's and family earnings, as well as for boys and girls. Although this study obtained some results, the limitation is that it is based on the old data in Sweden from the 1980s and 1990s when a turbulent era of school reforms occurred.

Orley & Cecilia (1998) also make a study about the interaction between family background and school performance with quite similar evidence that is based on twins. Their results are more specific in terms of the differences between two children and genders. With female twins, the response is that the less educated twin is caused by marriage (or the converse, ''got divorced and needed to get a job''). With males, it is said that the two twins have different interests in occupation. Only small proportion of the responses, 11 percent, include such explanations of schooling differences as, ''one twin was better at books,'' which might (obviously) be clarified as ability differences (Orley& Cecilia, 1998). In addition, Orley & Cecilia also mention that birth weight may affect childhood development and thus perhaps schooling level attained. This study implies that individuals with higher levels of ability get rather higher levels of schooling. It means that the higher ability individuals may gain a slightly lower marginal benefit to schooling.

The number of children and the knowledge of parents are also significant factors affecting the academic performance. There is an interaction between the educational level of parents with the number of children they born. The quantity of children affects the resource that parents invest in children, which in turns, influences the quality of them. Becker & Lewis (1976) argue that an intention in the education of mothers has a positive effect on the quality but a strong negative influence on the number of their children. The common trust is that vital advances in birth control knowledge not only remarkably reduce the number of children but also significantly increase their quality.

In conclusion, although the previous studies present many interesting and useful results about the correlation between academic performances and admission criteria as well as family background, the answer has not been fully proved yet. While some studies only focus on the specific fields, others have problem with the number of sample, research scope or become obsolete. Most of the studies are applied for the oversea universities where the economy, culture, society and education are considerably different from those in Vietnam. Therefore, a study about this issue and in particular case of Foreign Trade University is really important as it can contribute to the future extension supporting the development of education in Vietnam.

Data and methodology
Data

The paper uses three data sets of students' batch 50 (2011-2015) of Foreign Trade University (FTU). The first data set includes information such as national university entrance point, gender, ethnicity, block test, subjects, national or international prize, TOEIC. The second one contains cumulative GPA of four years naming college GPA and the last includes information on the student's family background as the year of birth of parents, parental occupation, and number of siblings in the family. The data is collected from the undergraduate studies department of FTU. In details, the first data set contains about 2,200 students in which enrollment is 96 percent and it covers the two remaining data. The third data set was collected by conducting an email survey, which was sent to all students; however, and only about 1,500 students responded to this survey. Finally, there are around 1,471 observations in our sample with descriptive statistics of the variables as shown in Table 1. Specifically, the average college GPA of students is around 3.27, as 35 percent of the sample achieve excellent study results while 53 percent have good results, leaving 13 percent with average results. Additionally, FTU is the only university having training programs in social sciences, therefore, female students account for 70% of the university's total number of students. Such rate is the same in case of Vietnamese population. Next, a majority of students (97%) are in the Kinh ethnic group and students in economic field account for more than half of the total number of students, follow by the business administration field; making banking and finance and business foreign language field arrive at the last place.

Annually, Vietnam has national university entrance exam with some subjects such as mathematics, physics, chemistry, literature, history, and geography, foreign languages.

In every province in Vietnam (64 provinces), competitions are held for local high school students. According to the results of such competition, the best students will be sent to take the national exam in selected subjects. If the students receive the prize, they will be given priority mark in the national university entrance exam. The table shows that about 17 percent of students enrolling at the university are those with national prizes.

At FTU, all freshmen have to undergo examinations of English proficiency, TOEIC, except business foreign language in French, Russian, Chinese, Japanese. The average TOEIC of the freshmen is 500 points.

Two final variables related to family background of students, "farmer" variable, and "rural" variable. "Farmer" variable equals 1 if father's occupation is famer and zero if otherwise; and account for about 20 percent. Similarly, "rural" variable has the value of 1 if the family lives in rural areas and zero if otherwise. Table 1 shows that there are about 20% of the studied students whose fathers are farmers and approximately 24% of the sample whose families live in rural areas.

Table 4: Descriptive statistics of variables

Variable	Observation	Mean	Std. Dev.	Min	Max
GPA (continuous variable)	1471	3.27	0.29	2.37	3.96
Grade					
Excellence (dummy)	1471	0.35	0.48	0	1

Very good (dummy)	1471	0.52	0.50	0	1
Good and average (dummy)	1471	0.13	0.34	0	1
Female (dummy)	1471	0.71	0.45	0	1
Kinh ethnic (dummy)	1471	0.97	0.16	0	1
Economics (dummy)	1471	0.53	0.50	0	1
Banking and finance (dummy)	1471	0.10	0.30	0	1
Business administration (dummy)	1471	0.31	0.46	0	1
Business foreign language (dummy)	1471	0.06	0.23	0	1
National university entrance point (dummy)	1471	24.05	2.00	14	28.75
A block (dummy)	1471	0.44	0.50	0	1
D1 block (dummy)	1471	0.43	0.50	0	1
Others (dummy)	1471	0.13	0.33	0	1
National prize (continuous)	1471	0.17	0.37	0	1
Toeic/100 (continuous)	1466	5.03	2.91	0	9.8
Farmer (dummy)	1471	0.20	0.40	0	1
Rural (dummy)	1471	0.24	0.43	0	1

Source: Authors' calculation from data

Research methodology

In Vietnam as well as in other countries, cumulative GPA of students (college GPA) is one of the important criteria, which initially assesses the capacity of students to participate in the labor market. Therefore, we construct a simple model to estimate the factors affecting college GPA as follows.

$$GPA_i = \beta_0 + \beta_1 Farmer_i + \sum_{j=2}^{8} \beta_j Control_{ij} + \beta_9 EntryPoint_i + \beta_{10} NationalPrize_i + \beta_{11} TOEIC_i + u_i$$

Where:

- The university GPA is the accumulated final grades in four years of students with the point scale ranging from zero to four.

- "Farmer" dummy variable equals 1 if father's occupation is farmer and zero if otherwise. We expect that this variable will have a negative impact on student performance because families do not provide enough financial support for students; hence the students have to spend more hours working part-time to cover their own living expenses. Furthermore, in Vietnam, it is very difficult for universities to manage the hours spent on part-time jobs of students or introduce restrictions on the number of hours per week that students can work part-time.

- The control variables include female variable (1 if students are female,0 if students are male), and the Kinh ethnic (1 for Kinh and 0 for non-Kinh) and group variables related to study field including economics, banking and finance, business administration, business foreign language.

- The test blocks variables are built on the selection of subjects that contestants decide to take examination with. For example, the block A includes mathematics, physics and chemistry; D1 includes mathematics, literature, English; others consist of mathematics, literature, and foreign language (non-English).

- National prize variable is established on whether students achieved the national award or prize when they were in high school. Thus, we expect that this variable will have significantly positive influence on the university GPA.

- Finally, the variable of English test scores is measured by the TOEIC result of freshmen. We assume that if the student have a higher TOEIC point and the better he/she will access and update to new materials in the world and therefore it can positively affect university GPA.

Methodologically, for the first step, we estimate the above equation by OLS method. In particular, occupation of father variable is the farmer is interesting because we want to answer the question whether these families provide monthly living expenses for students is less than other families or not enough living costs of student, they work more hours to get extra income and thus it may affect academic performance, college GPA. If this is true, or the coefficient of farmer is negative and statistically significant, government or universities should have policies to provide financial support to the students who come from families with parents doing farming and living in the rural areas.

We understand that the model possess endogenous problem, which is solved partially by instrumental variable (IV) method. In our case, instrumental variable is “rural” variable and if the parents work in agricultural sector, the families is more likely to live in rural. To determine valid instrument, we perform the test statistics and the results in Table 2 show that all tests are passed and it means our instrument is valid. Finally, we estimate the “farmer” variable, endogenous variable, using 2SLS method with “rural” variable as instrumental variable.

Table 5: Instrumental Variable Model - Test statistics

	Value	P-value
Wu-Hausman F test	7.28662	0.00703
Durbin-Wu-Hausman chi-sq test	7.32014	0.00682
Underidentification test (Anderson canon. corr. LM statistic)	83.315	0.0000
Weak identification test (Cragg-Donald Wald F statistic)	87.552*	

*Note: Stock-Yogo (2005) weak ID test critical values: 10% maximal IV size is 16.38; 15% maximal IV size is 8.96; 20% maximal IV size is 6.66; and 25% maximal IV size is 5.53.

For sensitivity analysis, our dependent variable, college GPA is classifies into three categories, as mentioned in the data section above. According to regulations of the Ministry of Education and Training of Vietnam, GPA from 3.6 to 4.0 is excellent (outstanding); GPA from 3.2 to less than 3.6 is very good and GPA less than 3.2 is good and average. Our oGAP variable receives a value of 1 if the type of grade is good and average; 2 for very good; and 3 for excellence (outstanding). Finally, we use ordered Probit model to estimate the above equation with the dependent variable, oGPA and the same independent variables.

Analysis results

Table 3 presents the results of the regression estimations, the first column shows results of OLS estimation, the second column displays the results of 2SLS and the last one reveals results of ordered Probit model. We interpret the results sequentially from top to bottom in the Table.

Table 6: Regression estimation results

	(OLS)	(IV[2])	(Ordered Probit)
	GPA	GPA	oGPA
Farmer	-0.0307*	-0.2191***	-0.1535**
	(0.017)	(0.075)	(0.077)
Female	0.1278***	0.1305***	0.4855***
	(0.017)	(0.017)	(0.079)
Kinh	-0.0249	-0.0040	-0.0020
	(0.043)	(0.043)	(0.218)
Economics (base group)			
Banking and finance	0.1083***	0.1170***	0.4579***
	(0.027)	(0.027)	(0.120)
Business administration	0.0279*	0.0273*	0.1392*
	(0.016)	(0.016)	(0.072)
Business foreign language	0.0799***	0.0803***	0.2779**
	(0.028)	(0.029)	(0.138)
A block (base group)			
D1 block	-0.0173	-0.0180	-0.0950
	(0.021)	(0.021)	(0.095)
Others	-0.0991***	-0.1379***	-0.5747***
	(0.026)	(0.030)	(0.130)
National university entrance point	0.0555***	0.0551***	0.2214***
	(0.005)	(0.005)	(0.021)
National prize	0.1467***	0.1386***	0.6093***
	(0.019)	(0.019)	(0.094)
TOEIC/100	0.0243***	0.0174***	0.0962***
	(0.003)	(0.004)	(0.016)
_cons	1.7224***	1.7873***	
	(0.117)	(0.119)	
cut1			
_cons			5.7640***
			(0.574)
cut2			
_cons			7.5057***

[2]The authors will provide the result estimation in first stage if requested

			(0.585)
N	1466	1466	1466
pseudo R^2	0.229	0.232	0.113

Robust standard errors in parentheses; $^{*}p< 0.10$, $^{**}p< 0.05$, $^{***}p< 0.01$

Source: Authors' calculation from data

Firstly, the results show that if the student's father is a farmer, a negative influence on college GPA and sign of coefficient of farmer variable is consistent in all the columns in the Table. In Vietnam, students' parents who work in agricultural sector or have unstable income have trouble in covering the living expenses for their children to live and study in the city where university is located. These students are able to work part-time to earn extra income, which, unfortunately, affects their academic performance. In addition, it is difficult or impossible for universities in Vietnam to manage the number of hours per week spent on part-time jobs of student as those universities with higher education system in advanced countries can do. Currently, Vietnam still has policies for poor students with low-interest loans, nevertheless, the effectiveness of such program should be re-considered. For the universities, they should create more opportunities for students whose families live in rural areas and parents are farmers to access financial support or support services or manage the working hours of these students. It will help them achieve better learning outcomes.

In terms of control variables, the female students have better performance than male students do. However, this finding should be re-evaluated at other universities as the female student ratio in FTU is very high, around 70%, which may be different in case of other universities in basic science fields. Besides, we do not see the difference in performance between students from ethnic minorities and Kinh group. This would probably because students from ethnic minorities only account for only about 3 percent of the total studied sample. Furthermore, students studying banking and finance; business administration and business foreign language perform better than those studying in economic field. The block A students also have better performance than others except block D1.

In addition to the efforts of students themselves in the learning process at the university, the national university entrance point should also taken into account since the results show that students who have higher point in the national university entrance point, they also have higher college GPA and we found it is consistent in all columns. Furthermore, winning national prize has positive and strong impact on GPA. Therefore, it can be concluded that the recent policies of the universities are good and appropriate and they help to attract many of these students.

Finally, the TOEIC point has a positive impact on college GPA. In fact, the students with a high TOEIC point have better abilities to access documents in English and as a result, they have better performance.

Implications for policy

This paper emphasizes that being born in rural areas in Vietnam and having parents working in agricultural sector have negatively effect on the students' college GPA. Because these students spend more time to work to offset the cost of living, leading to poor academic performance. Therefore, the policies that both the government and the universities should focus on are providing financial support to help them improve their performance.

There have been many effective policies to support the ethnic minorities. Our results do not find the differences in college GPA between ethnic minorities and Kinh group. Similar to the results of previous studies in the world, our study also show that the high school GPA has positive effect on college GPA and we find the same evidence with national university entrance point. We think that Vietnam as well as China, South Korea should still maintain national university entrance exam in whole country since it helps to create more transparency in the national university entrance exam and it is important to create fairness for rural students. Current policy, the national prize winners go direct enrollment into universities and add one condition that they must pass a threshold point of MOET in national university entrance exam. According to the authors, this is not necessary because the results show that they have strong performance compared to the rest.

In the process of international integration, students who are good at English will acquire new knowledge and update themselves better, leading to better performance than those who are bad at English. Hence, we propose to have policies requiring the graduate students to pass a basic English exam.

References

1. Ali, P. A. (2008). *Admission criteria and subsequent academic performance of general nursing diploma students*. Journal of the Pakistan Medical Association, 58(3), 128.

2. Bjorklund, A., Lindahl, M., & Sund, K. (2003). *Family background and school performance during a turbulent era of school reforms*. Swedish Economic Policy Review, 10(2), 111-136.

3. Barlow, A. E., & Villarejo, M. (2004). Making a difference for minorities: Evaluation of an educational enrichment program. *Journal of research in science teaching, 41*(9), 861-881.

4. Becker, G. S., & Lewis, H. G. (1974). *Interaction between quantity and quality of children*. In Economics of the family: Marriage, children, and human capital (pp. 81-90). University of Chicago Press.

5. Brown, R. S., & Conley, D. T. (2007). *Comparing state high school assessments to standards for success in entry-level university courses*. Lawrence Erlbaum Associates, Inc., 12(2), 137-160.

6. De Graaf, N. D., De Graaf, P. M., & Kraaykamp, G. (2000). *Parental cultural capital and educational attainment in the Netherlands: A refinement of the cultural capital perspective*. Sociology of education, 92-111.

7. Dennis, J. M., Phinney, J. S., & Chuateco, L. I. (2005). The role of motivation, parental support, and peer support in the academic success of ethnic minority first-generation college students. *Journal of College Student Development*,*46*(3), 223-236.

8. Unni, E. J., Zhang, J., Radhakrishnan, R., Smith, K. P., Bridgen, C. M., DeYoung, M. H., & Metzger, T. G. (2011). *Predictors of academic performance of pharmacy students based on admission criteria in a 3-year pharmacy program*. Currents in Pharmacy Teaching and Learning, 3(3), 192-198.

9. Fletcher, J.T., Halpin, G., & Halpin, G. (1999). *High School and College Grades: Is Past Performance a Predictor of Future Performance?. ERIC Institute of Education Sciences*. Retrieved from http://eric.ed.gov/?id=ED436577

10. Roşeanu, G., & Drugaş, M. (2011). *The admission criteria to the university as predictors for academic performance: A pilot study*. Journal of Psychological and Educational Research (JPER), (19/2), 7-19.
11. Geiser, S., & Santelices, M. V. (2007). *Validity of High-School Grades in Predicting Student Success beyond the Freshman Year: High-School Record vs. Standardized Tests as Indicators of Four-Year College Outcomes*. Research & Occasional Paper Series: CSHE. 6.07. Center for Studies in Higher Education.

12. Hoffman, J. L., & Lowitzki, K. E. (2005). *Predicting college success with high school grades and test scores: Limitations for minority students*. The Review of Higher Education, 28(4), 455-474.

13. Kenny, M. E., & Sirin, S. R. (2006). *Parental attachment, self-worth, and depressive symptoms among emerging adults*. Journal of Counseling & Development, 84(1), 61-71.
14. Maryland State Higher Education Commission. (1996). *Relationship between high school and college performance by Maryland students. Student Outcome and Achievement Report*.(ERIC Document Reproduction Service No. ED404976).
15. Orley, A., & Cecilia, R. (1998). *Income, Schooling, and Ability: Evidence from a New Sample of Identical Twins*. Oxford University Press. Retrieved from http://www.jstor.org/stable/2586991?seq=1#page_scan_tab_contents

16. Vu, H. L., Le, V. T., & Giang, L. T. (2012*). Equity and Access to Tertiary Education: The Case of Vietnam* (No. 10). Development and Policies Research Center (DEPOCEN), Vietnam.

17. Weiser, D. A., & Riggio, H. R. (2010). *Family background and academic achievement: does self-efficacy mediate outcomes?*. Social Psychology of Education, 13(3), 367-383.

18. World Bank. (2008). *Vietnam: Higher Education and Skills for Growth, Report No. 44428-VN, Human Development Departmen*t, East Asia and Pacific Region, The World Bank.

Theme 2:

Achieving Internationalization and Inclusivity through Teaching Technologies and Institutional Research

The Technological Competencies of University Lecturers

ChomsupakCruthaka

Ramkhamhaeng University, Bangkok, Thailand(fonehrd@yahoo.com)

ABSTRACT

In this research investigation, the researcher studies the components of technology competencies evinced by selected university lecturers.The sample population consisted of 859 lecturers employed by public universities and by other universities under the supervision of the government. The research instrument used to collect data was a five-rating scale questionnaire eliciting data concerning the essential technology competencies of university lecturers. The delineation of particular essential technology competences was based on the synthesis of data obtained in focus group discussions with experts. The ensemble of competencies showed a Cronbach's α (alpha) coefficient level of reliability at 0.975. Applying exploratory factor analysis, the researcher subsequently extracted factors through the application of orthogonal rotation using thevarimax method.

Findings are as follows:It was found that three components were constitutive of the technological competences of university lecturers with these factorial components being explained by 69 variables. Loading factors ranged from 0.427 to 0.798. They were explanatory of variance at 64.16 percent.The components were as follows: (1) Knowledge of technology could be explained by 15 variables with loading factors ranging from 0.427 to 0.792; (2) competence in technology could be explained with 37 variables with loading factors ranging from 0.436 to 0.755; and (3) attitudes towards technology could be explained by 17 variables with loading factors ranging from 0.518 to 0.798.Finally, each component consisted of five aspects of technological competencies: (1) instructional and curriculum development; (2) research; (3) community service; (4) administration; and (5) information technology and communication.

Keywords: Technology Competencies, University Lecturers, TheComponents of Technology Competencies

Introduction

Rapid changes flowing in the wake of globalization, technological advance and educational innovation should affect the need to use technology for fostering educational quality at the hands of capable pedagogues (Kamaruddin& Ibrahim, 2010). At present, the educational situation in Thai society requires a state of readiness for ASEAN Socio-Cultural Community. To this end, on the agenda is the establishment of educational cooperation through an ASEAN University Network.

As of 2015, the Ministry of Education (MOE) has commenced requiring the use oftechnology as an instrument to be used in reforming the Thai educational system. The MOE policy framework and planning program stipulate that information technology systems and communication technology are essential desiderata for educational progress. Their effective use will allow the efficient coordination and integration of educational information, thereby facilitating the future development of education.

Accordingly, the needs and problems involving information technology (IT) and information communication technology (ICT) can be condensed into the format ofan interrelated set of four issues: (1)The development of an ICT infrastructure in educational institutions for administering and managing the educational process and instruction and study; (2) the use by educational institutions of computer equipment connected to both intra-mural and extra-mural network systems; (3) the development of information databases for educational institutions; and (4) the ability of ICT teachers and lecturers to integrate the instruction and study process with new technologies, as well as being capable of developing new teaching materials and using e-Training and e-Learning systems for pedagogical purposes (The Office of the Permanent Secretary, Ministry of Education, 2013).

Therefore, technology will play an increasingly important role for university lecturers involved in the educational process and instruction and study. Lecturers must be responsible for instruction and study, curriculum development and methods of teaching that will lead to the raising of educational standards, create learning opportunities and enhance the quality of life-long learning. As such, teachers, lecturers and other pedagogues need to have technology competencies to assist in the development of curricula and newer patterns of instruction and study.

In conducting interviews with experts concerning competencies in the use of IT for purposes of retrieval and communication, the researcher found the following: In the ASEAN social and cultural context, lecturers need to have capability in the use of IT for communication in the online ASEAN community and lecturers should also learn to use technology for the sake of academic development, instruction and study and for the creation of research works. Lecturers should be able to use technology in constructing English teaching materials for use in the ASEAN community. This should include the development of e-Learning media and promoting the development of skills in computerized information technology in everyday life and for instruction and study and research. Lecturers should have access to a body of knowledge stored in an international database for ASEAN universities. Lecturers should be able to apply ICT through making use of the agency of social media networking. They should be capable of organizing instruction and study via a network system, teleconferences and websites. They should be able to use wireless telephone technology for communication involving instruction and study, especially vis-à-vis the assignment of work to ASEAN students and the submission of reports by these students (Cruthaka, 2013).

In a study of the characteristics of information technology and communication involving knowledge management in Thai educational institutions, Tunjaw (2012) surveyed the opinions of 156 experts from twelve institutions. In the opinion of these experts, the use of knowledge in universities should be examined to the end of locating existing knowledge gaps and knowledge that should be used.

In order to identify essential or necessary knowledge at Thai universities, knowledge mapping and the examination of knowledge portals at these universities should be conducted. Records of information contained in documents, manuals and circular letters should be examined through applications of an e-Document system. An e-Book system should be provided affording access to textbooks through educational websites. Records should be examined so as to be able to collect theses and dissertations for use through an automatic access system. Subject documents and instruction and study media should be constructed in the form of digital lessons utilizing an online CourseWare system. Both tacit knowledge and explicit knowledge should be recorded on knowledge management websites in order for users to be able to access shared knowledge utilizing groupware and web blogging. Relying on web pages and the Internet, instruction and study should use e-Learning systems. Computer-assisted instruction (CAI) should be offered. Instruction and study videos should be constructed. Decision-making support systems should also be provided. Electronic database systems should be offered for online reference purposes. Databases in different fields should additionally be offered for online reference purposes. Databases in different fields should be provided in electronic form. Knowledge should be disseminated via Free TV and Cable TV. Distance learning should be organized utilizing video computer systems (VCS) or video mail.

Coaching and Mentoring systems should be provided on knowledge management (KM) websites besides information concerning IT and ICT in knowledge management as discussed by Chuthatka (2012) in regard to competencies in the use of technology for research conducted by university lecturers.

If able to project competencies, lecturers would be able to use technology in the analysis and processing of data for research purposes. Lecturers would accordingly be able to use technology for the retrieval and collection of data from research databases. They could use technology in publishing their works, to create research networks and to use computer programs for research purposes.

In studying information technology and communication policies, as well as the necessity of using technology in accordance with the roles, duties and responsibilities of university lecturers, the researcher was encouraged to examine the necessary technology competencies of university lecturers. The role of technology is important to university lecturers in the aspects of instruction and study; curriculum development; knowledge management; creating online social networks; academic development and research; and the administration and management of information for educational purposes, as well as the use of IT for processing data.

Accordingly, the researcher used data obtained from the study of necessary technology competencies to construct a training program for developing the technology competencies of university lecturers. This is to prepare university lecturers such that they shall be able to manifest competencies in adapting technology to the requirements of their roles, duties and responsibilities. The objectives are to create educational opportunities in Thai society, to strengthen educational institutions, and to increase the educational capability of educational institutions.

Research Objectives

To study the components of the technology competencies of university lecturers

Research Methodology

In this descriptive research investigation, the population consisted of lecturers from fourteen public universities and fourteen universities under the supervision of the government. The method of stratified random sampling was used to obtain the sample population in proportion to all twenty-eight universities. The sample size was determined on the basis of factor analysis using a sample size with approximately ten times the number of variables or more (Sisathitnarakun, 2004, p. 483). The required sample population consisted of 740 subjects. However, 868 subjects were used in this research investigation in order to decrease variances resulting from sample size.

The research instrument was a bipartite questionnaire eliciting data concerning the necessary technology competencies of university lecturers. In Part One of the questionnaire, elicited were data concerning the demographical characteristics of the respondents using an open-ended questionnaire and a check list. In Part Two of the questionnaire, the researcher used a questionnaire eliciting data concerning the necessary technology competencies of university lecturers. This consisted of questions concerning the necessary technology competencies of university lecturers obtained from an analysis and synthesis of data found in documents and research investigations related to technology competencies and focus group discussion. Content validity was determined by the index of congruence (IOC) for the questions on objectives or definitions of variables as applied by ten experts. Questions were given in a form in which answers were provided *seriatim* in a five-rating scale with 74 items. Using Cronbach's α (alpha) coefficient method, the reliability of the questionnaire was found to be at 0.975

In regard to the collection of data, the researcher commenced the process of collection by sending a letter from the Human Resource Development Faculty of Ramkhamhaeng University to presidents of 28 universities. After receiving permission from the presidents, the researcher sent out copies of the questionnaire to these universities with pre-stamped envelopes displaying the researcher's name and address. The researcher coordinated with secretaries at the President's Office, heads of the Faculty Secretariat Office, and personnel at the faculties for cooperation in returning completed copies of the questionnaire. Returned to the researcher were 859 copies of the questionnaire (98.96 percent return rate).

In data analysis of demographical characteristics, the researcher used percentage as a technique of descriptive statistics. In analyzing the components of the technology competencies of university lecturers, the researcher used the methods of factor extraction and principle component analysis to ensure that at least three components were retained in addition to applying the orthogonal varimax method.

In considering components, the researcher used the following criteria. The components must have an eigen value greater than or equal to 1 ($\geq$1) with variables or items explanatory of components having more than three variables. Each variable must contain loading factors greater than 0.40 (>0.40). Upon analysis the components were interpreted and determined to be components governing the technology competencies of university lecturers.

Findings

Findings showed that a majority of slightly more than half (52.90 percent) of the university lecturers examined were females with a plurality of slightly more than a quarter (26.08 percent) between the ages of thirty-six and forty. A majority of slightly more than a half (51.30 percent) were holders of a master's degree with a large majority of almost seven tenths (69.50 percent) holding the position of lecturer. Less than a twentieth (4.80 percent) were employed by Silpakorn University.

Factor analysis of the major factors applying orthogonal rotation using the varimax method showed that technology sub-competencies were in congruence with components of the same factors. No items were found that were incongruent with the variables. The remaining 69 variables were once again rotated and six components were found which did not bear relationships with one another and were accordingly mutually independent. These variables had loading factors greater than 0.40 (>0.40) and eigen values greater than or equal to 1 (≥1). Variables were explanatory of components with more than three variables. The technology sub-competencies for 69 items were explanatory of variance at 64.16 percent as shown in the table below.

Table 1: Eigen value, percentage of variance and accumulated percentage of variance, number of items, number of variables, and loading factors

Component	Eigen value	Percentage of variance	Accumulated percentage of variance	Number of items	Loading factors
1	17.72	25.67	25.67	37	0.427-0.792
2	10.42	15.10	40.77	14	0.518-0.798
3	5.88	8.53	49.30	6	0.464-0.656
4	4.22	6.12	55.42	6	0.436-0.755
5	3.17	4.59	60.01	3	0.584-0.640
6	2.86	4.15	64.16	3	0.436-0.544

There were six components of the technology competencies of university lecturers. When considering the technology sub-competencies in component 1, it was found that 22 items were related to competency in the aspect of technology competency in a fashion similar to components 3, 4 and 6. Components 2 and 5 consisted of items concerning technology competency in the aspect of attitudes. Therefore, the researcher considered lists of items and grouped competencies in accordance with the recommendations of experts in order to construct a training program appropriately enhancing the technology competency of university lecturers.

Three components of technology competency were analyzed as follows: (1) technological knowledge could be explained by 15 variables with loading factors ranging from 0.427 to 0.792. (2) Technological capability could be explained by 37 variables with loading factors ranging from 0.436 to 0.755. (3) Attitudes toward technology could be explained by 17 variables with loading factor ranging from 0.518 to 0.798. Each component consisted of technology competencies in five aspects: (1) instruction and study and curriculum development; (2) research; (3) community service; (4) administration; and (5) information technology and communication as shown in the chart below:

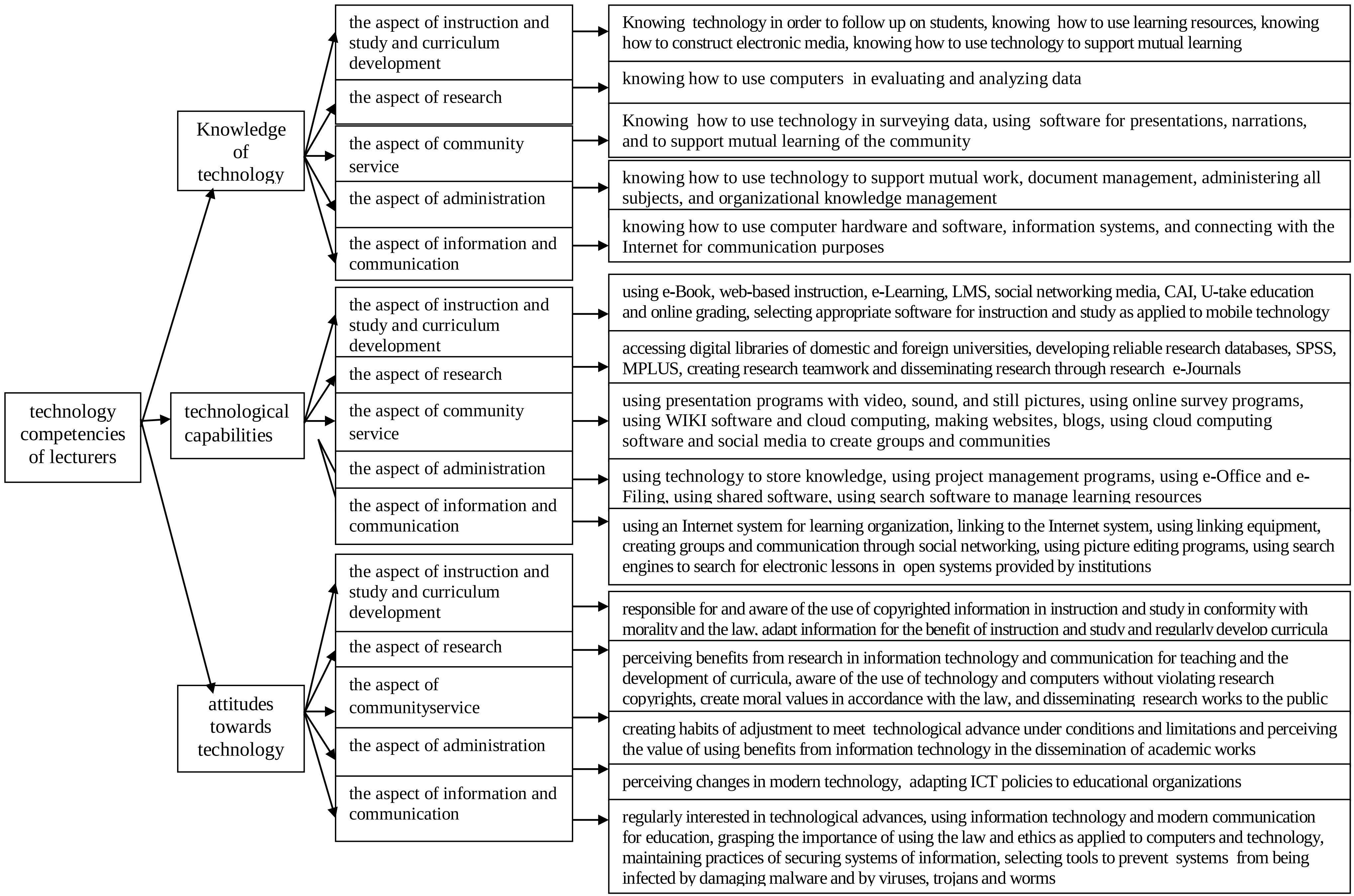


Figure 1: Grouping the technology competencies of university lecturers in three components, fifteen aspects and sixty-nine items

Research Discussion

Findings from the study of components of the technology competencies of university lecturers showed three components which can be explained as follows:

Component One: Technology competency knowledge consisted of five aspects that could be explained by fifteen variables with loading factors ranging from 0.427 to 0.792. The variables with the highest loading factors in each aspect were as follows:

(1) The aspect of technological knowledge in instruction and study and curriculum development corresponded to the item for having knowledge in the use of technology as an instrument for following up on the work of students by means of creating a learning calendar charting progress using an electronic program. The work performance of university lecturers at present normally involves classroom instruction and study commencing with an introduction to the subject and continuing to lesson plans, retrieval resources, organization of activities, and supervision of learning progress by means of giving assignments to students for activities and the making of classroom presentations by students. Therefore, lecturers need to utilize technology by using computers, the Internet, and websites for education and instruction and study. Computer networking will facilitate the accessing of information by students and allow them to use information and knowledge and to be able to exchange learning conveniently anywhere anytime. Lecturers therefore need to have competency in the knowledge of using technology as an instrument to follow up on the work of students. This finding is in consonance with the conceptual framework of NaSongkhla (2010, pp. 16-17), who recommends that websites for instruction and study consist of the following: Home Page, general information, introduction to the curriculum, and each subject. An Index links contents and allows linking to resources in other websites, as well as introduces learning, assigning work for each subject, the submission of assignments, and providing guidelines for student assessment. Announcements are made to students in respect to new subject information and appointments for meetings or work assignments. In addition, the website should show all assignments that the students must complete. A separate page should be devoted to specifying learning activities available on the web. In the activities list, dates and times for submitting work and reporting work progress should be specified. A study calendar for the whole semester should be provided. Addresses of lecturers should be given for electronic mail, as well as address, telephone number, FAX and e-Office hours. A bulletin board should be provided as a space for lecturers and students to post news and to pose questions for public discussion for the information of general readers. It is necessary for lecturers to know and understand such information in order to use technology in instruction and study and for curriculum development.Research findings are also in consonance with the research of Pechting (2004) on "Desired Competencies of Social Sciences Instructors in Using Information and Communications Technology in State Institutions of Higher Education."Pechting found that the desirable competencies of lecturers are knowledge of computer communication and the Internet; knowledge of technological information; knowledge of how to apply technology to instruction and study; and knowledge for producing curricula using ICT in instruction and study.

(2) Technological knowledge for research is the item specifying knowledge in the use of computers for evaluating and analyzing data using spreadsheets. Research is one of the major missions of university lecturers. In conducting research, the researcher needs computer for analyzing data. At present, there are computer programs used for computation. Lecturers need to know and understand the use of computation programs for each type of information. In addition, computers enhances data analysis such that it is accurate, correct and completed with dispatch. Thus, lecturers should have knowledge in using computer technology for research.This conclusion is in consonance with the conceptual framework of

Sakrungpongsakun and Yutthanawibunchai (2006, pp.49-56) who said that applied software uses programs developed so as to make computers amenable to the needs of users in the form of spreadsheets.These programs assist users in reducing computational steps. These programs automatically adjust the results. In addition, beautiful pictures and statistical graphs can be inserted. Examples of computer computational software are Microsoft Excel and Lotus 1-2-3. A variety of benefits from such programs makes it necessary for university lecturers to know and understand how to make good use of these programs. This conclusion is in consonance with the research conducted by Laothong et al. (2013) on "A Development of Competencies on Information and Communication Technology of Teachers in the Rajamangala University of Technology Isan."Findings show that competency in information technology and communication (ICT) of lecturers in the aspect of evaluating instruction and study using computers can make effective use of computer computation programs in computing raw scores on examinations.

(3) Technological knowledge for community services is an item involving having knowledge in the use of technology for surveying the needs of recipients of academic services in society and communities in the course of which online survey programs are used. The provision of academic services to communities by university lecturers must be grounded in the needs of the communities in order to receive their cooperation. The method for determining the needs for services to communities is to survey their needs by inquiring, interviewing and analyzing the identities of communities. At present, there are a variety of channels for conducting surveys. However, the use of information technology and communication as a tool for surveying needs is a convenient and speedy channel in cases in which communities use modern technology. At present, a survey can be conducted via mobile phones with networking connections. The survey can then be conducted speedily. This is in consonance with the conceptual framework of Malithong (2005, pp. 245-247) concerning work conducted on the Internet involving the world wide web, electronic mail, file transfer, live chat, discussion groups and file retrieval. Users can send messages through the network they use to other recipients in the same network or to other networks worldwide. Therefore, information technology and communication are necessary for lecturers in providing services to communities. This is also in consonance with the research of Pechting (2004) on "Desired Competencies of Social Sciences Instructors in Using Information and Communications Technology in State Institutions of Higher Education."It was found that the desirable competencies of lecturers in the social sciences are knowledge and skills in linking with the Internet; knowledge and skills in the use of e-mail; and knowledge of computer communication.

(4) Knowledge in management technology is an item involving knowledge in using technology as a collaborative computing tool exemplified by the use of groupware, Lotus Notes and PlaceWare. Lecturers have a variety of missions; therefore, using technology to support collaborative work will make it more convenient to work with computers as supporting tools in work. Programs for group work should be used as in teleconferencing and composing contents together using Wiki. This finding is in consonance with the conceptual framework of Premchaisawat (2008, pp. 101-102) and NaSongkhla (2010, pp. 2-3) stipulating that collaborative work technology involves the collaborative work of two persons or more using computers. In addition, groupware technology supports teamwork and allows personnel to express opinions and record learning without the limitation that users do not have to be in the same place at the same time. Nowadays, there are web applications on browsers. Networks assist in collaborative work with other people using Internet networking involving basic work sets such as Office, composing contents together or the online encyclopedia, Wikipedia, besides using web chat, web mail and web blog. This finding is in consonance with the research of Pechting (2004) on "Desired Competencies of Social Sciences Instructors in Using Information and Communications Technology in State Institutions of Higher Education." It was found that the desirable competencies of lecturers in the social sciences are knowledge and skills in the use of e-mail; knowledge and skills in the use of training programs on chat via networking; and knowledge in communication using computers and the Internet.

(5) Knowledge in information technology and communication involves the item of having knowledge concerning the use of tools for immediate communication, *viz*., real-time chat, voice conference, video conference, and electronic whiteboard. This is due to the fact that lecturers perform many tasks: teaching, academic services to society and conducting research. Lecturers also have to travel to many places. The use of technology for immediate communication is very important to lecturers. This assists in communication and the complete and timely conducting of work in various areas. Technology assists in decreasing the obstacles of distance in communication and collaborative work. This finding is in consonance with the conceptual framework of Sakrungpongsakun and Yutthanawibunchai (2006, pp. 49-56) in which they introduce an applied program for communication. Such programs render communication convenient and speedy while saving time and costs. These programs include electronic mail or e-mail, and newsgroups in which opinions are exchanged and information conveyed via news board and MS Chat for conversations.

Component 2: Competency in technological capability consisted of five aspects that could be explained by 37 variables and loading factors ranging from 0.436 to 0.755. The variables with the highest loading factor in each aspect were as follows:

(1) Technological capability in instruction and study and curriculum development is the item indicating the capability to alter instruction and study media or knowledge such that they can become electronic media as in the production of an e-Book. University lecturers should create and develop media for instruction and study and academic services to society. At present, information technology and communication allow students to have convenient access to media or to bodies of knowledge. Motivation to learn is stimulated by learning through the use of audio-visual presentations and allowing learning by many people at the same time. This accords with the conceptual framework of NaSongkhla (2010, pp. 2-3) involving web presentations in media in the form of hypermedia, *viz*., messages, still pictures, moving pictures, video clips and sound. Each type of media differs in characteristics. Considerations of the design and applications of techniques of presentation in accordance with the characteristics of each type of media can lend support to students ensuring they learn efficiently. This is in consonance with the conceptual framework of Malithong (2005, pp. 245-247) that working on the Internet utilizing electronic printed matters with contents and pictures on websites allows Internet users to read just as they read ordinary printed matters. Besides commercial printed matter, documents, theses and academic textbooks are uploaded on the Internet for searching purposes as well. This is finding in accordance with the research investigation of Chuthaka (2013) on "A Study of International Competencies of Ramkhamhaeng University Lecturers for ASEAN Socio-Cultural Community Readiness" It was found that the international competencies of Ramkhamhaeng University lecturers include the capability to use technology in constructing media for the teaching of English for ASEAN Community through constructing and developing e-Learning. Lecturers can use technology to motivate learning by using VDO and PowerPoint teaching. Media for instruction and study are improved such that they are easily and conveniently accessed.

(2) The technological capability for research is the item pertaining to accessing databases of international knowledge in the form of local and foreign digital libraries of universities. In conducting research, lecturers must retrieve data from both inside and outside of the country from reliable resources in digital libraries in universities so that the information can be used to support research. This finding is in accordance with the conceptual framework of Malithong (2005, pp. 245-247) introducing the use of the Internet to retrieve information from sources throughout the world. Lecturers can conduct research in subjects of interest for use in instruction and study and in research. Resources can be retrieved using search programs to search for information on the World Wide Web network. Websites are classified for search convenience. Host computers in libraries can also be accessed to search for lists of

interesting books as well. This is in accordance with the research of Chuthaka (2012) on "Desirable Research Competencies of University Lecturers."It was found that these desirable competencies include the capability to use technology for retrieval of information stored on research databases.

(3) The technological capability in providing academic services is the item concerning being able to use computers and communication in the development of media for presentations made in the course of providing academic services that motivate learning. The presentation programs use video, sound, and still pictures as in the cases of Prezi and VoiceThread. In academic presentations, university lecturers must develop media used in presentations so as to motivate students. The use of multimedia technology with sound, still and moving pictures, video, movies, and games ensures enjoyment and not being bored when learning. This finding accords with the conceptual framework of Malithong (2005, p. 266) that educational software used in presentations include program writing systems and graphic software, which are forms of software used in constructing multi-dimensional media. Lecturers and students can use software to construct CAI and in multimedia presentations. Presentations can be made on webpages. In webpage writing software, the program has graphics and many functions that can be used to beautify web pages. Graphic software stores drawings, colored pictures, photographs and animations as exemplified by Adobe, Page Mill, and Dreamweaver. This finding is in consonance with the research of Chuthaka (2013) on "A Study of International Competencies of Ramkhamhaeng University Lecturers for ASEAN Socio-Cultural Community Readiness" It was found that the international competencies of RU lecturers include the capability to use technology to motivate learning as in the use of VDO and PowerPoint in instruction and study and the capability to use modern technology to create international learning experiences and practices, such as the use of simulation using computers.

(4) Capability in management technology is an item concerning using technology to store knowledge for supporting decision making solving work performance problems, such as using expert systems for storing knowledge. This can assist lecturers in using knowledge in the instant solving of work problems. Technology competency can be used in knowledge management as a resource for storing knowledge, to search for knowledge for the benefit of work performance and to use it as a tool to retrieve data needed for decision making. Lecturers need to use technology to store knowledge for different subjects, as when they make lesson plans involving many applied software program using artificial intelligence technology or expert systems. This enables lecturers to use technology in knowledge administration and work performance in a smooth manner. This finding accords with the conceptual framework of Malithong (2005, pp. 335-336) and NaSongkhla (2007, pp. 45-46) to the effect that the use of artificial intelligence technology in work performance support systems should be described as using expert systems. These systems lend support in decision making and solving personnel problems at the middle and high levels. An expert system stores organizational knowledge and can take in knowledge from other organizations with similar problem-solving methods. An expert system program using a code to access decision making by experts affords opportunities for users to ask questions. Expert systems provide answers and recommendations for decision making. This finding is in consonance with the research conducted by Laothong et al. (2013) on "A Development of Competencies on Information and Communication Technology of Teachers in the Rajamangala University of Technology Isan."Findings show that competency in information technology and communication (ICT) of lecturers in the aspect of computer applications in instruction and study involves using computers in recording and collecting information in the form of documents.

(5) Capability in information technology and communication is an item concerning using the Internet in learning organization as in the use of Massive Open Online Course (MOOC) lectures with a variety of contents. All universities have installed networks using both short-

and long-range signal systems. Network signals can then be connected with computers and mobile phones. Therefore, university lecturers at present use the Internet in instruction and study, such as in communicating with students via electronic mail, teaching via websites and retrieving knowledge for instruction and study. This is in accordance with the conceptual framework of Malithong (2005, pp. 245-248) who introduces the use of the Internet in study and instruction. The teaching can be on the web with the students studying the contents of designated websites. The students search for more knowledge from related websites to add to what they are learning. Electronic mail is used for students to read. Teleconferencing can be used with sound and pictures. CAI can also be used on the web. This finding accords with the research ofLaothong et al. (2013) on “A Development of Competencies on Information and Communication Technology of Teachers in the Rajamangala University of Technology Isan.”Findings show competency in information technology and communication (ICT) of lecturers, including knowledge of CAI, web-based instruction (WBI) and e-Learning and the aspect of the use of Internet to search for knowledge and the use of basic Internet searching.

Component 3: Attitudes concerning technology could be explained with seventeen variables with the competencies having loading factors ranging from 0.518 to 0.798. The variables with loading factors at the highest level in each aspect were as follows:

(1) Attitudes concerning technology in instruction and study and curriculum development is the item concerning being responsible for the information used in instruction and study, as well as being responsible for copyrights. Lecturers must write textbooks, develop teaching materials, presentation media and write academic articles and research. Therefore, lecturers must search for bodies of knowledge found in textbooks, documents and academic databases, as well as conducting research locally and abroad. Summarizing and copying contents from the works of others happens throughout a lecturer’s life. Competency in this attitude goes to prevent lecturers from copying the works of others as if they were their own work. This conclusion is in consonance with the conceptual framework of Sakrungpongsakun and Yutthanawibunchai (2006, p.361) and NaSongkhla (2010, p. 153) to the effect that intellectual propertyabout a trade secret, copyright is the right to publish Exhibition about job creation, such as writing, art, the right to protection, to copy or reproduce the work. The patent protection is important books that are certified to the invention. This finding accords with the research ofPechting (2004) on “Desired Competencies of Social Sciences Instructors in Using Information and Communications Technology in State Institutions of Higher Education.” It was found that the desirable competencies of lecturers in the social sciences areresponsibilityto use information technologyin the right, not contrary to moral principles of law.

(2) Attitudes concerning technology used in research. This is the item involving finding benefits in research concerning information technology and communication for instruction and curriculum development. The working conditions of lecturers at present concerns technology that needs to be applied in instruction and study and curriculum development, as well as in the development of teaching media. This involves online lessons, CAI, electronic books and others. The use of the research process in the development of curricula and the development of electronic teaching media will ensure that curricula and teaching media have high quality, show efficiency, and are reliable, as well as being accepted by society. This finding accords with the research of Pechting (2004) on “Desired Competencies of Social Sciences Instructors in Using Information and Communications Technology in State Institutions of Higher Education.”It was found that the desirable competencies of lecturers in the social sciencesis benefits in research concerning information technology and lifelong learning.

(3) Attitudes concerning technology used in providing academic services. This item concerns building habits of adjusting oneself so as to meet the demands of technological advance

under limitations. Involved are the provision of services to meet community needs for media and audio-visual aids, as well as developing applied software programs in creating modern media for communicating and transferring bodies of knowledge in an understanding manner. Modern technology assists in making media beautiful and interesting. The use of moving pictures and sound as a training set or the use of the Internet as a tool to provide academic services to the community encourages lecturers to follow and adjust themselves to meet the demands of modern technology all the time. This result is in accord with the research of Bhungob (2009) on“The Development of the Essential Competency for Ramkhamheng University.” It was found that the desirable competencies of lecturers isadjusting oneself so as to meet the demands of technological advance under limitations.

(4) Attitudes concerning management technology. It pertains to the item involving changes in the perception of modern technology. This is because technological competency shall be ableused to instructional management, teaching materials development, presentations, knowledge storage and retrieval, knowledge transfer and utilization, management information and decision, so lecturer follow to changes in the perception of modern technology for utilization on the job. This result is in accord with the research of Preeprem (2011)on“Information Technology Competency and Management Information System of Administrator under Jurisdiction Nakhonpathom Primary Educational Service Area Office 1.”It was found that attitude of administrator areopening to modern information and communications technology in different, and concerning the benefits of information technology used to management.

(5) Attitudes concerning information technology and communication. Thisitem concerns being interested in regularly following up on advances in technology.Technology competencies can work in various ways, as in teleconferencing, teleteaching, collecting data in public spaces on the Internet, or in the use of applied software program in writing, printing, or in the editing of pictures. Lecturers must pay heed to and become aware of technological advances in order to adapt them to the creation of databases and storing them in public space. Information can be used without carrying it, inasmuch as it can be used via mobile phones. This is also in consonance with the research of Pechting (2004) on “Desired Competencies of Social Sciences Instructors in Using Information and Communications Technology in State Institutions of Higher Education.”It was found that the desirable competencies of lecturers in the social sciences are Interested in following the progress of technologyand committed to the use of computers in teaching.

Recommendations

1. The use and application of technology competencies for university lecturers should be considered each competency item,classified by basic and advance technology competency levels, because university lecturers of some faculties are the expertin technology,and have experience in teaching subjects relatedto technology for a long time, such as the department ofeducational technology, computer engineering.In addition, someuniversities specializein technology,such as King MongKut’s University of Technology North Bangkok.

2. In this study of components of the technology competencies of university lecturers showed three components as follows: (1) Knowledge of technology (2) competence in technology and (3) attitudes towards technology. The researcher used data obtained from the study to construct a training program for developing the technology competencies of university lecturers. The components of the training program’s structure consisted of problems and necessities, goals, training units, content of activities and training methods, training media, and measurement and evaluation. Furthermore, the training program to be increased performance of university lecturer.

Acknowledgement

Thisresearch was accomplished with great courtesy from Assist. Prof.WutisakLapcharoensapRector of Ramkhamhaeng University, Assoc. Prof. Dr. KhositIntawongseDean of the faculty of Human Resource Development, Assoc. Prof. Dr. Assoc. OuenPinngern Advisor. In addition,I am grateful for support and encouragement ofAsst. Prof. Dr.BoonchanThongprayoon Vice President for Academic Affairs and Research. Finally, thanks to Ramkhamhaeng University and The Thailand Research Fund funding of this research.

References

1. Bhungob, W. (2009).*The development of the essential competency for Ramkhamheng University*. A dissertation presented toRamkhamheng University in partial fulfillment of the requirements for the degree of doctor of philosophy (Human Resource Development).

2. Cruthaka, C. (2012). Desirable research competencies of university lecturers.*Ramkhamheng Research Journal. 15*(Supplement), 21-37.

3. Cruthaka, C. (2013).*A Study of international competencies of Ramkhamhaeng University lecturers for ASEAN Socio-Cultural Community readiness.*A researchcopyrighted by faculty of Human Resource Development, Ramkhamhaeng University.

4. Kamaruddin, W. N., & Ibrahim, M. S. (2010). Enhancing Malaysian polytechnic technical lecturers' competency through the identification of professional development programs.*Procedia Social and Behavioral Sciences*, *7*(C), 446-454.

5. Laothong, P., Chansompod, K., Khongchan, C., &Kumsuriya, S. (2014). A development of competencies on information and communication technology of teachers in Rajamangala University of Technology Isan.*Journal of Graduate SchoolPitchayatat*, *9*(1), 75-84.

6. Malithong, K. (2548). *Technological and communication for education.*Bangkok: Aroonkarnpim Ltd.

7. NaSongkhla, C. (2007). *E-Instructional design.*Bangkok: Chulalongkorn University Printing House.

8. NaSongkhla, C.(2010). *Design of web-based instruction in E-learning system.*Bangkok: Chulalongkorn University Printing House.

9. Pechting, N. (2004). *Desired competencies of social sciences instructors in using information and communications technology in State Institutions of Higher Education*.Thesis field of study audio-visual communication, Chulalongkorn University.

10. Preeprem, K. (2011). *Information technology competency and management information system of administrator under jurisdiction Nakhonpathom Primary Educational Service Area Office 1.*Thesis education administration, Silpakorn University.

11. Premchaisawat, W. (2008).*Management information system.* Bangkok: Technology Promotion Association (Thai-Japan).

12. Sakrungpongsakun, S. &Yutthanawibunchai, C. (2006).*Information systems and Knowledge management technology.* Bangkok: SE-Education Public Company Limited.

13. Sisathitnarakun, B. (2004). *The methodology in nursing research* (3rd edit). Bangkok: U&I Intermedia Limited.

14. The Office of the Permanent Secretary, Ministry of Education. (2013).*Master plan of Information and communication technology for education, Ministry of Education 2011-2013.*Retrieved Aprill 13, 2014,from http://www.sea12.go.th/ict/ict_plan/ict_moe.pdf

15. Tunjaw, S. (2012).*An information and communication technology model for knowledge management in institution of Higher Education in Thailand.*A dissertation presented toRamkhamheng University in partial fulfillment of the requirements for the degree of doctor of philosophy (Human Resource Development).

An Evaluation of the ICT Literacy of Elementary Teachers of Silang II: Basis for an ICT Training Program

Mark Airon P. Creus

De La Salle University Dasmariñas, Philippines,
Lalaan Central School (markairon@yahoo.com)

ABSTRACT

The study aims to develop an Information and Communications Technology (ICT) Training program into different areas - Computer Skills, Microsoft Word, Excel, PowerPoint, Windows Movie Maker, and Internet / Network based on the evaluation of the level of ICT literacy among public elementary school teachers in Silang II. The main sources of data came from the elementary teachers of grade levels I – VI, a total of 250 respondents. The data were treated using Pearson R and Mean in testing the significant relationship between the given basic and intermediate ICT skills, their demographic profile and their perceptions in the use of ICT in teaching.A validated questionnaire was designed highlighting the five areas of ICT Literacy and their perception in the use of ICT in teaching.Findings from the study showed that elementary teachers are highly competent in basic skills like Computer Skills, Microsoft Word, Internet/Network, competent in Microsoft Excel and PowerPointbut fairly competent in Movie Maker. In terms of intermediate skills, the results showed that teachers are competent in Computer Skills, Microsoft Word, and Excel; fairly competent in Microsoft PowerPoint and Movie Maker but incompetent in Internet/Network. Teachers have a positive perception of the importance of using ICT and its positive effect in the teaching and learning process and a very strong relationship to their Basic and Intermediate ICT skills. Based on these findings, the need to have an ICT Training Program will help improve teacherskills, the results showed that teachers are competent in Computer Skills, Microsoft Word, and Exessary for educational planning and decision making concerning ICT training as a faculty development program of the institution.

Keywords: Information and communications technology, ICT training program, ICT literacy

Introduction

One of the most vitaldefining characteristics of our century today is that information is increasing at a level too fast to catch up. In such an atmosphere, it is unavoidable to develop, create, and update the different skills of every people in information-based professions. Or else, their status and professional skills may be questionable. Basic skills of teachers, supposed to be teachersthat teach abilities, subject knowledge and world knowledge.The skills in each of these areas are continuously changing and can no longer be continued with only pre-service education.

Technology changes so fast that it requires new skills and knowledge to be mastered frequently. And successful implementation of ICT in teaching is only possible when teachers have a deeper understanding of the principles and concepts. And the short

term exposure to technology would be inadequate in equipping them with the necessary skills and knowledge for confident and masterful use of ICT in the classroomand knowledge to be mastered frequently. And successful implementation of ICT in teaching is only possible when teachers have a deeper understanding
In response to this demand, schools from all over the world have been conducting different kinds of ICT training for teachers. In almost all countries in the Asia Pacific region, teachers are being trained in all levels in the use of Information and Communications Technology (ICT) (UNESCO, 2002). However, the number of teachers and occurrence of training vary from country to country. The more advanced and progressive countries train almost all teachers every year while others select and limit the number of teachers to be trained (Tasir, 2012).

From the given press release of the Department of Education dated August 26, 2008, former Education Secretary, Jeslie Lapus said that Information and Communications Technology (ICT) will serve as a tool but this will not teach the students. It is the teacher who will continue to teach and impart learning. Therefore, the teachers should be fully equipped and up to date to the latest technology in harnessing the full potential of technology in improving learning outcomes. The effective use of Information and Communication Technology as a pedagogical tool integrated to the subject being taught is a good tool in improving the teaching and learning process by the teacher to all his students. The pedagogy of teachers and their use of information and communication technologies (ICT) as an instructional tools are factors in helping meet the challenge of every school in preparing students with the essential skills necessary for success in a rapidly changing and technology-driventype of society (Schoen & Fusarelli, 2008). Teachers are a very serious component for enabling students to use technology and for teachers to use technology as a tool for instruction.

The author, as a member of the academe specializing in teaching computer subjects in colleges and an elementary public school teacher in Lalaan Central School from the District of Silang II, is motivated to conduct this study, which he believes will be able to provide the school administrators data pieces of information on how to establish different ICT training programs to enhance the teachers' skills and knowledge in order to attain positive effects on the teaching-learning process and to achieve the objectives of each subject and the school's goals.

Statement of the Problem

The major purpose of the study was to evaluate the ICT literacy of the public elementary school teachers in Silang II District so as to propose an ICT literacy training program.

Specifically, the study answered the following questions:

1. What is the profile of the teachers of elementary public school teachers in Silang II District?
   a. Age
   b. Gender
   c. Years of Experience
   d. Educational Attainment

2. What is the level of the teachers' ICT skills with regard to the following ICT basic skills?

a. Microsoft Word
b. Microsoft Excel
c. Microsoft PowerPoint
d. Windows Movie Maker
e. Internet/Network

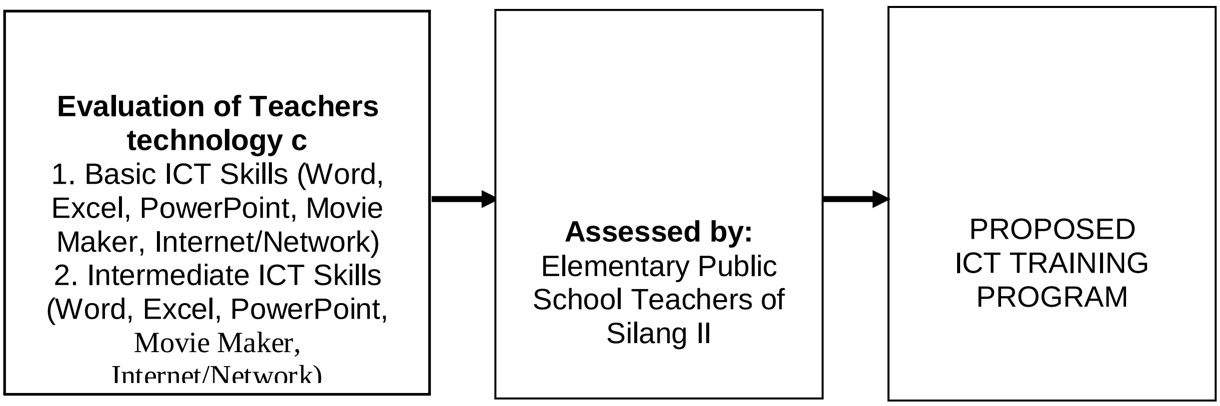
3. What is the level of the teachers' ICT skills with regard to the following ICT intermediate skills?
   a. Microsoft Word
   b. Microsoft Excel
   c. Microsoft PowerPoint
   d. Windows Movie Maker
   e. Internet/Network

4. Is there a significant relationship between the teachers' profile and their level of ICT basic skills?
5. Is there a significant relationship between the teachers' profile and their level of ICT intermediate skills?
6. What are the teachers' perceptions of the effect of ICT use to teaching?
7. Is there a significant relationship between the teachers' basic ICT skills and their perceptions on the effect of ICT use in teaching?
8. Is there a significant relationship between the teachers' intermediate ICT skills and their perceptions of the effect of ICT use in teaching?
9. What ICT training program can be designed from the results of the study?

Paradigm of the Study

The evaluation of the ICT literacy of the teachers could help the researcher to be able to come up with an appropriate ICT training program through the different areas of ICT literacy. The evaluation could be able to identify the different skills that the teachers possess in terms of the use of computer. The evaluation of the teachers' ICT literacy could become the determinant of the teachers' skill in each area and could be the basis in designing an enhanced ICT training program. The following diagram illustrates the preceding discussion.

A self-made questionnaire would be administered to the teachers to evaluate their skills from the different areas of ICT literacy. After the evaluation, this could become the basis of the researcher on what ICT training program is needed by the teachers on the different areas of ICT literacy.



Methodology and Research Design

The descriptive method of research was utilized. The reason for using this method is the fact that the study dealt with the evaluation of teacheruation, this could become the basis of the researcher on what ICT training program is needed by the teacherschers. The respondents of the study were the 250 elementary teachers of 26 elementary public schools under the District of Silang II teaching different subjects from Grade I to Grade VI in the school year 2013-2014.

To evaluate the ICT Literacy of the Elementary Teachers in Silang II District, the researcher used a self-made questionnaire and an adapted questionnaire from Chowdhury (2009) who conducted the study about the Relationship between Information and Communication Technologies Integration and Improvement in Teaching and from Petras (2010) who conducted a study of Science and Mathematics teachersLiteracy of the Elementary Teachers in Silang II District, the reseng.It was administered to the respondents as a measuring instrument in gathering the data. This questionnaire was mainly about the ICT skills of the teachers and their perception of ICT use in teaching.

To present, analyze and interpret the data of the study, the frequency, mean and Pearson r were used to determine the ICT literacy of the elementary teachers as evaluated. Mean is the sum of the scores in a distribution divided by the number of scores in the distribution.This usually refers to the arithmetic mean that is the commonly known average.

Results and Discussion

Problem 1. What is the profile of the public elementary school teachers in Silang II District as to Age, Gender, Length of teaching experience in public, andEducational attainment?

Table 1: Demographic Profile of Teachers in the Public Elementary Schools in Silang II District

Age	Frequency	Percentage
18-20	0	0
21-30	37	14.8
31-40	98	39.2
41-50	71	28.4
51 and above	44	17.6
Gender		
Male	18	7.2
Female	232	92.8
Educational Background		
Bachelor's Degree	52	20.8
with M.A. units	178	71.2
M. A. Degree	13	5.2
with PhD units	4	1.6
PhD Degree	3	1.2
Length of Teaching Experience in Public		
less than one year	3	1.2
1-5 years	55	22
6-10 years	59	23.6
11-15 years	39	15.6
16 and above	94	37.6

Table 1 shows that 98 or 39.2% belong to age 31-40 years old, followed by 71 or 28.4% belonging to age 41-50 years old. No teacher belongs to age 18-20 while 232 or 92.8% are female and 18 or 7.2% are male. Considering the educational background of the teachers, 178 or 71.2% are with Master's units whereas 3 teachers and 13 teachers have already finished their Doctoral and Master's degree, respectively. When it comes to teaching experience in the public school, 94 or 37.6% have been teaching for 16 years and above followed by 59 or 23.6% teachers who have been teaching for 6 to 10 years. There are only 3 new teachers teaching in the public schools in Silang II.

Problem 2. What is the level of the teacherss to teaching experience in the public school, 94 or 37.6% haord, Excel, PowerPoint, Movie Maker, and Internet/Network?

Table 2: TeachersPoint, Movie Maker, and Inte

Basic ICT Skills	Mean	Verbal Interpretation
Computer Skills	3.73	Highly Competent
Microsoft Word	3.77	Highly Competent
Microsoft Excel	3.22	Competent
Microsoft PowerPoint	2.97	Competent
Windows Movie Maker	2.56	Fairly Competent
Internet/Network	3.65	Highly Competent
Overall mean	3.32	Competent

Table 2 shows that elementary teachersare highly competent in ICT basic skills such as Computer Skills, Microsoft Word, Internet/Network, and competent in Microsoft Excel and Microsoft PowerPoint. However, they are fairly competent inWindows Movie Maker.

The result coincides with what Tasir (2012) discovered in his study about Malaysian teachers having a high level of ICT competency. The findings in his study clearly showed that teachersowerPoint. However, they are fairly competent inWindows Movie Maker. same with the findings of Owens (2003) about the key areas of computer literacy, database concepts, presentations, spreadsheets, and the like. That for one to be called literate, he must not only know but be able to manipulate the program given a situation or task to do.

Problem 3. What is the level of the teachersir (2012) discovered in his study about Malaysian teachers having a ord, Excel, PowerPoint, Movie Maker, and Internet/Network?

Table 3: TeachersPoint, Movie Maker, and Internet/Ne

Basic ICT Skills	Mean	Verbal Interpretation
Computer Skills	2.78	Competent
Microsoft Word	3.06	Competent
Microsoft Excel	2.89	Competent
Microsoft PowerPoint	2.40	Fairly Competent

Windows Movie Maker	2.39	Fairly Competent
Internet/Network	1.13	Incompetent
Overall mean	2.44	Fairly Competent

The result shows that teachers are competent in their intermediate ICT skills like Computer Skills, Microsoft Word and Microsoft Excel while Microsoft PowerPoint and Movie Maker have a result of fairly competent and Internet/Network showed an incompetent result.

Hence, this affirms the findings of Waghmare and Budharam (2012) about their study on the use of ICT. In it, it was found out that teachers use ICT for preparing question papers and, in general, for teaching-learning materials. Since teachers show skills in using numbered bulleted list, grammar, and spelling check, it clearly indicate that they use MS Word. The study showed also that that 50% of the schools of Solapur City used ICT in making presentations. This is one of the many components directly related to teaching-learning process. Hence, there must be an increase in the number of teachers attending workshop and seminars in the use of ICT.

The finding also strengthens the claim of Brown and Warschauer (2006) that teachers perform better in using ICT when they are well grounded in the technology.Albion and Ertmer (2002) state that teachersching-learning mosure to technology would be inadequate in equipping the teachers with the necessary knowledge and skills for the confident and masterful use of ICT in classrooms.

Problem 4. Is there a significant relationship between the teachers' profile and their level of ICT basic skills?

Table 4: Pearson r Test on Teachers between the teachers' profile and their their Demographic Profile

Basic ICT Skills	Pearson R		
	Age	Years of Teaching	Educational Attainment
Computer Skills	0.73326	-0.71693	-0.65072
Microsoft Word	0.69689	-0.81122	-0.38212
Microsoft Excel	0.64644	-0.80379	-0.36083
Microsoft PowerPoint	0.64417	-0.80420	-0.34783
Windows Movie Maker	0.65685	-0.76426	-0.61195
Internet / Network	0.70637	-0.79721	-0.40715

Table 4 shows that there is a very strong positive relationship between computer skills and internet/network skills in terms of their age and a strong positive relationship with the rest of the basic ICT skills like Microsoft Word, Excel, Microsoft PowerPoint and Movie Maker. With regard to the years of teaching of elementary teachers, there is a very strong negative relationship to all the basic ICT skills. Moreover, there is a strong negative relationship between the teacherills in terms of their age and a strong positive relationsher and

Internet/Network in their Educational Attainment while the Microsoft Word, Excel, and PowerPoint have a moderate negative relationship.

This affirms the claim of Truscott (2003) that technology requires new skills and knowledge to be mastered. Adaptation to it would only be possible based on a sound understanding of the principles and concepts of ICT. In another study by Barnett (1994), he reported that teachers who started out their careers in an era when technology was not available would be difficult to convert to become users of modern technology. Thus, age, years of teaching, and educational attainment of teachers are not criteria needed to earn basic ICT skills, but interest and adaptation to it.

Problem 5. Is there a significant relationship between the teachers requires new skills and knowledge to be mastered. Ada

Table 5: Pearson r Test on Teachersp between the teachers requires new in Terms of their Demographic Profile

Intermediate ICT Skills	Pearson R		
	Age	Years of Teaching	Educational Attainment
Computer Skills	0.65364	-0.78192	-0.52644
Microsoft Word	0.60966	-0.80880	-0.34706
Microsoft Excel	0.57633	-0.82450	-0.39742
Microsoft PowerPoint	0.49672	-0.84563	-0.45581
Windows Movie Maker	0.51590	-0.87647	-0.57643
Internet / Network	0.69341	-0.39525	-0.41589

The result shows that there is a strong positive relationship between ICT intermediate skills of elementary teachers in terms of their age for Internet/Network for Microsoft PowerPoint. With regards to the years of teaching of elementary teachers, findings reveal that there is a very strong negative relationship to all the basic ICT skills except in Internet / Network with a moderate negative relationship. Moreover, there is a strong negative relationship between the teacher ICT intermediate skills of elementary teachers in terms of their age for Internet/Network for Microsoft PowerPoint. With regards to the years of teaching of element Word, and Excel have a moderate negative relationship.

The result supports the view of Farenga and Joyce (2001) that other than factors associated with hardware, teacher factors such as competence, attitude, and time are of greater significance in acquiring intermediate ICT skills. For example, if teachers are to show that they would embrace technology and view it as a tool for accomplishing teachers' tasks, managing students more efficiently, and enhancing the teaching and learning processes, the same claims could be held true by students, knowing that teachers have the highest potential to transmit knowledge and beliefs to them.

Problem 6. What are the teachershe view of Farenga and Joyce (2001) that other than f
The results show that elementary teachers have a positive perception on the use of ICT in relation to their teaching with a total mean of 4.54 and verbal description of Very Strongly Agree. Among the items, *teachers have a very strong perception on how ICT can help the teachers in accessing more diverse higher quality learning resources* had a mean of 4.82,

followed by 4.80 that says that *ICT integration is an important aspect of teaching career and it can provide greater access to different learning resources.*

Teachers perceived that ICT has a positive contribution as they integrate ICT in their teachings. They believe that integrating ICT in teaching can foster effective teaching and learning environment for the students. This provides an avenue to have greater access into different learning resources that are needed in the teaching and learning process of the teachers and students.Using ICT can help the teachers in choosing the right resources that are suited for the teaching and learning situations of the teachers and students inside the classroom. This helps the teachers in giving effective presentations and explanations of the topic they are discussing and can make the teaching and learning more exciting and interactive since there is an integration of the ICT that the teachers and students can use during the discussion.

The result is in parallel to the perception of Pucel and Stertz (2005), claiming that teachings. They believe that integrating ICT in teaching can foster effective teaching and learning environment for the students. This prooves the claim of Barnett (1994) that technology in a classroom does enhance learning if properly employed. In general, these advanced computer technologies definitely have caught both the researchers' and educators' attention.

Problem 7. Is there a significant relationship between the teachersStertz (2005), claiming that teachings. They believe that integrating ICT in

Table 6: Pearson r Test on Teachersip between the teachersteacsic ICT skills and their perce on ICT Use in Teaching.

Basic ICT Skills	Pearson R
Computer Skills	0.79734
Microsoft Word	0.87835
Microsoft Excel	0.85249
Microsoft PowerPoint	0.87781
Windows Movie Maker	0.80081
Internet / Network	0.92570

Findings show that there is a very strong positive relationship for all the basic ICT skills of the teachers to their perception regarding the use of ICT in teaching with an r value from 0.79734 up to 0.92570.The result means that the basic ICT skills of the elementary teachers have a significant relationship to their perceptions about the use of ICT in teaching. From the given findings, teachers in the elementary schools of Silang II district realize the importance of different ICT trainings for the improvement of the level of their basic ICT skills in the areas of Computer Skills, Microsoft Word, Excel, and PowerPoint, Windows Movie Maker, and Internet / Network.

The need to have an ICT training for the teachers is a great factor why they have positive perceptions about ICT. They conduct their lessons by integrating ICT in the teaching and learning process. In that way, they are able to have proficiency in the basic ICT skills through the different trainings they attend. The result strengthens the perspective of Sam, Othman & Nordin (2005) in which they said that the success of efforts to integrate technology in teaching is largely affected by the attitude of teachers toward computers and their use.

Problem 8. Is there a significant relationship between the teacherseat factor why they have positive perceptioions of the effect of ICT use in teaching?

Table 7. Pearson r Test on Teachersp between the teacherseat factor why they have positive perceptioions of the effect of I

Intermediate ICT Skills	Pearson R
Computer Skills	0.87627
Microsoft Word	0.89722
Microsoft Excel	0.87130
Microsoft PowerPoint	0.79941
Windows Movie Maker	-0.07080
Internet / Network	-0.05483

Findings show that there is a very strong positive relationship of the most intermediate ICT skills of the teachers to their perception regarding the use of ICT in teaching with an r value from 0.79941 up to 0.89722 for Computer Skills, Microsoft Word, Excel, and PowerPoint. Movie Maker and Internet/Network have no relationship with an r value of -0.07080 and -0.05483, respectively.The result means that the intermediate ICT skills of the elementary teachers have a significant relationship to their perceptions about the use of ICT in teaching except in Movie Maker and Internet/Network.

Positive results in the perceptions of the teachers in the use of ICT in teaching demonstrate that it is related to the level of intermediate ICT skills of the elementary teachers in Silang II. Since they perceived that ICT is a great help in teaching their lessons as they integrate ICT, many teachers have the eagerness to learn more about ICT. They participate in different ICT trainings that are available for them. This reflects that their ICT literacy will help them well in their teaching. The result coincides with the result of the study of Satharasinghe (2006) that computer literate individuals will reap greater benefits than those counterparts who lack that knowledge.

Problem 9. What ICT literacy training program could be designed from the results of the study?
As an output of this study, a proposed ICT Literacy Training Program for elementary teachers of Silang II district is hereby presented by the researcher.Based from the findings of the study, the proposed ICT Literacy Training Program will focus on the topics of the different areas in Computer Skills, Microsoft Word, Excel, PowerPoint, Windows Movie Maker, and Internet / Network that were assessed by the teachers as the respondents with Competent, Fairly Competent, and Incompetent results.

The Proposed ICT Literacy Training will last for 6 months. Each area will be given one month whichelementary teachers will participate in the district of Silang II, using the available ICT room in the schools. The training will be conducted by the trainers expert in ICT, with the help of the different ICT coordinators of the district as the facilitators.Different activities will be done in conducting the training that will serve as an application of all the topics that will be discussed in the training. The participants will be given a project to do to evaluate if the knowledge and skills that are presented in the objectives of the training are attained by the teachers.

Conclusion and Recommendation

In the light of the foregoing findings, the study showed that Elementary teachersn one month whichelementary teachers will partiuter Skills, Microsoft Word, Internet/Network, and competent in Microsoft Excel and PowerPoint. Basic ICT skills in Windows Movie Maker of the teachers should be improved because of the Fairly Competent result.

With regard to the teachersng findings, the T literacy, result showed that it is competent in Computer Skills, Microsoft Word and Excel while in Microsoft PowerPoint and Windows Movie Maker, the skills of the teachers should be strengthened because of a Fairly Competent Result. Moreover, there is a need to improve on the teachers' intermediate ICT literacy in Internet / Network with an Incompetent result.

The study recommends that the institution should make the improvement of the Basic and Intermediate ICT skills of the teacher into different areas and make it a priority goal in the Institutional Faculty Development Program.A similar study should be conducted every year in order to evaluate the Basic and Intermediate ICT literacy of the teachers annually.

The proposed ICT training program should be implemented by the administrators in every elementary school in Silang II district because of a need to improve teachersority goal in the Institutional Faculty Development Program.crosoft Word, Excel, and PowerPoint, Windows Movie Maker and Internet / Network that will give a positive result in the teaching-learning process. A similar study can be conductedby the different Higher Education institutions offering education courses to their graduating students to evaluate their Basic and Intermediate ICT literacy.

References

1. Albion, P. R., & Ertmer, P. A. (2002). *Beyond the foundations: The role of vision and belief in teachers' preparation for integration of technology.*Tech-Trends, 46(5), 34-38.http://dx.doi.org/10.1007/BF02818306
2. Barnett, R. (1994). *The limits of competence: knowledge, higher education and society. Buckingham, UK: Open University Press.*
3. *Brown, D., & Warschauer, M. (2006). From the university to the Elementary classroom: Students' experiences in learning to integrate technology in instruction.*Journal of Technology and Teacher Education, 14(3), 599-621.
4. *Chowdhury, M. (2009). Therelationship between information and communication technologies integration and improvement in teaching as perceived by college instructors*
5. *Farenga, S. J., & Joyce, B. A. (2001). Hardware versus brainware: Where are technology dollars being invested?Journal of Technology and Teacher Education, 313-319.*
6. *Kent N., & Facer K. (2004). Different worlds? A comparison of young people's Home and school ICT use. Journal of Computer Assisted Learning, 20, 440-455.http://dx*.doi.org/10.1111/j.1365-2729.2004.00102.x
7. *Owens, B. (2003). Ethics and the internet: A novel approach to computer literacy. Journal of Computing in Small Colleges, 18(4), 4-10.*
8. *Petras, C. M. (2010). A descriptive study of science and mathematics teachers' pedagogy, ict use and perceptions of how ict impacts their teaching*
9. *Pucel, D. J., & Stertz, T. F. (2005). Effectiveness of and student satisfaction with web-based compared to traditional in-service teacher education courses.* Journal of Industrial Teacher Education, 42(1), 7-23.

10. *Sam, H. K., Othman, A. E. A., & Nordin, Z. S. (2005). Computer self-efficacy, computer anxiety, and attitudes toward the Internet: A study among undergraduates in Unimas,Educational Technology & Society*, 8(4), 205-219.
11. *Satharasinghe, A. (2006). Census on Computer Literacy of Teachers.http://www.statistics.gov.lk/education/IT%20Literacy%20Survey/index.htm*
12. *Schoen, L., & Fusarelli, L. T. (2008). Innovation, NCLB, and the fear factor: The challenge of leading schools in the 21st century.* Educational Policy. 22(1), 181-203.
13. *Seyal, A. H., Rahim, M., & Rahman, M. N. A. (2002). A study of computer attitudes ofnon-computing students of technica1 colleges in Brunei Darussalam.* Journal of End User Computing, 14(2), 40-47.
14. *Tasir, Z. (2012). Relationship between teachers' ict competency, confidence level, and satisfaction toward ict training programmes: a case study among postgraduate students*.TOJET: The Turkish Online Journal of Educational Technology, 11(1) 138-144
15. Truscott, W. (2003). *Six sigma: Continual improvement for businesses.* Burlington, MA:Butterworth-Heinemann.
16. UNESCO. (2002). *Information and communication technologies in teacher education a planning guide*, Retrieved December 10, 2008, from http://unesdoc.unesco.org/images/0012/001295/129533e.pdf
17. Waghmare, D.S., Budharam, P.S. (2012). *A study of the use of ict in the teaching-learning process in secondary schools of solapur city.*Indian Streams Research Journal, 2(11).

Procrastination and Sense of Community: Patterns and Relationships in a Supplementary Online Discussion Forum of an Undergraduate Biostatistics Class

Early Sol A. Gadong[1] and Marierose R. Chavez[2]

[1]*Division of Professional Education, University of the Philippines Visayas, Iloilo, Philippines (early.sol@gmail.com)*
[2]*Division of Physical Sciences and Mathematics, University of the Philippines Visayas, Iloilo, Philippines (marierosechavez@gmail.com)*

ABSTRACT

This paper reports the preliminary findings of a research project that aimed to understand emerging patterns in, and possible relationships between, participants' sense of community and their tendency to procrastinate in an online discussion forum (ODF) that supplemented a face-to-face undergraduate biostatistics class. The study used a quantitative approach to a case-study design. Anchored on Bandura's social learning theory and its application on self-regulation, 32 students were asked to participate in an ODF to determine their tendency to procrastinate by noting their timeliness in posting in the forum. They were then asked to complete Rovai's Classroom and School Community Inventory (CSCI) to determine their sense of community. Descriptive statistics revealed that students have quite a strong sense of community and had the tendency to procrastinate. Moreover, results of eta correlation analysis showed that students who had a stronger sense of classroom community tended to post earlier in the ODF. This is further supported by results of the regression analysis which indicated that social dimensions of community predicted students' tendency to procrastinate.

Keywords: Sense of community, Procrastination, Biostatistics, Self-regulation, Online discussion forum, Social learning theory

Introduction

The mobility of online learning or e-learning platforms is one of the reasons why learning institutions and learners alike are drawn to them as a medium for education. This mobility, in theory, allows participants to engage in a learning experience anytime and anywhere. However, the perceived portability of this medium of instruction and learning has also allowed certain issues to come up. One of these is the issue of procrastination.

Computer-mediated communication (CMC) allows for asynchronous programs. That is, students and teachers do not communicate concurrently and so they tend to send and receive messages at different times. Thus, unlike in face-to-face instruction where the delivery-receipt-response process of information happens in a matter of literally seconds or minutes, this same process may take hours or days in asynchronous CMC. As such, the issue of procrastination becomes even more significant in an online platform than in traditional lecture classes.

Along with the issue of procrastination, an investigation on learners' sense of community given this additional dimension of learning and communication is warranted. Designs of future learning environments may be improved if patterns and associations between these two dimensions are established.

This paper reports the preliminary findings of a research project that aimed to understand emerging patterns in, and possible relationships between, participants' sense of community and their tendency to procrastinate in an online discussion forum (ODF) that supplemented a face-to-face undergraduate biostatistics class.

Literature Review

This study is anchored on Bandura's (1971) social learning theory, which suggests that learning occurs in a social context. Thus, learners must interact with their environment through observation and modelling in order to achieve cognition. For learners to be immersed on a social level, they must possess a sense of community. Bandura (1991) further applied this framework on self-regulation, proposing that these same social factors are responsible for learners to develop a system of engaging in intentional and purposive action. As such, this study posits that a lack of a sense of community among learners would prevent them from interacting with their environment, thereby inhibiting their participation in their academic endeavors.

McMillan and Chavis (1986) define sense of community as "a feeling that members have of belonging, a feeling that members matter to one another and to the group, and a shared faith that members' needs will be met through their commitment to be together" (p. 9). McMillan (1996) revised this definition ten years later as "a spirit of belonging together, a feeling that there is an authority structure that can be trusted, an awareness that trade, and mutual benefit come from being together, and a spirit that comes from shared experiences that are preserved as art" (p. 315). In both these definitions, there is an emphasis on the benefits that can be derived from a feeling of belongingness in a community.

In the academic setting, one of these benefits is student learning. Education studies point to the importance of sense of community to learning. Primarily, Astin's (1999) theory of involvement posits that students learn more when they are more involved in both the academic and social aspects of the school experience.

The advent of distance education prompted the further emphasis on sense of community in the school setting. In these cases, researchers claim that a sense of community reduces feelings of isolation and enhances commitment and motivation to learn, especially from each other (McInnerney & Roberts, 2004; Xie, Durrington, & Yen, 2011; Garrison & Kanuka, 2004). This is especially noteworthy in the case of distance education, specifically, when the medium of instruction and learning is an online platform because some scholars believe that the apparent lack of a school that is concrete on a physical level delays the rate by which community is developed, if at all (Brown & Duguid, 1996).

One of the researchers who has done a considerable amount of research on sense of community in the academic setting is Alfred Rovai. He proposes locating sense of community in the classroom and school settings to emphasize the distinction between the two communities (Rovai, 2002). Furthermore, he recognized the need to look into two dimensions, the social dimension and the learning dimension, in this school community framework and developed the Classroom and School Community Inventory (Rovai, et al., 2004) that would measure sense of community in classroom and school settings and discriminate between classroom and school-wide communities.

While sense of community appears to be a more recent construct, there is little argument that procrastination has been an issue for a considerably longer period of time. Procrastination (from Latin pro, meaning “forward” and crastinus, meaning “of tomorrow”) is a problem in self-regulation wherein one “voluntarily delay[s] an intended course of action despite expecting to be worse off for the delay” (Steel, 2007, p. 6).
Procrastination is prevalent in the academic setting, with 80-95% of college students admitting to intentionally delaying work that must be accomplished (Steel, 2007). Oftentimes, procrastination produces adverse results, negatively affecting grades, learning, and completion of coursework (Michinov, et al., 2011). Thus, many studies have looked into the causes of procrastination so that the proper intervention may be applied to prevent its occurrence.

While these theories were primarily developed in the context of a “normal class situation,” that is, one in a face-to-face setting, various research have shown their applicability to an online or hybrid setting (Kraiger, 2008; Sadera, et al, 2009; Choi & Kang, 2010; Sha, et al, 2011; Mashaw, 2012). As such, this paper intends to produce new data clarifying possible connections between sense of community and procrastination in an online setting.

Methodology

Participants

The study involved conveniently sampled undergraduate students (N = 32, 24 females and 8 males) from two Biostatistics classes (laboratory component) of a university in Iloilo, Philippines. Their average age was 18.13 years (SD = 0.87). The students belong to the BS Biology degree program. Ordinarily, enrollment to the Biostatistics course range from 30 to 45 students per semester. As such the 32 students involved in this study make up two-thirds of the total enrollees in the course during the semester.

The study was conducted for one semester, over a period of 16 weeks. During the class orientation, the students were informed that they would be required to participate in an online discussion forum where they had to respond to prompts posted by the teacher.

Figure 1. The Blogger platform used in this study.

Design

The study used a quantitative approach to a case study design. Rather than using a checklist or questionnaire to determine the participants' tendency to procrastinate, the time for task completion was investigated. As such, the main source of data for this study is the online forum designed by the teacher using the Blogger weblog platform. The initial prompt required students to introduce themselves to each other. Then, there were a total of five Discussion Periods, each lasting for two weeks, with two prompts for every period. Figure 1 shows a screen cap of the platform.

Rovai's (2004) Classroom and School Community Inventory (CSCI) was used to measure participants' sense of community in the classroom and school settings. The CSCI is a 20-item Likert-type scale which is commonly used to measure sense of community in an academic setting. It was validated for content by experts in psychology and education. This scale was administered online using Google Forms. Scores for each dimension were calculated by finding the arithmetic mean of the response to the items in the corresponding dimension, and are interpreted using the scale in Table 1.

Table 1: Scale for Interpreting the Measure of Sense of Community

Range of Score	Interpretation
1.00 - 2.30	Weak
2.31 - 3.69	Moderate
3.70 - 5.00	Strong

Timeliness of response was determined using the rubrics in Table 2. When timeliness of response was treated as an ordinal measure, the modal value for each participant was recorded, and frequencies and percentages were computed. Moreover, the correlation ratio eta-squared η2 was used to measure association between timeliness of response and sense of community.

Table 2: Rubrics of Timeliness of Students' posts

Order of Post	Early (1)	Timely (2)	Just in Time (3)	Late / None (4)
First Post (P1)	Within 24 hours of posting prompt	After 24 hours of posting prompt – Before Day of P1 Deadline	Day of Deadline	After deadline/ none
Second Post (P2)	Day of Deadline of P1 or Earlier	After DOD of First Post – Three days before P3 Deadline	Day Before P3 Deadline	Day of P3 Deadline/ None
Third Post (P3)	Within 7 days of posting prompt	After 7 days of posting prompt – Day before P3 Deadline	Day of P3 Deadline	None

On the other hand, limitations in producing a more robust result prompted the need to recode timeliness of response by taking the arithmetic mean of these measures and then treating them as an interval measure, interpreted using the scale in Table 3. In addition, responses that were posted in an "Early" or "Timely" manner indicated the absence of procrastination while responses that were posted "Just in Time" or "Late" indicated the tendency to procrastinate.

When timeliness was interval in nature, backward elimination in stepwise linear regression was then used to test which components of the CSCI predicted timeliness of response.

Table 3: Scale for Interpreting the Measure of Timeliness of Response

Range of Score	Interpretation
1.00 - 1.74	Early
1.75 - 2.49	Timely
2.50 - 3.24	Just in Time
3.25 - 4.00	Late

Results

Patterns in Sense of Community and Procrastination

Students' responses indicated that they had a strong sense of community in all dimensions as shown in Table 4. Furthermore, the table shows that students has the strongest sense of community in the school learning dimension (Mean = 4.33, SD = .41) and the least sense of community in the social community dimension (Mean = 3.81, SD = .40).

Table 4: Mean Score of Sense of Community Responses

Dimensions of Sense of Community	Mean	Std. Deviation
Classroom Social Community	3.79	0.52
Classroom Learning Community	3.86	0.31
School Social Community	3.83	0.49
School Learning Community	4.33	0.41
Classroom Community	3.83	0.34
School Community	4.08	0.32
Social Community	3.81	0.40
Learning Community	4.09	0.29
Overall Sense of Community	3.95	0.28

Moreover, when each item in the CSCI was investigated, findings indicate a strong sense of community for all items, except in "I feel that this course results in only modest learning" item as shown in Table 5. In addition, students indicated strongest sense of community in both "I feel that this school gives me ample opportunities to learn" and "I feel that this school does not promote a desire to learn" CSCI items.

With regards to students' tendencies to procrastinate, Table 6 shows that out of total of 960 chances to post, 14.06% (n = 135) were made Early, 28.13% (n=270) were Timely, 29.06% (n=279) were Just in Time and 28.75% (n=276) were Late.

Furthermore, 57.81% (n = 555) of the students had the tendency to procrastinate, validating initial findings of Steel (2007) that majority of students tend to put off accomplishing academic tasks.

Table 5: Mean Score of Responses on CSCI Items

CSCI Items	Mean	Std. Deviation
I feel that students in this course care about each other	3.72	.772
I feel that I receive timely feedback in this course	4.00	.622
I feel connected to others in this course	3.75	.762
I feel that this course results in only modest learning	2.78	.832
I trust others in this course	3.94	.716
I feel that I am given ample opportunities to learn in this course	4.22	.608
I feel that I can rely on others in this course	3.69	.931
I feel that my educational needs are not being met in this course	4.03	.595
I feel confident that others in this course will support me	3.84	.574
I feel that this course does not promote a desire to learn	4.28	.581
I have friends at this school to whom I can tell anything	4.25	.762
I feel that this school satisfies my educational goals	4.50	.622
I feel that I matter to other students at this school	3.72	.634
I feel that this school gives me ample opportunities to learn	4.47	.567
I feel close to others at this school	4.06	.669
I feel that this school does not promote a desire to learn	4.47	.621
I regularly talk to others at this school about personal matters	3.38	.976
I share the educational values of others at this school	3.91	.689
I feel that I can rely on others at this school	3.72	.683
I am satisfied with my learning at this school	4.28	.581

Table 6: Distribution of Timeliness of Responses

Tendency to Procrastinate	Timeliness of Response	f	%
No	Early	135	14.06
	Timely	270	28.13
Yes	Just in Time	279	29.06
	Late	276	28.75
Total		960	100.00

Relationships between Sense of Community and Tendency to Procrastinate

This study wanted to see whether or not specific relationships existed between students' sense of community and their tendency to procrastinate. Using Dancey and Reidy's (2004) categorization, results of eta correlation reveal that overall sense of community had a moderate correlation with Timeliness of Response ($\eta 2 = .444$, n.s.). However, this correlation was not significant. Further investigation revealed that timeliness of response was only significantly correlated with Classroom Community ($\eta 2 = .625$, $p = .015$), exhibiting moderate correlation.

Each of the item in the CSCI was likewise subjected to a test for correlation. Among the 20 items, only one was found to be significantly correlated with timeliness of response ($\eta 2 = .191$, $p = .047$) but this correlation was trivial. This is item 3 on the CSCI school form: I feel that I matter to other students at this school.

To determine possible predictors of procrastination, backward elimination in stepwise linear regression was used. Each of the item in the CSCI, along with the dimensions and locations of sense of community and overall sense of community, was tested to see which ones were predictors of timeliness of response.

Results showed that the five (5) items in Table 7 are significant predictors of timeliness of response. Positive values for B indicate that these promote procrastination, while negative values indicate that these items hinder procrastination.

Table 7: Significant Predictors of Timeliness of Response

CSSI Item	B	P value
Classroom form		
Item 1^{S}: I feel that students in this course care about each other	-0.583	0.041
Item 7^{S}: I feel that I can rely on others in this course	-0.389	0.017
Item 9^{S}: I feel confident that others in this course will support me	0.850	0.010
School form		
Item 3^{S}: I feel that I matter to other students at this school	-0.670	0.002
Item 8^{L}: I share the educational values of others at this school	0.515	0.009

^{L}: Learning dimension
^{S}: Social dimension

Conclusion

This study looked into notable patterns in, and relationships between, students' sense of community and their tendency to procrastinate in a supplemental ODF for an undergraduate biostatistics class. Findings reveal that students have quite a strong sense of community, which appears to be a prevailing characteristic of blended learning (Rovai & Jordan, 2004). This may be due to the additional opportunities for establishing belongingness and meeting members' needs. Students had the freedom to converse with one another in the forum without being hushed by their teacher or their peers, unlike in a traditional face-to-face setting.

With regards to the issue of procrastination, findings show that majority of the students opted to put off posting to the forum despite the compulsory nature of the task. This is typical of what happens in the academe and continues to be a persistent problem in distance education.

On emerging relationships, this study showed that classroom community has an effect on procrastination. In particular, students who had a stronger sense of classroom community tended to post earlier in the ODF. As such, those who had a deeper involvement in the course and proximate peers did not procrastinate as much as those who were more detached from the course. This is further supported by results of the regression analysis which indicated that social dimensions of community predicted students' tendency to procrastinate.

Results of this study provided new insights on understanding the nature of sense of community and procrastination among students. It is worth mentioning, however, that due to the absence of random assignment and a control group in this study, findings should be viewed as preliminary and interpreted in view of this limitation, among others. As such, future research may look into exploring sense of community, along with other covariates such as demographic characteristics and environmental factors, as a predictor of procrastination. Moreover, tests conducted over a longer period of time and using other means to measure sense of community and procrastination are strongly suggested.

References

1. Astin, A. (1999). Student involvement: A developmental theory for higher education. *Journal of College Student Development*, *40*(5), 518-529.

2. Bandura, A. (1971). *Social learning theory.* New York City, NY: General Learning Press.

3. Bandura, A. (1991). Social cognitive theory of self-regulation. *Organizational Behavior and Human Decision Processes, 50,* 248-287.

4. Brown, J. S., & Duguid, P. (1996). Universities in the digital age. *Change, 28*(4), 11-19.

5. Choi, H., & Kang, M. (2010). Applying an activity system to online collaborative group work analysis. *British Journal of Educational Technology, 41*(5), 776-795.

6. Dancey, C., & Reidy, J. (2004). *Statistics without maths for psychology: Using SPSS for Windows.* London: Prentice Hall.

7. Garrison, D. R., & Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education. *The Internet and Higher Education, 7,* 95-105.

8. Kraiger, K. (2008). Transforming our models of learning and development: Web-based instruction as enabler of third-generation instruction. *Industrial and Organizational Psychology, 1*(4), 454-467.

9. Mashaw, B. (2012). A model for measuring effectiveness of an online course. *Decision Sciences Journal of Innovative Education, 10*(2), 189-221.

10. McInnerney, J. M., & Roberts, T. S. (2004). Online learning: Social interaction and the creation of a sense of community. *Educational Technology & Society, 4,* 73-81.

11. McMillan, D. (1996). Sense of Community. *Journal of Community Psychology, 24,* 315-325.

12. McMillan, D., & Chavis, D. (1986). Sense of community: A definition and theory. *Journal of Community Psychology, 14,* 6-23.

13. Michinov, N., Brunot, S., Le Bohec, O., Juhel, J., & Delaval, M. (2011). Procrastination, participation, and performance in online learning environments. *Computers and Education, 56*, 243-252.

14. Rovai, A. (2002). Development of an instrument to measure classroom community. *Internet and Higher Education, 5*(3), 197-211.

15. Rovai, A., & Jordan, H. (2004). Blended learning and sense of community: A comparative analysis with traditional and fully online graduate courses. *The International Review of Research in Open and Distributed Learning, 5*(2). Retrieved April 15, 2015, from http://www.irrodl.org/index.php/irrodl/article/viewArticle/192/274.%20Accessed%2019th%20March%202006

16. Rovai, A., Wighting, M., & Lucking, R. (2004). The Classroom and School Community Inventory: Development, refinement, and validation of a self-report measure for educational research. *The Internet and Higher Education, 7*, 263-280.

17. Sadera, W., Robertson, J., Song, L., & Midon, M. N. (2009). The role of community in online learning success. *MERLOT Journal of Online Learning and Teaching, 5*(2), 277-284.

18. Sha, L., Looi, C., Chen, W., & Zhang, B. (2011). Understanding mobile learning from the perspective of self-regulated learning. *Journal of Computer Assisted Learning, 28*(24), 366-378.

19. Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin, 133,* 65-94. doi:10.1037/0033-2909.133.1.65

20. Xie, K., Durrington, V., & Yen, L. L. (2011). Relationship between students' motivation and their participation in asynchronous online discussions. *MERLOT Journal of Online Learning and Teaching*, *7*, 17-29.

Institutional Growth in Research: Coping with Regulatory and Requirement Standards

Emeliza T. Estimo[1], Geneveve M. Aguilar[2] and Luis G. Evidente[3]

[1]*John B. Lacson Colleges Foundation-Bacolod, Philippines (emeliza.estimo@jblfmu.edu.ph)*
[2]*John B. Lacson Colleges Foundation-Bacolod, Philippines (aguilar.geneveve@jblfmu.edu.ph)*
[3]*John B. Lacson Colleges Foundation-Bacolod, Philippines (luis.evidente@jblfmu.edu.ph)*

ABSTRACT

This descriptive study aims to describe the performance of a leading maritime institution in the Philippines in terms of research involvement, nature of studies being conducted and topics that have been explored since 2005, and to identify the factors that influence research productivity and low research performance. Records on file were examined using frequency count, percentage, and rank. Survey method and follow up paired interview were also employed to identify the factors that influence high and low research productivity. Results indicate highs and lows in the status of research in the campus in the first four years and an increasing momentum at the start of 2009 particularly on research production and involvement. An unpredictable involvement was noted among the administrative staff and faculty of the Business Department. Monitoring, assessment and evaluation, and maritime education and training were the most-explored areas of interest in research while much needs to be done particularly on information technology, social sciences, shipboard training, placement and board exams, science and technology, health and physical education, and tracer studies. Results from the survey conducted further revealed that research productivity is positively influenced by one's personal motivation to do research, interest to further enhance knowledge, exposure to research-based requirements while undergoing graduate and post-graduate studies, and strong support system extended by immediate heads, while factors such as lack of time due to a full teaching load and other curricular assignments and hostility towards research cause low research uptakes.

Keywords: Institutional Research, Research Productivity, Research Performance, Research Involvement, Research culture, SEAAIR 2015

Introduction

Research has been considered as one of the most-challenging tasks in educational institutions. It is identified as one of the strong pillars for a college or university to exist; hence, teachers and even members of the administrative staff are now encouraged to engage in research on various topics. Jung (2012) points out that research productivity is one of the major measures of university academic performance and a core indicator for calculations of university rankings. In keeping with this thrust, some schools and universities have devised certain policies to strengthen their research culture. These policies may include requiring the faculty to do research and even presenting their papers in various research conventions and conferences, and publish them in accredited research journals.

However, Sanyal and Varghese (2006) have observed that universities in the developing world place an utmost importance on their teaching functions but fail to recognize the role of research in the academe. In the Philippines, Salazar-Clemeña (2006) has expressed a dearth in the production of quality researches significant enough to contribute to national development in spite of the initiatives presented by the Commission on Higher Education (CHED). In Salazar-Clemeña and Almonte-Acosta's (2007) study, it was found out that even when teachers understand that research is one of the trifocal functions of a university, many of them consider teaching as their main task and research as only an add-on activity. While it is true that Higher Education Institutions have been persistent in their efforts to promote a strong research culture, only a selected few could internalize its role in education and just do research for the purpose of complying with policy requirements.

John B. Lacson Foundation University (JBLFMU), with John B. Lacson Colleges Foundation-Bacolod (JBLCF-Bacolod) as one of its three campuses, has established its vision of promoting the university as an outstanding center in research in the country with special emphasis on maritime education and training and sustaining a culture of research by developing better enlightened, committed and capable faculty members with the end view of integrating research into every aspect of instruction. Towards this end, the University has adopted a policy requiring all faculty members to conduct research and to submit at least one research output every three years and encouraging the members of the administrative staff to engage in research for a total and holistic research culture. Institutional support is provided through human resources, with the Unit Research Committee overseeing and assisting in the research process and activities such as in-house and external trainings for capability building and research colloquia; and financial resources in the form of all-expense paid participations and paper presentations in prestigious research conferences, monetary incentives after completion of the study, and more cash rewards once the papers are presented or published. Currently, however, the institution is challenged with some concerns that could be future threats to compliance, productivity, and sustainability of research as it continues to call for equal attention vis-à-vis the school's other academic priorities. Baseline data from this study could offer some light into these issues, setting a clearer picture on the role of research as it stands as one of the pillars of the academe.

Framework

Research forms a major part in the higher education system. It sets Higher Education Institutions (HEIs) apart from institutions offering basic education. The National Higher Education Research Agenda (NHERA) of the Commission on Higher Education (CHED) emphasizes one of the important thrusts discussed among world leaders in higher education during the Bologna Ministerial Meeting of 2007 which points out that research must be given strong emphasis and it should be used as an active tool in search for truth.

Research started as a thrust in JBLFMU in the late 90s partly due to the advent of institutional accreditation with the Philippine Association of Colleges and Universities Commission on Accreditation PACUCOA). In the past two decades, there has been a pressing need to maximize efforts on research with regulations and mandates imposed during the rigorous internal and external audits by the Commission on Higher Education (CHED), the Maritime Industry Authority (MARINA), and the Bureau Veritas in consonance with the requirements of the International Maritime Organization Standards of Training, Certification and Watchkeeping (IMO-STCW) which lean on research reports and findings on the different institutional operations as an audit item. Since the implementation of the research policy requiring all faculty members to produce research every three years, the University has then kept track of the research performance of its three academic campuses by their percentage of compliance and involvement and the number of achievements relative to research.

JBLCF-Bacolod is one of the campuses of JBLFMU that offers maritime and business courses. Its research functions are under the management of the Unit Research Coordinator who assists the University Research and Development Center in the discharge of all operations relative to research. While the university exists with its own defined Research Agenda, all research operations in the system adhere to the Nine-Point Agenda of the university and work in reference to the National Higher Education Research Agenda formulated by the Commission on Higher Education. The second agendum of the University puts emphasis on a “strong research program” and among its policies is to require the faculty to complete a study every three years and to encourage the administrative staff to engage in doing the same. However, research productivity in the context of the institution does not only involve compliance with the required research output. Everyone in the community is expected to actively manifest their full support through attendance and active participation in all research activities of the campus. For active engagement, various plans are prepared annually, and a number of mandated activities are held every year to maximize the involvement of the faculty and staff in research (See Figure 1).

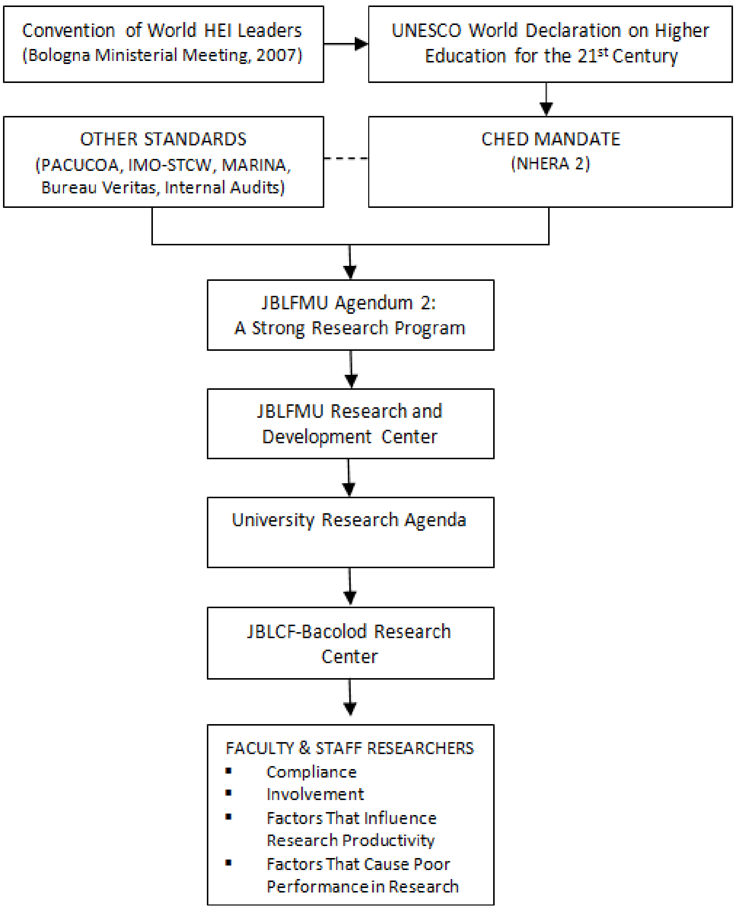


Figure 1: Schematic diagram of the concept of the study

A number of investigations have tried to explore the different factors that influence research productivity. These factors include tenure, academic qualification, and graduate teaching (Bellas & Toutkoushian, 1999; Sulo et al. (2012); time spent in research Teodorescu (2000); positive interest in research (Shin & Cummings, 2010); performance-based management reward system (Braxton et al., 2002; Jung, 2012); collaborative research style (Rey-Rocha et al., 2002; Abramo et al., 2009; Jung, 2012;); support system (Mitchell & Rebne, 1995); Hadjinicola & Soteriou, 2006); and time devoted to teaching in the doctoral program (Jung, 2012), among others. Beyond these investigations, explorations need to be conducted to find out what prevents some faculty from maximizing their ability to produce research; hence, this study was conceived.

Statement of the Problem

This study primarily aimed to assess the performance of the Research Department of JBLCF-Bacolod since 2005 up to 2012. It sought to describe the status of research involvement, the nature of studies being conducted, and topics that have been explored by faculty and staff researchers. Moreover, it also aimed to identify the factors that influence research productivity as well as the factors that cause low research performance among the faculty and staff. Specifically, the study was made to address the following questions:

1. What is the extent of involvement in research of the JBLCF-Bacolod employees when taken as a whole and when grouped according to the following departments?

1.1 Faculty (Maritime Department)
1.2 Faculty (Business Department)
1.3 Non-Teaching Staff

2. What is the profile of researches produced by the faculty and staff when categorized according to topic areas?

3. What factors have influenced high research productivity among the faculty and staff?

4. What factors have caused low research productivity among the faculty and staff?

Methodology

A descriptive design was adopted in this study. This method is directed to find out whether or not a particular program has achieved its goal. While this study quantitatively reports existing records for the sake of analysis, it also qualitatively describes data taken from the survey conducted with the respondents.

Apart from analysing existing records to examine the research profile of JBLCF-Bacolod, this study has raised two questions among others: “What factors have influenced high research performance among the faculty and staff?” and “What reasons are presented by those who are not involved or less involved in doing research?” For the first question, 18 faculty and staff who have recorded the most number of research outputs from 2005-2012 and those who have produced research over and above the minimum requirement were asked to answer the survey. For the second question, 22 respondents who had shown a problematic track record in research for the same period were asked. A review of related literature was done to provide a list of possible items to be included in the survey instrument that was validated by three experts before it was finalized and administered to the respondents. For internal consistency, rational equivalence reliability test was used since this test estimates internal consistency by determining how all items on the questionnaire relate to all other items.

To delve deeper into the factors that influence research productivity and the factors that cause low research performance, open-ended questions were also included in the survey instrument. Direct statements from this portion of the survey were cited with permission to support the findings of this study. Paired interviews were also added to further clarify certain issues that emerged from the data.

Results and Discussion

Extent of Research Involvement When Taken as a Whole

To ensure that the policy on research compliance every three years among the faculty is met (JBLFMU Research Manual, p. 1), a minimum target is set that for every year of the research cycle, one-third of the faculty from both the Maritime and Business Department should have completed their research output. Figure 2 shows the extent of research involvement of the faculty from 2005-2012 when taken as a whole.

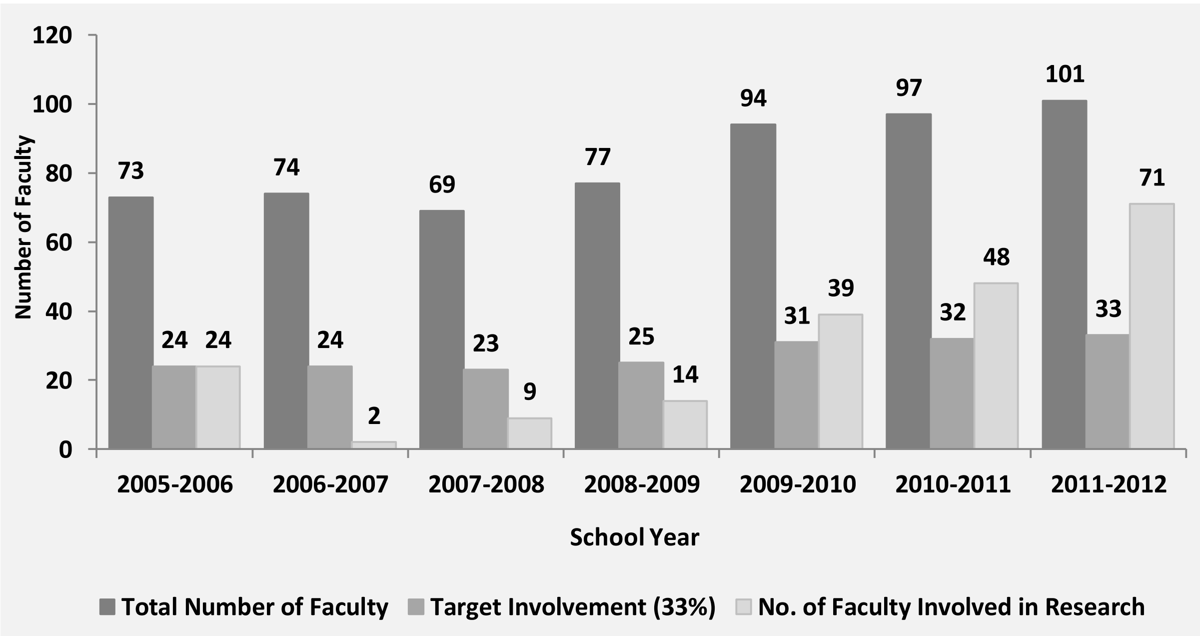


Figure2: Research involvement of the faculty when taken as a whole

In SY 2005-2006, the exact number of target involvement had been met with one-third of the faculty members completing their research outputs. However, there had been a drastic decline in SY 2006-2007, 2007-2008, and 2008-2009 where only two (2), nine (9), and 14 faculty members, respectively, were able to produce research. This drop, based on a personal interview with the former Research Coordinator, was due to the sudden overflow of enrolment which led to giving of maximum teaching assignments to most of the faculty, leaving little or lack of time to do research. She also reported some problems in convincing people to do research given the unattractive research package, added to the fact that the previous administration was not that supportive of her research ideals. These problems boil down to time factor as pointed out by Teodorescu (2000) as well as the importance of support system (Mitchell & Rebne, 1995) and reward system (Braxton et al., 2002; Jung, 2012). With the change of leadership, research regained momentum in SY 2009-2010 where

41.49% compliance was met. This percentage was recorded as over and above the set minimum requirement of 33%. Research production continued to flourish in SY 2010-2011 and 2011-2012 respectively where a record of 49.48% and 70.30% was reached. The data imply that a good number of faculty from both departments have continued to produce research over and above the minimum set of requirement that is one research output every three years and one-third of faculty involvement every year.

Extent of Research Involvement per Department

To provide baseline data on research involvement per department, records from 2005-2012 were sorted separating those for the Maritime Department and the Business Department, and also those by the administrative staff. Figure 3, Figure 4, and Figure 5 contain this data.

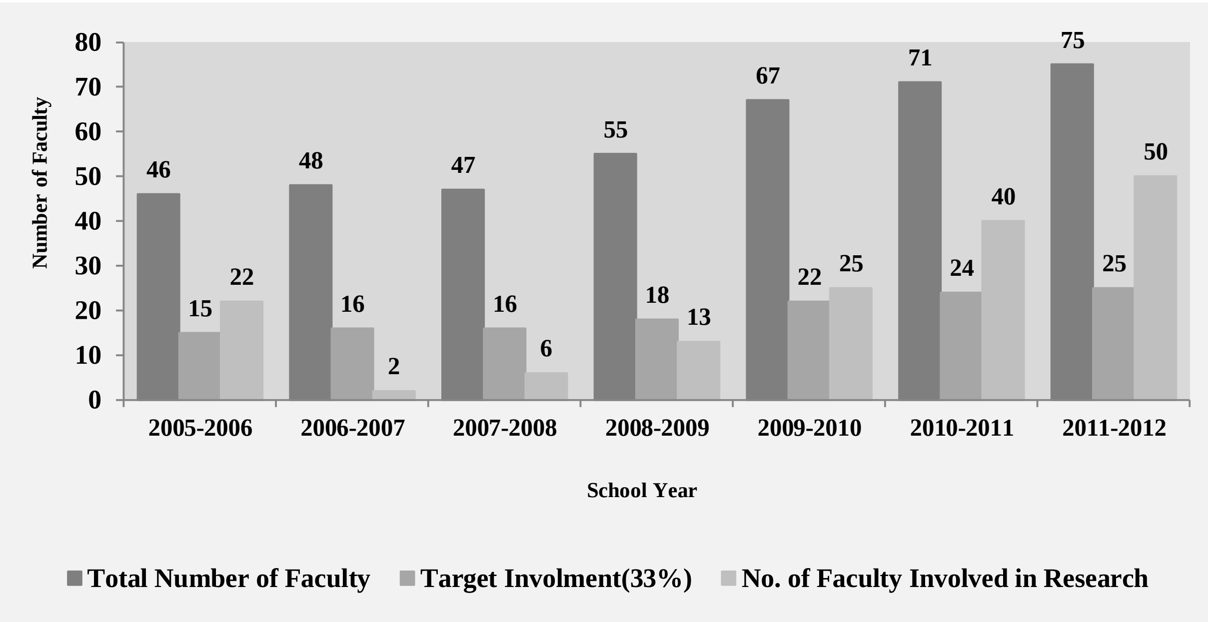


Figure 3: Research involvement of the faculty in the Maritime Department

While 47.83% faculty involvement in the Maritime Department was met in SY 2005-2006, only 2.08%, 6.38%, and 23.64% were obtained in SY 2006-2007, 2007-2008, and 2008-2009 respectively. Faculty involvement only regained momentum in SY 2009-2010 with 38.81% and continued to build up in SY 2010-2011 and 2011-2012 with 56.34% and 66.67% respectively. The consistent increase on faculty involvement in research from SY 2009 to 2012 could mean a deeper internalization of the role of research on faculty development among others.

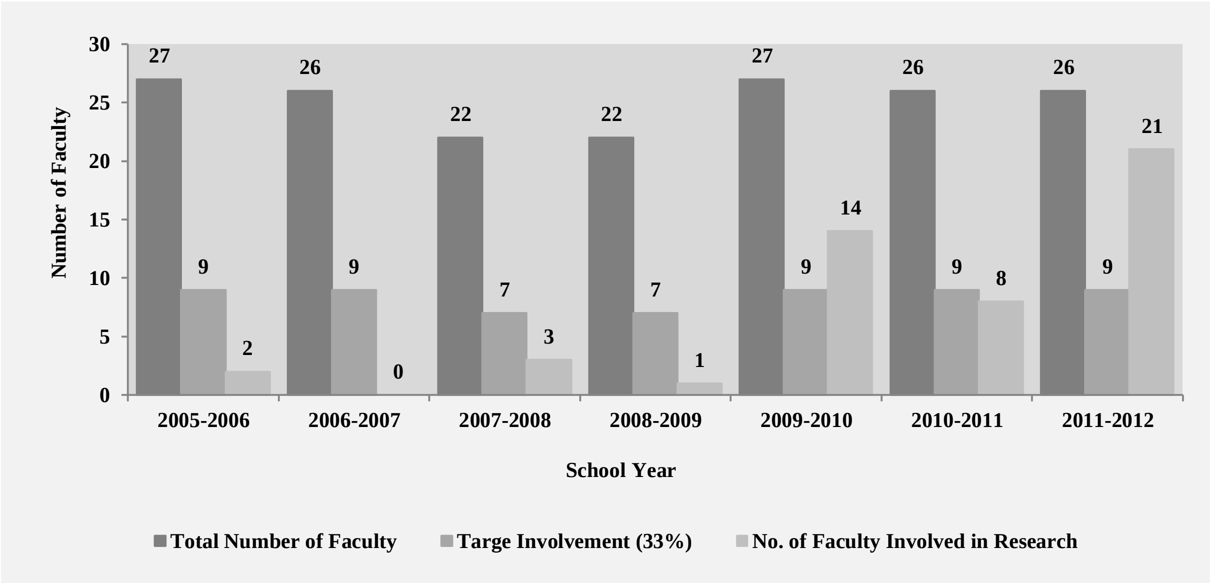


Figure 4: Research involvement of the faculty in the Business Department

Records of faculty involvement in research in the Business Department reveal a low-high-low pattern. Declines in the data can be noted for SY 2005-2006, 2008-2009, and 2010-2011. Especially low was that of SY 2008-2009 where only one faculty (constituting 5%) from the Business Department had produced research. Moreover, there was no research output produced in SY 2006-2007. A big improvement was noted, however in SY 2009-2010 where 52% of the faculty in the Business Department were engaged in research writing. The figure continued to rise in SY 2011-2012 with 81%.

Although research is not a requirement to members of the administrative staff, the JBLFMU Research Manual provides that the administration and staff should eventually be involved in Research for the development of a total and holistic research culture. Hence, the institution has continued to encourage the non-teaching staff to produce research. Data in Figure 5 show a bigger involvement for SY 2009-2010 and SY 2011-2012.

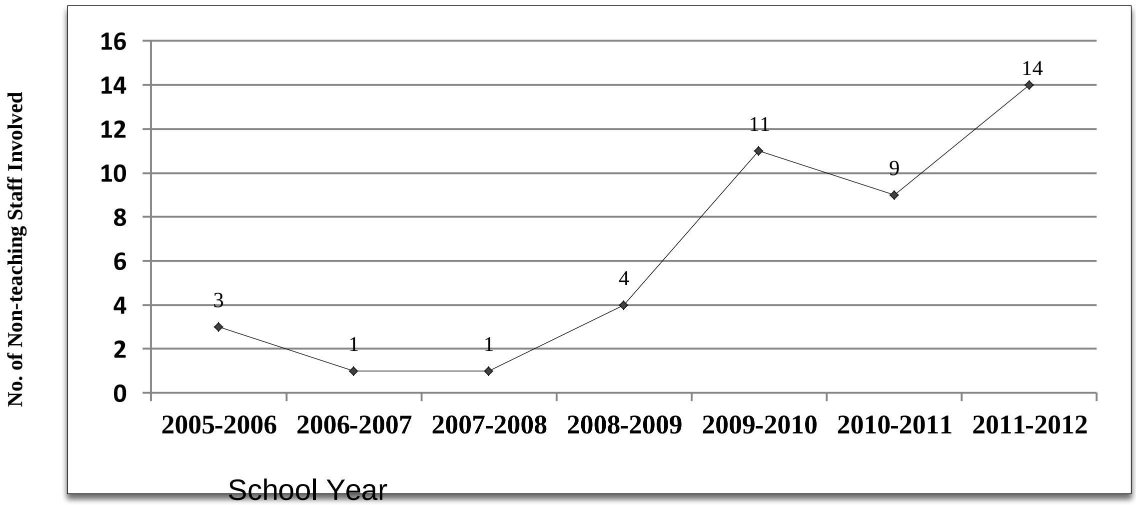


Figure 5: Research involvement of the Non-Teaching Staff

Profile of Researches Produced by the Faculty and Staff according to Topic Areas

Several topics have been explored by faculty and staff researchers from 2005 to 2012. From the data gathered, it was found out that topics were chosen based on one's field of specialization or area of interest. More recently, others have ventured out of their comfort zones and tried to shift their interest to other fields to respond to calls for conferences on different streams. Table 1 contains the data on researches produced according to topic areas.

Table 1: Studies produced by the faculty and staff when categorized according to topic areas

Topic Areas	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	Total	%
MET	5	0	1	2	3	2	2	15	11
L & L	2	0	0	0	3	5	1	11	8
AMAE	2	0	0	5	15	5	8	35	25
MATH	0	1	1	0	2	2	4	10	7
STPB	0	0	0	2	1	2	4	9	6
TS	0	0	0	1	1	1	2	5	3
MSS	6	0	0	0	0	2	1	9	6
IT	1	0	0	0	0	1	0	2	1
SS	0	0	0	0	2	0	2	4	3
AS	3	0	1	0	0	4	1	9	6
H & PE	0	0	0	2	3	2	2	9	6
CES	0	0	0	2	2	1	7	12	8
EPP	0	1	0	3	2	4	2	12	8
TOTAL	19	2	3	17	34	31	36	142	100

Legend: MET: Maritime Education and Training
L & L: Language and Literature
AMAE: Administrative Monitoring, Assessment & Evaluation
MATH: Mathematics
STPB: Shipboard Training, Placement & Board Exams
TS: Tracer Studies
IT : Information Technology
SS : Social Sciences
AS: Allied & Sciences
H & PE: Health & Physical Education
CES: Community Extension Services
EPP: Shipboard Training, Placement & Board Exams

A total of 142 studies has been completed from 2005-2012. It was gathered that the most-explored topics in research are on *monitoring, assessment and evaluation* (25%) and *maritime education and training* (11%). Studies done on monitoring, assessment, and evaluation were aimed at gauging departmental performance, as well as the performance of the employees in performing their jobs and students' performance in tests and assessments based on expectations set by the stakeholders. On maritime education and training, research produced leaned on pedagogical issues relating to instruction, utilization of instructional materials, teaching methods and strategies, curriculum development, and enhancement of course content and syllabus design to improve the performance of the maritime department in terms of education and training. A closer examination of the data reveals that topics on language and literature (8%), community extension and services (8%), environmental protection and preservation (8%), and mathematics have also been explored. More effort needs to be done in the rest of the areas, particularly on information technology, social sciences, shipboard training, placement and board exams, Allied and Sciences, Health & Physical Education, and tracer studies. Moreover, since one of the main thrusts of JBLFMU is to be a center for advancement on maritime safety and security, research on this area must also be maximized.

Factors That Influence High Research Productivity among the Faculty and Staff

Records that were examined revealed that a number of faculty and staff have continued to produce research over and above the minimum requirement. As consistent research writers, they also bear the record for a number of paper presentations and publication in refereed journals. When they were asked to identify the factors that influenced their high performance in research, the following results were obtained. To support these findings, statements of the respondents were quoted with permission in the discussion of the results. These responses were derived from the following questions posed in the survey: (1) What are the factors that influence you to do research? (2) How does research benefit you?

Table 2: Factors that influence high research productivity

Factors	f N = 18	Rank
Innate scientific ability or skill	6	8
Personal motivation or desire to do research	16	2
Training in the graduate and post-graduate school	15	3
Reinforcements given by the institution	9	6
Opportunities for publication and paper presentation	8	7
Obligation to comply with research as a requirement	10	5
Research as a means of enhancing my level of knowledge and capability	18	1
Encouragement and support of the immediate head	12	4

This group of faculty and staff researchers are chiefly driven by the fact that if they do research, their level of knowledge and capability is enhanced. They also do research out of their personal motivation, interest, and desire to do it. This holds true with Shin & Cummings' (2010) argument that academicians whose interests are in research instead of teaching are more likely to be motivated in devoting themselves to research. One of the respondents has vividly reported this saying,

"The trend particularly in the tertiary level nowadays is on research. It cuts across all areas, not only in academics. If I aim to be the best teacher, I should open my mind to new perspectives brought about by change. My decisions should be research-based. By constantly engaging in research, I learn more and I could enhance my potential to the maximum. The love for research comes from within. If one does research because somebody compels him to do it, the value of research becomes null."

The respondents also claimed that they had benefited much from their exposure to research-based requirements while undergoing graduate and post-graduate studies and the research trainings they had attended which have enhanced their capability to write and even publish in international journals. This factor is supported by the study of Sulo et al. (2012) who found out that the level of qualification (when researchers have obtained their masters and PhD degrees) significantly influences the research undertaken by individuals.

Data further suggest that this group of active researchers also benefit from the encouragement and support of their immediate heads---another important factor supported by Mitchell & Rebne (1995) and Hadjinicola & Soteriou (2006) who pointed out that the presence of a research center and the professional advice extended by a core of experts and moderate amounts of consulting and teaching lead to an increase in research productivity.

The results imply that what motivates the faculty to do research is more intrinsic rather than focused on what they can gain or benefit from doing it. This level of acceptance to research as an important pursuit in their career serves as a positive motivation to sustain their interest to produce more research.

Factors that Cause Low Research Productivity among the Faculty and Staff

Through purposive sampling, 22 respondents who had shown a problematic track record in research for the same period were asked to identify the factors that cause their low productivity in research.

Table 3: Factors that cause low research performance among the faculty and staff

Factors	f N = 22	Rank
I do not have adequate skills to do research.	15	6
I am not interested in research.	12	8
I do not have time to do research on full time basis.	22	1
The school does not provide me enough support.	16	5
It demands a lot of my time and it is not worth it.	20	3
I do not want to be pressured.	21	2
It was not emphasized during meetings.	14	7
I do not get enough benefit from it. It's just an added burden on my part.	18	4
The nature of my job does not require doing research.	9	9

Lack of time emerged as a major factor among the faculty and staff who have shown an unsteady to low productivity in research. Time also factored in as one of the biggest constraints in doing research in the study conducted by Sulo et al. (2012) who further commented that if the institution could set aside time for research work, more research activities could be made possible. Other issues following time factor reveal this group's hostility towards research. These factors include the following: (1) they do not want to be pressured; (2) research demands a lot of their time and it is not worth it; (3) they just see it as an added burden on their part and they do not get enough benefit from it; and (4) the school does not provide them enough support. A follow-up paired interview with them revealed that hostility factors No. 2, 3 and 4 are related and these all boil down to the research incentives that they find too unattractive to deserve their extra effort beyond earning their salary as teachers.

Responses from the open-ended question "What factors prevent you from producing research?" revealed the following concerns. Particularly for the professional instructors, the main reason for their low performance is their inadequate skill to do research. They claimed that it "*should not be forced*" on them because they were "*not trained to do research; they were trained to be officers of the ship*." Meanwhile, majority of those from the General Education and Business Department were saying that it is "*too much*" for the University system to impose this "*considering the academic loads*" that they have, not mentioning the *"extra responsibilities assigned to them during major functions and events*." Teodorescu (2000) attributed this to the amount of time required for lesson planning and the demands of courses, which often require high staff/student contact. Majority of this group also hinted at the research incentives being "*not worthy of the effort*" they should devote for doing research considering the amount of time they need to spend for it beyond their academic responsibilities, so they might as well "*give priority to what they were hired for*." The rest of the comments gathered bordered on this group's indifference towards research.

Conclusions

Research in JBLCF-Bacolod had faced a tremendous challenge during the first four years of its operation. This period of low productivity in research was evidenced by the zero to very low turnout of results in terms of research outputs and faculty and staff involvement. How it gained momentum and sustained its performance in the succeeding years could be attributed to several factors such as the researchers' personal motivation to do research, interest to further enhance knowledge, exposure to research-based requirements while undergoing graduate and post-graduate studies, and strong support system extended by immediate heads positively influence research productivity. Factors such as lack of time due to a full teaching load and other curricular assignments and hostility towards research surfaced as having a negative effect on research productivity.

While topics on administrative monitoring, assessment, and evaluation, and maritime education and training have dominated among the studies that have been conducted, there is still a need to increase interest on other fields of discipline. Since one of the latest thrusts of the university is on maritime safety and security, more research needs to be produced along this line. This will entail higher involvement among the professional deck and engine officers and a steady production of research among those in the general education department.

Implications for Future Research in the Institution

Given the findings gleaned from this study, it could be said that the future of research in the institution could be determined by five crucial considerations: (1) personal motivation; (2) experience in doing research as brought about by professional upgrading; (3) strong support system; (4) availability of time to do research; and (5) attractive monetary reward system.

The institution needs people who draw inspiration from their personal desire and interest to do research, and not because they are compelled to perform it against their will. Teachers acknowledge research as one of the trifocal functions of educational institutions, yet many of them still consider teaching as their main task and research as only an add-on activity (Salazar-Clemeña and Almonte-Acosta, 2007). It is about time that emphasis must be made to place research in equal footing with academic responsibilities. Research endeavours should complement pedagogical innovations; hence, it should not be held separate from teaching and never should it be considered as an unwanted baggage being imposed on teachers.

When one has professionally grown in his/her career with research as part of that growth, doing research comes naturally because over the years, he/she has studied for it and has welcomed it every day like the air that he/she breathes. Since experience in research while pursuing graduate studies is a key factor in research productivity (Sulo et al., 2012), it is important to impress it in the minds of the researchers that research does not end in the graduate and post-graduate school. Another major constraint that prevents some faculty and staff to do research is their lack of grounded skills and capabilities in conducting research. It is either that they have not been exposed to research before, or their graduate programs did not include research writing as in the case of non-thesis programs. It can be an advantage for the school to hire those with adequate background in research to ensure that they possess a certain level of appreciation and internalization of research as one of the major thrusts of the institution.

To sustain quantity as well as quality of research is for the administration to be in full support of all the operations related to research. Similarly emphasized by Mitchell & Rebne (1995) and Hadjinicola & Soteriou (2006), administrative support is essential; hence, department heads must accommodate research beyond their academic or administrative priorities so they may be able to pass on that positive attitude to those in their charge. To further develop a positive research culture, a performance-based management system espoused by Braxton et al. (2002) and Jung (2012) is paramount, and research has to be considered as one of the key indicators of job performance. Due consideration must be provided to allocate resources, opportunities for promotion, and priorities in decision-makings to those who go out of their comfort zones to conduct research in order to distinguish and recognize them as distinct from everyone else. In addition, adequate resources such as updated library materials, faster internet connectivity, additional computer units, and a conducive research area must be provided for a more improved research environment.

Careful discussion and decisions must be made delineating between time to teach and time to do research among full-time faculty members. Policies that will ensure an equitable relationship between the administration and the full-time faculty must be drawn. For instance, is it possible for the school to grant a paid research time for the faculty for the amount of time he or she will be deloaded in order to have time to do research? Are the research incentives and opportunities reasonable enough to attract teachers to do research beyond their teaching responsibilities? Research is in the frontline and in pursuing this type of intellectual journey, it is crucial that everyone in the academe must put his best foot forward to sustain it.

References

1. Abramo, G., D'Angelo, C. A., & Costa, F. D. (2009). Research collaboration and productivity: Is there correlation? Higher Education, 57(2), 155-171. http://dx.doi.org/10.1007/s10734-008-9139-z

2. Bellas, M. L., & Toutkoushian, R. K. (1999). Faculty time allocation and research productivity: Gender, race, and family effects. The Review of Higher education, 22(4), 367-390. http://dx.doi.org/10.1353/rhe.1999.0014

3. Braxton, J. M., Luckey, W., & Helland, P. (2002). Institutionalizing a broader view of scholarship through Boyer's four dimensions. ASHE-ERIC Higher Education Report, 29(2).

4. Hadjinicola G. C. and Soteriou, A. C. (2006). Factors affecting research productivity of production and operations management groups: an empirical study. Journal of Applied Mathematics and Decision Sciences, Volume 2006; 1-16. DOI 10.1155/JAMDS/2006/96542. Date Retrieved: March 12, 2015. http://www.emis.de/journals/HOA/ADS/Volume2006/96542.pdf

5. Jung, J. (2012). Faculty research productivity in hong kong across academic discipline. *Higher Education Studies, 2*(4), 1-13. Retrieved from http://search.proquest.com/docview/1348580586?accountid=33508

6. Mitchel, J.E. & Rebne, D.S. (1995). Nonlinear effects of teaching and consulting on academic research , Socio-Economic Planning Services 29 (1), 47-57. Date Retrieved: March 11, 2015. http://www.researchgate.net/publication/222460821_Nonlinear_effects_of_teaching_and_consulting_on_academic_research_productivity

7. National Higher Education Research Agenda-2 (2009-2018), Commission on Higher Education (CHED) 2009 at http://www.ched.gov.ph/wp-content/uploads/2013/05/NHERA-2.pdf

8. Rey-Rocha, J., Martin-Sempere, M. J., & Garzon, B. (2002). Research productivity of scientists in consolidated vs. non-consolidated teams: The case of Spanish university geologists. Scientometrics, 55(1), 137-156. http://dx.doi.org/10.1023/A:1016059222182

9. Salazar-Clemeña, R.M. (2006). Higher education research in the Philippines: Policies, practices, and problems. Meek, V. L. & Suwanwela, C. (eds.) Higher Education Research and Knowledge in the Asia Pacific Region (pp. 185-200). New York: Palgrave Macmillan.http://unesdoc.unesco.org/images/0015/001578/157869e.pdf

10. Salazar-Clemeña, R.M. &Almonte-Acosta, S.A. (2007). Developing Research Culture in Philippine Higher Education Institutions: Perspectives of University Faculty. Presented at the Regional Seminar “Competition, Cooperation and Change in the Academic Profession: Shaping Higher Education’s Contribution to Knowledge and Research,” 18-19 September 2007, Hangzhou, China.. http://unesdoc.unesco.org/images/0015/001578/157869e.pdf

11. Sanyal, B. C. & Varghese, N. V. 2006. *Research Capacity in Higher Education Sector in Developing Countries*.UNESCO: Paris.

12. Shin, J. C., & Cummings, W. K. (2010). *Multi-level analysis of academic publishing across discipline: Research performance, collaboration, and time on research*. Scientometrics, 85(2), 582-594. http://dx.doi.org/10.1007/s11192-010-0236-2

13. Sulo, T., Kendagor, R., Kosgei, D., Tuitoek, D., & Chelangat, S. (2012). Factors affecting research productivity in public universities of kenya: The case of moi university, eldoret. *Journal of Emerging Trends in Economics and Management Sciences*, *3*(5), 475-484. Retrieved from http://search.proquest.com/docview/1446899302?accountid=33508

14. Teodorescu, D. (2000). Correlates of faculty publication productivity: A cross-national analysis, Higher Education, 39(2), 201-222. http://dx.doi.org/10.1023/A:1003901018634

Chainat Community Problem Education for Research Proposal by One Province One University

Pattaraporn Kitchainukoon[1] Staporn Tavornativat[2] and TuanTongkeo[3]

[1] *Chandrakasem Rajabhat University, Thailand* (yingphatt@hotmail.com)
[2] *Chandrakasem Rajabhat University, Thailand* (stap35@hotmail.com)
*Suan Dusit Rajabhat U.Thailand*Tongkeo@gmail.com

ABSTRACT

The purposes of this research were: 1) to study community problems in Thailand's Chainat province from their strategies 2) to develop research proposals to meet the community's need and accord to province strategies. 24 samples were chosen by purposive sampling consisting of 8 farmers 8 community leaders and 8 Chainat government office administrators. Data collection was conducted by interview and analyzed by content analysis. The finding revealed that: 1) production process had 7 problems such as: high cost, lack of good rice seed, business management experience, labor force, accounting system, rice mutation and pomelo from other province. The problems were incorporated into 13 research proposal topics. 2) Career and tourism promotion and development had 6 problems such as: the farmers' interest in second career, career grouping by the owner of business, problem of marketing, product development, product analysis and training all problems can be developed into research proposal 13 topics. 3) Human development and community strength had 6 problems such as: top 5 of teenage pregnancy, drug problem, gambling, politic conflict, schools' tablet and government network can be developed into 10 research proposal topics. 4) Natural and environment management has 7 problems such as: irrigation is not enough, farm cannel was damaged, the problem of waste water, ground water well, garbage, efficiency of waste water treatment system and link of engineering to community, all problems can be developed into 6 research proposal topics.

Keywords : Research Proposal, Problem, Chainat Community, Strategies, One Province One University,

Introduction

The project One University One Province specifies guideline to solve the societal problems and developments for the country to be sustainable in order to address the real problems in the countryside areas and set up the mutual network between universities and the communities. The focus is on giving more knowledge and relevant skills for local people to improve the well beingness of people and increase the capacity and ability as through providing the life-long education to be the good people of the country (Civic Education) (Office of the Permanent Secretary, Ministry of Education. 2011).

The project One University One Province is selected as the strategy to connect people with the community systematically. By operating and adjusting the role of many higher education institutions and universities to adapt their roles and activities together with their societies (Office of the Permanent Secretary, Ministry of Education. 2011). The universities will be able to understand the real situations and problems of people in the rural areas deeply. Chainat province is the research area of Chandrakasem Rajabhat University based on the concept of problems derived from the main development strategic plan of Chainat province.

Chainat province in Thailand set up the strategic issues for the provincial development in the year 2014-2018 (Office of Chainat province, 2013) about 4 strategies as the following.

1. To increase the efficiency of production processes and managing the market of rice seeds and agricultural products to have more quality with high standard.
2. To support and promote the development of tourism careers
3. To improve and develop the labor skill of people and society to be more strength, unanimity and have self-defense for the changing in the society.
4. To manage the natural resources and environments effectively.

In order to answer most questions of people in the research areas with accordance with the main development strategies of Chainat province, the researchers have to reduce the repeated research questions which do not match with the provincial strategies. Moreover for the purpose to seek research budget from outside firms, the required results of the need and request of Chainat people have been brought to improve and develop the policy of One University One Province Project to study about the community problems in Chainat province which are helpful for operating the research of Chandrakasem Rajabhat University smoothly and effectively.

The purpose of the research

1. To study about the local problems in Chainat province due to the provincial strategic plans.
2. To develop the research questions which relevant to the need of the community and match with the provincial strategic plans.

The scope of the research

This study of researchers emphasized on the analysis processes of local problems in Chainat and provided some benefit information to improve the research questions and targets which based on the strategic development plans of Chainat province in 4 years (2014-2018) . There are 4 main categories of the provincial strategy (Office of Chainat province, 2013).

Strategy 1 Increase the value and efficiency of production procedures and market the rice seed including many agricultural products to have higher quality and standard.

Strategy 2 To promote and improve the careers related to tourism.

Strategy 3 To develop people with integrity, knowledge and skills appropriate to the age of each , and to strengthen social institutions and local communities to ensure positive adaptation to changes in the society.

Strategy 4 To manage the natural resources and environments effectively.

The problem which has been learning from the research will be brought to improve the further research in the future.

Demographic Scope

The demographic group of the research was Chainat farmers, communities' leader, management officers, administrators of Chainat. The sample groups can be selected by specify rice farmers, pomelo farmers, and cucumber farmers about 8 people. Another sample group is contributed of the headman of the villages, mayors about 8 people and Chainat administrators about 8 people with the total of 24 people.

Area Scope

Meung, Chainat, Manorom, Wat Sing, Suppaya, Sawanburi, Hunka, Nongmamong and Nernkham, Chainat province in Thailand.

Research Methodology

This research was used the quantitative research method by interviewing farmers, cooperative groups in the community, Chainat administrators and does the documentary research from the farmers, communities' leaders, executive officers and administrator in Chainat province which have been analyzed together with the interviews.

Tools of Data Collection

There were 3 sets of interview forms farmer interview form, executive officer and administrator forms and community leader forms.

1.The farmer interview form has an objective to increase the efficiency of agricultural production, market the agricultural products and promote other careers in other different sections.

1.1 Management officer and administrator of Chainat province interview forms aim to create higher quality of people and society including career promotion and protection for the natural resources and environments.

1.2 Headman of the villages interview forms according to the issues about natural resource and environment management , including manpower improvement and society development to be better society and unanimity .

After selecting quality tools for the research by inviting some professional research specialist about 3 people to examine the accuracy and validity of the research content has found that the value of relationship between research questions and target about 0.5 of every question.

Data Collection

1. Identify the objectives of the research, learn and investigate the conceptual theory and result report about the related problems in Chainat province.

2. Build the interview forms following Chainat province strategic development plans.
3. Calculate to find the content validity of interview forms after the researchers adjust the questions to fit with the problems, then they will be able to use in the interview process.

4. Collect data from the sample groups.

5. Conclude the result of the results from interview process, and analyze all documents from farmers, headman of the villages and administrators of Chainat.

6. Invite some professional research specialists to join and build the relevant further research questions from the interview process , then continue to the analysis process.

7. Conclude and report the research result.

Data Analysis

After completion the interview process, researchers have to bring the results and documents to be interpreted and write a report from interview, record, and documents by analyzing the information in detail of content into groups and categories. Then researchers have to create and interpret the relationship of the result in order to check the content validity and accuracy. And the result has to be collected and identified into data analysis process.

The result of research

1. Study the conditions of local problems in Chainat province as mentioned in the development strategic plan

1.1 Problem about increasing the efficiency in production and marketing rice seed markets and other agricultural products to meet the quality standard which has been found as the following.

Problem of upgrading production efficiency and quality processes have been found that the cost of rice plantation and production are in high level because farmers have to spend money to hire people in every rice production process, including cost of rice seeds, fertilizer and chemical higher than standard level of rice production. Besides when farmers buy chemicals and fertilizers by using credit method with record by the shopkeepers only. Although the agricultural officers have been recorded the farmers' name, but they have less record in accounting of farmers. When the farmers cultivate their rice, and bring the rice to rice mills, the farmers do not have any attention to check the account, but they wait to receive the money left only. They do not concern about the humidity of rice and weight.

There are many problems of production processes such as lack of knowledge to use fertilizers and chemicals properly, using chemicals and fertilizers together at the same time because farmers want to have quicker results. After using a lot of chemicals and fertilizers will affect to the ecological system and environment, mutation of rice seeds and rotten root disease of rice.

According to rice seed market, the researchers have found that in Chainat province has lacked of quality rice seeds which are the main factor of rice plantation. If farmers have high quality of rice seeds, farmers will be able to increase the rice productivity about 15-20 per cent. And also most farmer members of rice community center do not have enough knowledge, skills and experiences in business management and seed production in business sections.

As for many economical plants in this province are pamelo and cucumber , as a result of the significant flooding in 2011, the agricultural areas had been destroyed seriously. Then farmers need a lot of budget to renovate their lands. Besides, sometimes other pamelo merchants from other province have acted as their products with low quality and promote as Chainat products, which destroy the fame of quality products of Chainat province.
1.2 Problems about promotion and development other careers to serve tourism section.

To promote and develop more careers, the researchers have found that farmers who plant rice more than 20 rais, they do not have any attention to do an extra-job. Most career groups still continue their old works as existed before. And also they would like to wait for the assistance from government sections to take care and provide more useful tools and equipments after forming into business groups temporarily. These groups have many production problems with low standard and less improvement from the original products. Besides these groups of manufactures still lack of product development; disadvantage, deflection and less improvement concept to be successful in business sections.

Therefore it is quite difficult for these manufactures to be progressed as the small business firms because of less standard production control or less productivity to meet the large orders. Although the government offices have set up many trainings to give more business knowledge, the farmers do not like to learn from the training. There are little groups of farmers who can bring useful knowledge and skills for their careers. Most farmers would like to wait for the help from many government sections to support them in order to join in One Tambon One Product Project.

Referring to the development in marketing, the researchers have found that there are many government offices and private manufacturers to produce a lot of products without the markets to serve. As a result they do not know where to sell their products and which marketing methods should be used to solve this problem. In addition, as to produce the products the farmers and manufacturers have to spend a lot of money to invest in the production processes. Therefore many local people feel dislike to join in the business groups. At present government offices attempt very hard to help local people in all business aspects for example organize the festival every month inside the province and outside.

According to tourism, the researchers have found that Chainat province has many popular tourist places such as Pak Klong Makham Tao Temple, Thamamoon Temple, Bird Park and Chaopraya Dam. However after compared with other provinces, Chainat still has less interesting places for tourists.

As for the previous flooding problem had destroyed the plantation area of pomelo, then it has been affected directly to tourism resulting to decrease the quantity and income continuously.

There is less budget of local government offices to renovate and improve the tourist places to be more attractive for tourists.

1.3 Problems about the improvement of manpower and establish the strength society, unanimity and be able to prevent from rapid change in the society.
The development of young generation has been found that Chainat has many teenage mothers during studying in schools. In 2011 Chainat's problem ranks top 5 in Thailand, but this .problem has been gradually decreased . However this problem is still existed in Chainat at present. Another problem is less understanding of using tablets and networks for teachers and students. Other social problems such as drug, gambling, political conflict, and inequality budget.

1.4 Problems about business management for natural resources and environments

About water supply management in Chainat province, the researchers have found that there are many problems about the water because of the drought problems, so there is less water from the irrigation canals, and does not enough for farmer needs. Farmers who live at the beginning of the canals have brought most water at first, but farmers who live at the end of the irrigation canal have not had enough water for their plantation. Although the government has announced farmers to stop rice plantation for this period due to the serious drought problems in the central area. But framers cannot stop rice plantation, then there are many farmers to spend more money to dig underground water and wells, until they can start rice plantation again. Besides the water supply management systems regarding to engineering system, the local administrators have less knowledge to operate effectively such as water way, road. Finally there are many existed problems about water management.

The other problems of natural resources and environment are as the following

1) Problems of degraded canals, land slide , land reform and people do not have knowledge and awareness to take care.
2) Throw a lot of rubbish, chemical, fertilizer and waste water into the rivers and irrigation canals
3) In some community do not have rubbish field, then people used to throw away a lot of rubbish into the natural water resources because of less rubbish field also.
4) Most industries and factories do not have the quality system to manage their waste water.

2. The result of develop the problems and questions of the research which are relevant with the needs of communities and appropriate with the development strategic plan of Chainat province

After developed the problems and questions of the research which are relevant and appropriate with the development strategic plan by inviting 3 professional research specialists to join and discuss about the operation of the research in all processes. The remain problems can be concluded briefly as the following

Strategy 1 Problems about increase the efficiency of production processes and market rice seed and other agricultural products into the market with better quality and standard methods by using 13 problems and questions from the research as mentioned in detail below.

1. Study about the rice cultivate tradition of Chainat province
2. Study about chemicals and farmer life styles
3 Method to reduce production cost by using the new agricultural theory
4. Make a cost account and control production cost
5. Study about local knowledge in producing other rice products
6. Study about the distribution methods of rice seeds in adequate quantity of farmers
7. Develop other rice species which tolerate with insects
8. Experiment to plant other rotation plants during waiting for the production of pomelo.
9. Test to use some efficient herbs for destroying insects.
10. Study about the gap of laws, regulations, rules and agricultural production plan such as how to use chemical, and the rich pledging schemes.
11. Study about loan management and how to invest for agriculture.
12. Study about the rice pledging scheme in Chainat province.
13. Solve and improve the deteriorated land.

Strategy 2 Problems about promoting and developing tourism careers by using 13 problems and questions from the research as mentioned in detail below.

1. Career promotion and development

1.1 Study about the product needs of local people and manufacturing products of community cooperative groups
1.2 Provide more knowledge about the management system of cooperative groups for the members
1.3 Create more popularity project and extra jobs from cultivate seasons
1.4 Study about production methods and product improvement processes.
1.5 Study the motivation to join into groups and advantage of regulations and rules of groups (compared the benefit of each career groups)
1.6 Study market section in the long term and product manufacturing of community groups

2. Tourism Section

2.1 Study about promotion tourism activities about many tourist places
2.2 Improve the tourist places and environments in Chainat province
2.3 Improve the quality of tour guides in Chainat province
2.4 Improve many tourist places to upgrade the income level of communities and local people
2.5 Prepare and improve the community group to have more knowledge and skills for tourism section
2.6 Improve and create more promotion activities about many tourist places in Chainat
2.7 Improve the tourism route to the Buddha’s foot print.

Strategy 3 Problems of quality improvement and creation of strength society, unanimity and endurance with rapid changes in the society from 10 questions and problems which have been used in the research as listed in detail as the following.

1. Study about teenage mother problem in Chainat

2. Study about the role of young generation groups in villages, districts and provinces with young generation development policies.
3. Study about purchasing procedures with honesty of local people officers
4. Study about politics and strength of communities
5. Improve the quality of manpower and invade street areas
6. Establish format communities with unanimity of local people
7. Improve communities by following the city plan
8. Improve the regulations and policies to improve the financial funds and women roles
9. Study about the quality of students and using tablets in education.
10. Study guidelines of solution to correct the misuse of the loan for farmers.

Strategy 4 problems of natural resources and environment management with 6 problems and questions of the research as detailed as the following

1. Study problems, guideline of improvement for sample well-being village without flooding and drought problems.
2. Study about the productivity after land reform processes
3. Study about the methods of rubbish destroy and test the use of other bio-system method to destroy different type of rubbishes.
4. Study about the water quality for feeding fish in the river in Chainat
5. Quality of water and water animals in the rivers of Chainat
6. Create the awareness of local people to protect and conserve the national resources in this province

Discussion of Research Result

1. Study the local problems in detail as mentioned in the development strategic plan of Chainat

After studying about the local problems in detail has been found that ion in strategy 2 problems of promotion careers in tourism section are the worst problems because less of farmers prefer to have the extra-jobs in tourism apart from agricultural works. And tourism section in Chainat has not succeeded enough under the responsibilities of local offices. So these problems can be caused many problems with the research of Sanpakdee, Wantanee (2009) for developing the projects by using many procedures and methods. This result can be concluded as the following to develop the project by using these main methods. 1) Seeking and analyzing problems and improve the problems and questions of the research. 2) Improving the problems and questions of the research to be the research proposal project 3) Consideration and examine processes of the project.

2. Improve the problems and questions to match with community needs and development strategic plan of Chainat

In order to improve and develop the questions research, professional research specialists have proposed the research questions, strategies 1 about 13 questions, strategy 2 about 13 questions, strategy 3 about 10 questions and strategy 4 about 6 questions.

Each research questions has the importance and skill remains the problems which cannot be solved in this province. As reported by Visalaporn, Wanya (1997) informed that the qualifications of good research questions are as the following.

1. The importance of theories
2. Importance of practical processes
3. Become new problems
4. Being the interesting problems for doing another research
5. Distinguish problems
6. Clear information
7. The problem to use in the research can be tested with the research methods.
8. Being the true problems related to the society
9. The result of research can be used to expand the further studying and learning in the future.

Reference

1. Office of Chainat province (2013*) strategic issues for the provincial development in the year* 2014-2018. Chainat province

2. Office of the Permanent Secretary, Ministry of Education. (2011). *One University One Province.* Retrieved August 15, 2012 form http://www.sueksa.go.th/index.php

3. Sanpakdee, Wantanee . (2009). *Research Marketing***.** Faculty of Management Science Phranakhon Si Ayutthaya Rajabhat University : Phranakhon Si Ayutthaya province.

4. Visalaporn, Wanya . (1997). *Test Construction***.** Faculty of Education Srinakharinwirot University : Bangkok

Theme 3:

Improvement of Institutional and Academic Quality through Internationalization and Inclusivity

Research Culture: The University of San Agustin Experience

Ma. Cecilia D. Alimen[1], Aneline P. Tolones[2], Maria Irene Grace Dandoy-Galon[3]

[1]Senior ITSO Associate, University of San Agustin (cecilealimen@yahoo.com)
[2]ITSO Manager, University of San Agustin (aptolones@yahoo.com)
[3]Faculty Researcher, University of San Agustin

ABSTRACT

Higher education institutions like the University of San Agustin have created faculty research essential for building institutional reputation and supporting faculty advancement. As members of the research center of the university, it is definitely challenging to develop change on the way teachers' function and at the same time integrate research. As observed, among research universities, increases in research productivity are connected with an increasingly favorable reputation. This paper shows how research culture is practiced through a review of institutional researches, reveals processes the university is going through to promote and sustain research, extracts evidences of research culture through document analyses of Presidents' Annual Reports (2011-2015), strategic plans, as well as other pertinent documents. In order to address the objectives of this paper, data derived from the questionnaires and thematic analysis of the institutional documents were utilized. Results of the study show very high research culture in the University of San Agustin specifically in the areas of Research Agenda and Policies, Departmental Research and Working Conditions, Research Budget, Infrastructure, Collaboration, and Access to Research Professionals, Benefits and Incentives, and Research Committee. Although there are some areas where the respondents rated only high. Research Infrastructure and Collaboration and Access to Research Professionals got excellent rating. No significant differences were noted in the prevailing research culture and the different categories. The study finally revealed that no variable was found to be a significant predictor of research productivity among the faculty in the University.

Keywords: Research Culture, University of San Agustin, Institutional Reputation, Higher Education institutions, University

Introduction

Higher education institutions today have a competitive edge because of research production. There is a need for reviving and strengthening the university system in developing countries to strengthen their research capacities. This change should be reflected in resource allocation to higher education and research(Sanyal& Varghese, 2006).In the paper, *Why Having a Culture of Research Matters to your Institution*, it was emphasized that increases in research productivity are linked with favorable reputation. This is the reason why several institutions have established research cultures as their measures of success and institutional efficiency (Morest& Jenkins, 2007).

In developing the culture of research, support from administration is a significant factor. An effective leadership that values research culture is imperative in order to nurture a healthy research culture. Obviously, a supportive administrator considers the development of research culture in all committee concerns as well as articulating institutional research goals and strategies.In the past decades, topics in education have been focused on the teacher's trifocal roles in the academe: teaching, research, and extension. While many find it more comfortable to teach and do extension work, research has been one function that is often neglected. The university faculty today is challenged by doing research as part of their professional function. Schuster and Finkelstein (2006) stressed that there is a view of the predominance of research in the academic environment as a powerful countervailing trend on the increasing importance of research and publication for purposes of promotion and tenure" (p. 129).Infact, faculty reward structures appear to be heavily geared toward research and scholarship (Morest& Jenkins 2007). It is in this light also why this paper was conceived. As faculty researchers, our focus is more on how our university has developed our research culture.

Statement of the Problem

This paper shows research culture in the University of San Agustin, Iloilo City, Philippines. With the aim of understanding the research culture in institution and how this reinforces research culture of the university in particular and enrich instructional practices and the community, this paper sought to find out what research means in this institution. To achieve this objective, this sought answers to the following questions:

1. How do the faculty members view the prevailing research culture in the University of San Agustin as an entire group and when grouped according to research engagement, sex, years in the university, department, rank in terms of institutional research policies and agenda, departmental culture and condition, budget for research, infrastructure, collaborations & access to research professionals, benefits and incentives, research committee, and publications?

2. Are there significant differences in the faculty members view the prevailing research culture in the University of San Agustin when they were grouped according to research engagement, sex, years in the university, department, rank in terms of institutional research policies and agenda, departmental culture and condition, budget for research, infrastructure, collaborations & access to research professionals, benefits and incentives, research committee, and publications?

3. What characteristics of research culture do they perceive as contributing to research productivity?

Research Framework

Salazar-Clemeña&Almonte-Acosta in, *Developing Research Culture in Philippine Higher Education Institutions: Perspectives of University Faculty* (2007), provided the framework in which this study rests. Figure 1 shows the eight (8) areas that were investigated on in order to demonstrate the research culture of the university.

Figure 1: The Schematic Presentation of the Study

Methodology

This research is descriptive. The University of San Agustin is the research venue. In its 111 years of existence, the University has proved that research remains to be one of its core priorities. In order to address the questions raised in this study, we made use of Likert-type questionnaires, documents like the Presidents' Annual Reports (2011-2015), strategic plans, as well as other pertinent documents to establish how research has been sustained. This paper thus shares the different dimensions of research to show how research culture is practiced in the university albeit the many challenges that are encountered like faculty turnover, curricular reforms, governmental policies and the like. To make this investigation possible, the questionnaires were administered to thirty (30) faculty members who are both actively engaged and not actively engaged in research. For the interview, three institutional administrators, three research management leaders, and ten faculty members were interviewed. We triangulated the data by collating the questionnaires, interview contents from the administrators and the faculty members, and other institutional documents and data on the faculty research outputs. In order to make sense of the data and documents generated from the interview and documents, thematic analysis was done. Data were reviewed and categorized for patterns and themes were developed (Boyatzis, 1998).

Results

USA Research Culture in terms of Institutional Research Policies & Agenda

This section discusses USA Research Culture in terms of institutional research policies and agenda,as an entire group, the rating very high (M= 3.87, SD = 1.11). When grouped according to the different categories, their rating was also very high with means ranging from 3.41-4.20, except for College of Nursing who rated research culture as excellent (M=4.50, SD = 0.84). While College of Engineering and Architecture rated research culture as high (M=3.40, SD = 1.26) only and associate professors rated research culture as moderately high (M=2.00).

Based on the institutional documents culled out for this purpose, Institutional data show that USA has university research policies and agenda in place. Based on the President's Courier (issues 2013-2015), USA @ 110: A Status Report, under the USA Strategy Map 2018, USA identified 12 priority strategic initiatives or projects. One of these projects was *Institutionalization of Research and Community Service Programs.* Such strategy stresses that the USA and its faculty are expected to perform research and community service functions, in addition to instruction. (*The President's Courier*: Status Report, 2014:

p.6).Moreover, the University President said, *we have put our resources –albeit scarce-where our mouth is. We have allotted millions as incentive for faculty members who do research work, and have set aside a significant amount for the graduate studies of your faculty*. (*The President's Courier*: Status Report, 2014: p.6).Thus, USA has among its advocacies, Research and Development, intended for professorial chairs, publications and research grants, writing fellowships, scientific inventions and technological innovations.The Center for Research, Innovation, and Development (CRID) has published the USA Research Manual, incorporating Research Ethics and Intellectual Property. In coordination with the Research Management Groups on the University's colleges and departments, CRID has formulated the new research agenda to address the core advocacies of the Augustinian Province of Sto. Nino De Cebu, Philippines and facilitate research culture in the University (*The President's Courier*: Status Report, 2014: p. 13).

Departmental Culture and Working Conditions

The prevailing research culture in the University of San Agustin in terms of departmental culture and working conditions was rated very high (M= 3.67, SD = 0.61)by the respondents as an entire group. When grouped according to different categories, the respondents' rated research culture as very high with research engagement in terms of Departmental Culture, both groups rated the prevailing research culture as very high (M=3.56, SD = 0.62) and (M=3.83, SD = 0.58). When grouped according to sex in terms ofDepartmental Culture, both sexes rated the prevailing research culture as very high (M=3.75, SD = 0.71) and (M=3.64, SD = 0.58) respectively.As to years in the university in terms ofDepartmental Culture, both groups(below 10 years in service)(11 years and above in service) rated the prevailing research culture as very high with (M=3.63, SD = 0.74 and (M=3.68, SD = 0.57) respectively.As to department, all colleges rated the research culture as very high. College of Management and Accountancy (M=3.75, SD = 0.96); College of Pharmacy and Medical Technology (M=3.60, SD = 0.55), College of Engineering and Architecture (M=3.50, SD = 0.53), College of Education (M=4.00, SD = 0.71) and College of Nursing (M=3.67, SD = 0.52). As to rank in terms ofDepartmental Culture, all groups rated research culture very high with the instructors (M=3.50, SD = 0.53); assistant professors (M=3.74, SD = 0.65); and the associate professor (M=4.00).

The qualitative data derived from the interview from selected faculty researchers who are members of the Research Management Group (RMGs) revealed that in terms of departmental culture and working conditions in the context of research, majority of those interviewed highlighted that research culture in the department is evident as shown by faculty members who are actively applying for faculty research grants. However, the following factors emerged as regard their working conditions in the conduct of research. Workload was the number one hindrance in the conduct of research (65 percent of the responses). Teachers are interested to conduct research but their teaching loads were so demanding that their research activities are sometimes affected. One of those interviewed said that: *Much to my desire to do research, my 8-subject work-load makes it really difficult for me to just even start writing*. Another one said,*the 24-unit teaching occupies most of my time specifically spent on lesson preparation, checking, preparing exams etc. Still one interrupted that teaching is taxing, so how could I do research?*Aside from workload, they stressed not enough knowledge on the protocol of research (30 percent of the responses). One faculty research said that, *I am not quite confident of my knowledge in research, I am afraid I might not be able to deliver my task well*. Another is that, *I need more training as far as research is concerned*. *Research is good if I have the confidence to do it, said one teacher*.Lastly personal factors got 5 percent of the responses. Several faculty researchers point out personal reasons like, *I am taking care of my aging mother, so I really cannot write one*. One said, *I have smaller kids, I cannot do research at this time*. Another thing is that, *I am still in* *the process of doing graduate education so I do not have time spared for research*.Recently, there was a proposal that there will be two strands for faculty to undertake - the teaching strand and the research strand. Those who have track record in research can apply for the research strand. This means that they will be given four (4) subject teaching load and four (4) subject equivalent for research in the research strand.Experts suggest that developing a culture *within a teaching-focused unit will likely entail reducing teacher course loads to give faculty more time for scholarly productivity.* This means that *Institutions seeking to ensure faculty put a balanced effort into teaching and research must establish criteria for pay increases, promotions, and other advancement that reflect this balance.*

University's Budget for Research

The prevailing research culture in the University of San Agustin in terms of Budget for Research was rated very high (M= 3.63, SD = 0.93) as an entire group. When categorized as to the different variables, the University's budget for research was also rated very high, except when the respondents were grouped as to department, and rank. CEA and associate professors rated only high. As to research engagement in terms of Budget for Research, those who are engaged in research and those who are not rated the prevailing research culture as very high (M=3.78, SD = 1.00) and (M=3.42, SD = 0.93) respectively.

As to sex in terms ofBudget for Research, both male and female respondents rated the prevailing research culture as very high (M=3.50, SD = 1.07) and (M=3.68, SD = 0.89) respectively.And as to years in the university in terms ofBudget for Research, those below 10 years in service and those with 11 years and above rated the prevailing research culture as very high (M=3.75, SD = 0.89 and (M=3.59, SD = 0.96) respectively.When grouped according to department, in terms ofBudget for Research, the respondents from all colleges except CEA rated Budget for Research very high. CMA (M=3.75, SD = 1.26), CPMT (M=3.80, SD = 0.45), COE (M=3.60, SD = 0.89), andCN (M=4.00, SD = 1.10). On the other hand, the respondents from CEA rated the prevailing research culture as high (M=3.30, SD = 0.95).When grouped according to rank, in terms ofBudget for Research, the instructors and assistant professors rated the prevailing research culture as very high (M=3.70, SD = 0.82) and (M=3.63, SD = 1.01). While the associate professor rated the prevailing research culture as high (M=3.00).

Institutional records show that the University of San Agustin has an annual budget of 3.2 million PhP distributed to faculty research, professorial chairs, and other research related activities (*The President's Courier*: Status Report, 2015: p.7).

USA Research Infrastructure

The prevailing research culture in the University of San Agustin in terms of Research Infrastructure was rated very high (M= 3.83, SD = 0.59)when respondents were taken as an entire group. When grouped according to the different categories, the respondents also rated research infrastructure very high; In terms of Research engagement, both groups rated very good (M=3.94, SD = 0.54) and (M=3.67, SD = 0.65); In terms of sex research Infrastructure was also rated very high by both male and female (M=3.63, SD = 0.74) and (M=3.91, SD = 0.53).When grouped according to years in the university in terms ofresearch Infrastructure, those below 10 years in service rated the prevailing research culture very high and those who are 11 years and above in service (M=3.77, SD = 0.61) and (M=4.00, SD =0. 54). As to department, Research Infrastructure, was rated very high by respondents from CMPT (M=3.80, SD = 0.45), CEA (M=3.80, SD = 0.63),, and CN (M=4.00, SD = 0.00). COE rated the prevailing research culture as high (M=3.40, SD = 0.89). But CMA rated the prevailing research culture as excellent (M=4.25, SD = 0.50). When grouped according to rank in terms of ResearchInfrastructure, both the instructors and the assistant professors rated the prevailing research culture as very high (M=3.80, SD = 0.42) and (M=3.90, SD = 0.66). The associate professor rated the prevailing research culture as high (M=3.00).

It is observed that institutions of learning find it difficult when it comes to research infrastructure. Despite such difficulty, building a culture of research in the university is worthwhile. We are passionate to effect change as regards research during our term as faculty researchers. We find it challenging to motivate faculty members to engage in research. This is why, to create an impact, our university tried to overcome these challenges by establishing research goals, conducting faculty training, mobilizing teachers to carry out research, organize research management groups (RMGs), carry out faculty research incentives, encourage research production and research collaborations in and out of the university, and establish linkages in research and other research-related projects.

The University is therefore making sure that despite simple provision, research is made possible. A research office is in place, equipped with computers and other gadgets to carry out research. There is a research director and two faculty researchers as well as research management groups in every department in the University. There is a research laboratory for the sciences, which facilitates instrumentation as well as expertise of the faculty members in multiple disciplines. Research centers are now also established to apprise departments of their research responsibilities and house some of the training and support programs of the Center for Research, Innovation, and Development (CRID). Such units are tasked to provide valuable project assistance to faculty members seeking to increase research production.

Collaboration with and Access to Research Professional in Other Institutions

In terms of Collaborations and Access to Research Professionals, respondents' rating was very high (M= 3.57, SD = 0.77) as an entire group. The research culture was also Very good when the respondents were grouped according to the different categories except those from CPMT, CEA, and Instructor rank. An excellent rating was noted from the associate professor rank. When taken as an entire group, the prevailing research culture in the University of San Agustin in terms of Collaborations and Access to Research Professionals is rated very high (M= 3.57, SD = 0.77). When grouped according to research engagement in terms of Collaborations and Access to Research Professionals, both those who are engaged in research and those who do not engage in research rated the prevailing research culture as very high (M=3.56, SD = 0.78) and (M=3.58, SD = 0.79) respectively.
When grouped according to sex in terms of Collaborations and Access to Research Professionals, both male and female respondents rated the prevailing research culture as very high (M=3.88, SD = 0.84) and (M=3.46, SD = 0.74).When grouped according to years in the university in terms ofCollaborations and Access to Research Professionals, those below 10 years in service respondents rated the prevailing research culture as very high (M=3.50, SD = 0.76).Likewise, the respondents who are with 11 years and above service rated the prevailing research culture as very high (M=3.59, SD = 0.80).When grouped according to department, in terms ofCollaborations and Access to Research Professionals, the respondents from CMA rated the prevailing research culture as very high (M=3.50, SD = 0.58), COE rated the prevailing research culture as very high (M=4.00, SD = 1.00) and the respondents from CN rated the prevailing research culture as very high (M=3.83, SD = 0.75). CPMT and CEA rated the prevailing research culture as high (M=3.40, SD = 0.55) and (M=3.30, SD = 0.82). When grouped according to rank in terms ofCollaborations and Access to Research Professionals, The assistant professors rated the prevailing research culture as very high (M=3.58, SD = 0.77), the instructors rated the prevailing research culture as high (M=3.40, SD = 0.70), but the associate professor rated the prevailing research culture as excellent (M=5.00).

Based on institutional data, USA is in constant collaboration with both local and international research professionals.Thus,in line with the administration's thrust to boost the university's institutional competency as a source of experts and consultants, the University of San Agustin, through the Special Projects unit of the Planning and Development Office, has been tapped to implement development projects, funded by foreign governments over the last two years. (*The President's Courier*: Status Report, 2014: p. 11).A culture of research is supported by faculty interaction and research collaboration. Experts assert that *successful researchers have a network of like-minded scholars with whom to discuss their projects*.All these linkages are covered by letters of Grant, Memoranda of Agreement, or Service Contracts duly signed by the commissioning agencies and the University President (*The President's Courier*: Status Report, 2014: p. 11).

Research Policies on Research Benefits and Incentives

The research culture in the University of San Agustin, in terms of Benefits and incentives was rated very high (M= 3.70, SD = 0.92) when the respondents were taken as an entire group and when they were categorized into the different variables, Research engagement as those who are engaged in research and those who are not, rated Very high (M=3.67, SD = 0.77) and (M=3.75, SD = 1.14);
when grouped according to sex in terms of Policies & Guidelines, the male respondents rated the prevailing research culture as high (M=3.25, SD = 0.71) while the female respondent rated the prevailing research culture as very high (M=3.86, SD = 0.94).When grouped according to years in the university in terms ofPolicies & Guidelines, those below 10 years in service rated the prevailing research culture asvery high (M=3.88, SD = 0.84). Those who are 11 years and above in service also rated the prevailing research culture as very high (M=3.64, SD = 0.95).

When grouped according to department, in terms ofResearch Benefits and Incentives, the respondents fromthe respondents from CPMT rated the prevailing research culture as excellent (M=4.40, SD = 0.55), CMA rated the prevailing research culture as very high (M=4.00, SD = 0.82), CAS (M=3.60, SD = 0.58), the respondents from College of Education rated the prevailing research culture as very high (M=4.20, SD = 0.84), CN also rated the prevailing research culture as very high (M=3.50, SD = 0.84). While CEA rated the prevailing research culture as high (M=3.10, SD = 0.88).When grouped according to rank in terms ofResearch Benefits and Incentives, respondents from all ranks: instructors, assistant professors, and associate professors rated the prevailing research culture as very high with (M=3.60, SD = 0.84), (M=3.74, SD = 0.99) and (M=4.00) respectively.

Based on institutional documents, Faculty Research and Professorial Chair grants are currently in place. Twenty five thousand pesos (PhP 25,000) for faculty research plus research budget of not to exceed twenty thousand pesos also. Faculty grants are dependent on availability of the budget. Fifty Thousand pesos (Php 50,000) is allotted for the Professorial Chair grant and fifty thousand pesos (Php 50,000) also for the budget of the research. Just recently, the Research Incentives and Innovations Program was approved.

USA Research Committee

The prevailing research culture in the University of San Agustin in terms of Research Committee was rated very high (M= 3.83, SD = 0.83) when respondents were taken as an entire group. When grouped according to sex in terms of research committee, both groups rated the prevailing research culture as very high (M=3.63, SD = 1.19) and (M=3.91, SD = 0.68) respectively.When grouped according to years in the university in terms ofresearch committee, both those below 10 years in service rated the prevailing research culture as very high (M=4.13, SD = 0.35) and those who are 11 years and above with (M=3.73, SD = 0.94).When grouped according to department, in terms ofresearch committee, the respondents from all departments rated the prevailing research culture as very high CMA with (M=3.75, SD = 1.26), the CPMTwith (M=4.00, SD = 0.00), CEA with (M=3.60, SD = 0.70), COE with (M=3.60, SD = 1.14). But respondents from CN rated the prevailing research culture as excellent (M=4.33, SD = 0.82).When grouped according to rank in terms ofresearch committee, the instructors rated the prevailing research culture as very high (M=4.00, SD = 0.82). The assistant professors rated the prevailing research culture as very high (M=3.68, SD = 0.82) but the associate professor rated the prevailing research culture as excellent (M=5.00).

Moreover, in terms of institutional data, the USA Research Committee is done through appointment basis. The term is usually three years based on the University President's discretion. The scope of work and deliverables of the research committee members is stipulated in the Research Manual.

Percentage of its Research Publications

The prevailing research culture in the University of San Agustin in terms of Publication was rated very high (M= 3.77, SD = 0.68) when the respondents were taken as an entire group. When grouped according to research engagement in terms of publication, both those who are engaged in research and those who are not rated the prevailing research culture as very high (M=3.83, SD = 0.71) and (M=3.67, SD = 0.65) respectively.When grouped according to sex in terms of publication, both male and female respondents rated the prevailing research culture as very high (M=3.88, SD = 0.64) (M=3.73, SD = 0.70). When grouped according to years in the university in terms ofpublications, those below 10 years in service and those who are 11 years and above rated the prevailing research culture as very high (M=4.00, SD = 0.76) and (M=3.68, SD = 0.65).

When grouped according to department, in terms ofpublications, respondents from all departments rated publications with very high: CMA (M=4.00, SD = 0.82), CPMT (M=4.00, SD = 0.71), CEA (M=3.70, SD = 0.68), COE (M=3.60, SD = 0.55) and CN (M=3.67, SD = 0.82).When grouped according to rank in terms ofpublications, all respondents from different ranks rated the prevailing research culture as very high, instructors (M=3.60, SD = 0.70), assistant professors (M=3.84, SD = 0.70) and associate professor (M=4.00).

Institutional documents showed that SY 2013-2014 has 51 faculty researches approved by the Research Committee. SY 2014-2015 has 44 faculty researches. These researches have been distributed based on departmental affiliations.

Differences in the Prevailing Research Culture in the University of San Agustin when Respondents were grouped According to Research Engagement

A Mann Whitney test was utilized to establish the significant differences among the variables included in this paper. Based on the results derived from the Mann Whitney test, it indicated that there was no significant difference in the faculty members' view the prevailing research culture in the University of San Agustin when they were grouped according to research engagement in terms of institutional research policies and agenda, U=90.00, p= 0.426; Departmental Culture U=81.00, p= 0.197; Budget for Research U=83.50, p= 0.276; Research Infrastructure U=88.50, p= 0.287; and Collaborations to Research Professionals U=106.50, p= 0.945; Policies and Guidelines U=150.50, p= 0.738; Research Committee U=98.00, p=

0.647, and Publications U=94.50, p= 0.573. This implies that the prevailing research culture in the University of San Agustin in terms of institutional research areas do not vary as perceived by respondents who are categorized as to research engagement.

Difference in the Prevailing Research Culture in the University of San Agustin When the Respondents were grouped According to Sex

A Mann Whitney test indicated that there were no significant differences in the faculty members' view the prevailing research culture in the University of San Agustin when they were grouped according to sex in terms of the institutional research Policies and Agenda U=66.00, p= 0.281. Departmental Culture U=81.00, p= 0.711; Budget for Research U=76.50, p= 0.571; Research Infrastructure U=74.00, p= 0.397; and Collaborations to Research Professionals U=63.50, p= 0.209; Policies and Guidelines U=53.50, p= 0.088; Research Committee U=79.00, p= 0.648, and Publications U=76.50, p= 0.552. This implies that the prevailing research culture in the University of San Agustin in terms of the institutional research areas does as perceived by male (median = 3.50, mean rank=12.75) and female respondents (median = 4.00, mean rank=16.50) .

Difference in the Prevailing Research Culture in the University of San Agustin when the Respondents were grouped according to Years in the University

A Mann Whitney test indicated that there were no significant differences in the faculty members' view the prevailing research culture in the University of San Agustin when they were grouped according to years in the university in terms of Institutional Research Policies and Agenda U=70.00, p= 0.378; Departmental Culture U=81.00, p= 0.711; Budget for Research U=82.50, p= 0.767; Research Infrastructure U=73.50, p= 0.381; and Collaborations to Research Professionals U=80.50, p= 0.701; Policies and Guidelines U=77.50, p= 0.604; Research Committee U=65.50, p= 0.254 and Publications U=67.00, p= 0.278. This implies that the prevailing research culture in the University of San Agustin in terms of institutional research areas do not vary as perceived by respondents who are below 10 years (median = 4.00, mean rank=13.25) and those who are 11 years and above (median = 4.00, mean rank=16.32).

Difference in the Prevailing Research Culture in the University of San Agustin when the Respondents were grouped According to Department

A Mann Whitney test indicated that there were no significant differences in the faculty members' view the prevailing research culture in the University of San Agustin when they were grouped according to department in terms of the Institutional Research Policies and Agenda$\chi^2(4) = 6.753$, $p = 0.150$, Departmental Culture U=2.017, p= 0.733; Budget for Research U=3.390, p= 0.495; Research Infrastructure U=4.585, p= 0.333 and Collaborations to Research Professionals U=3.377, p= 0.497; Policies and Guidelines U=9.810, p= 0.044; Research Committee U=3.894, p= 0.421, and Publications U=1.548, p= 0.818. This implies that the prevailing research culture in the University of San Agustin in terms of institutional research areas do not vary as perceived by respondents who are categorized into different departments with a mean rank of 12.00 for College of Arts and Sciences, 13.00 for College of Management and Accountancy, 21.00 for College of Pharmacy and Medical Technology and 12.30 for College of Engineering and Architecture, 13.20 for College of Education and 20.50 for College of Nursing.

Difference in the Prevailing Research Culture in the University of San Agustin when Grouped according to Rank

A Kruskal-Wallis H test showed that there were no statistically significant differences in the faculty members' view the prevailing research culture in the University of San Agustin when they were grouped according to rank in terms of the Institutional Research Policies and Agenda, $\chi^2(2) = 2.604$, $p = 0.272$; Departmental Culture U=1.263 p= 0.532; Budget for Research U=0.626 p= 0.731; Research Infrastructure U=3.329 p= 0.189; Collaborations to Research Professionals U=3.301, p= 0.192; Policies and Guidelines U=0.272, p= 0.873; Research Committee U=2.965, p= 0.227, and Publications U=1.088, p= 0.580. This implies that the prevailing research culture in the University of San Agustin in terms of the different research areas do not vary when the respondents are grouped according to rank.

Characteristics of Research Culture Perceived as Contributing to Research Productivity

Result shows that among the characteristics of research culture, Institutional Research Policies and Agenda contribute most to research productivity (M=3.87), followed by Infrastructure and research committee (M=3.83). The third most contributing factor is publication (M=3.77), followed by policies and guidelines (M=3.70). The fifth most contributing factor to research productivity is departmental culture (M=3.67), followed by budget for research (M=3.63) and lastly the least contributing factor to research productivity is Collaborations and Access to Research Professionals (M=3.57).

Relationship of Research Culture with Other Variables

Chi Square results showed that no significant relationship were noted between prevailing research culture in the University of San Agustin and research engagement ($X^2 = 2.222$, df =2, p=0.329); between prevailing research culture in the University of San Agustin and years in the university ($X^2 = 0.657$, df =2, p=0.720); prevailing research culture in the University of San Agustin and department ($X^2 = 9.810$, df =8, p=0.279); between prevailing research culture in the University of San Agustin and rank ($X^2 = 1.064$, df =4, p=0.900). This implies that the prevailing research culture and the rest of the research areas are not significantly related except only between research culture and sex ($X^2 = 11.981$, df =2, p=0.003) where the results indicated a significant correlation.

Predictors of Research Productivity

Linear Regression results show that research engagement, sex, years in the university, department and rank are not predictors of research productivity.

Findings &Conclusion

The results of the study show a very high research culture in the University of San Agustin specifically in the areas of Research Agenda and Policies, Departmental Research and Working Conditions, Research Budget, Infrastructure, Collaboration, and Access to Research Professionals, Benefits and Incentives, and Research Committee. Although there are some areas where the respondents rated only high. Other areas also got excellent on the way there were rated particularly Research Infrastructure and Collaboration and Access to Research Professionals.

Results also showed that no significant differences were noted in the prevailing research culture and the different categories. The study finally revealed that no variable was found to be a significant predictor of research productivity among the faculty in the University.

Knowing an institution's research culture is imperative as to the extent of their academic prestige in doing scholarly activities. Institutions of learning are left with the decisions of whether or not they will sustain their research culture. School administrators implicitly understand that they have direct influence on effecting change because of the many issues confronting educational institutions today like the K-12 reform, academic interventions, and research sustainability. Their role is to institute policies in their quest for educational quality against the backdrop of creating research awareness among the members of the faculty, the community, and other stakeholders.

Recommendations

This study has the potential value for further research. To ensure representativeness, the study should be replicated to cover other universities all across the country and the results should be compared to those found in this study. It is encourged that universities institute policies that will further look into how the institutional culture can be improved and sustained. A careful scrutiny into faculty workload can be done to encourage more teachers to engage in research and other related acitvities.More research-related lectures specifically on the nature of research and its processes must be conducted once in a while to further enhance knowledge on research processes.Future research should further explore the value of research among institutionas in the different schools, colleges, and universities in the country.

References

1. Boyatzis, R.E. (1998). *Transforming qualitative information: Thematic analysis and code development.* Thousand Oaks, London, & New Delhi: SAGE Publications.

2. Morest, V.S., Jenkins, P.D. (2007). *Institutional research and the culture of evidence at community colleges*. Report. Columbia University Academic Commons

3. *Report to the President* (2015). University of San Agustin, School Year 2014-2015.

4. Salazar-Clemeña, R.M. &Almonte-Acosta, S.A. (2007). *Developing research culture in the Philippine higher education institutions: Perspectives from a university faculty*. UNESCO, Forum on Higher Education, Research, and Knowledge.

5. Sanyal, B. C. & Varghese, N. V. (2006). *Research Capacity in Higher Education Sector in Developing Countries.*UNESCO: Paris.

6. Schuster, J. H., and Finkelstein, M. J. (2006). *The American Faculty: The Restructuring of Academic Work and Careers.* Baltimore, Md.: Johns Hopkins University Press

7. The President's Courier.(2014). University of San Agustin, School Year 2014-2015.

8. The President's Courier.(2015). University of San Agustin, School Year 2014-2015.

Applying Baldrige Performance Excellence Criterion On Students' Satisfaction At Private University In Indonesia

Dyah Kusumastuti
Medina Amanda

Faculty of Business & Management, Widyatama University, Bandung 40121, Indonesia (dyahk05@gmail.com)

ABSTRACT

This paper reports on a study about students' satisfaction at the Faculty of Business & Management of a private university in Indonesia. It uses the third criterion, namely **Customers**, of Malcolm Baldrige's *Education Criteria for Performance Excellence*. Data was acquired by way of a questionnaire administered to 330 randomly selected undergraduate students in February 2015. The maximum point score for this criterion is 85 (out of 1000 for all 7 criteria) and the score obtained in this study was 59 (i.e. 69%). Analysis provides results showing students' satisfaction at a 'poor' or 'early results' level particularly in respect of their career placements and on the public image of the university. These results indicate the need for quality improvement at both faculty and university levels. Secondly, they point to the need to improve and expand the image of the university so that potential employers are aware of the faculty and university.

Keywords: Satisfaction, Quality Management System , Malcolm Baldrige National Quality Award .

Introduction

A nation's competitiveness is achieved when its citizens possess the strength of character and culture both of which could arguably be said to arise from an excellent education system. Although Indonesia faces a formidable challenge in ensuring its minimum compulsory education due to the large number of school-age citizens, retention rates appear to continue to increase. The Indonesian Ministry of National Education envisaged a higher education (HE) gross enrolment rate of 35% in 2015 rising from 28% in 2012 (Kemdikbud, 2014). As the Indonesian higher education system has been dominated by private HE institutions, increases in higher education enrolment pose no problems to the government. The National Board of Accreditation (BAN-PT) ensures a basic quality level of its private HE institutions.

However, it appears that the increase in the number of jobs for graduates is not commensurate with the increase in the number of graduates. This situation is exacerbated by the predicted gross enrolment rates which continue to increase. This means that many qualified graduates are not getting jobs or not getting jobs that they had been educated and trained for. It is not difficult to see that this situation creates social problems in the community.

To address such outcomes, improvements are needed in the quality of higher education. In turn this means improving quality in all aspects associated with higher education, ranging from program entry criteria to employing quality of both academic and non-academic staff and appropriate teaching and learning methods as well as provision of appropriate facilities.

Having investigated the Malcolm Baldrige National Quality Award (MBNQA)'s *Education Criteria for Performance Excellence* we decided to apply its Criterion/Category 3 "Customers" to establish their satisfaction primarily of the faculty's and university's management systems.

Literature Review

Higher Education Mnagement System

HE in Indonesia both public and private operate under the general doctrine of *The Trilogy of Higher Education* ('Tri Dharma Perguruan Tinggi') required by the government. (Kemdikbud, 2014) namely, Teaching and Learning, Research and Community Service.

Haryanto (2009) elegantly summarized this as shown in Fig. 1. As shown the *Trilogy* forms the Core Process which interacts with the rest or the functions within the framework. The integrated approach of the Baldrige Excellence Performance criteria is clearly demonstrated in Fig 1 in order to achieve overall institutional performance excellence.

Process	Content	Resources
Core process : ● Teaching learning ● Research ● Community Service	Curriculum & Management ● Content ● Methodology ● Knowledge object ● Research output ●Academic Forum	Human Resource ● Academic ● Non-academic
Other supporting Processes		Financial Research
Information systems	Knowledge management	IT Infra- structure
Organisation & Management System		

Figure 1. HE Organization & Management System (Haryanto, 2009)

MBNQA Assessment

The Malcolm Baldrige National Quality Award (MBNQA) is a coveted USA national quality award normally presented by the US President to a winning organization that had gone through a rigorous evaluation of all its processes. It is an integrated assessment of its performance excellence (NIST, 2011) where performance excellence is clearly defined as:

“Performance excellence refers to an **integrated approach** to organizational performance management that **results** in

- Delivery of ever-improving value to customers and stakeholders, contributing to organizational sustainability
- Improvement of overall organizational effectiveness and capabilities
- Organizational and personal learning”

Unlike other quality standards and measures, the MBNQA criteria cover the totality of an organization’s functioning thus there is avoiding isolated optimization that may in fact deleterious to the whole organization (NIST, 2015).

No doubt an organization that wishes to improve its performance may need to look at each criterion first in order to apply the criteria for the appropriate section of the organization. Or it may prioritize certain criterion in order to implement an improved process that will bring it towards excellence.

For education, there are seven criteria to be met. These are:

1. Leadership
2. Strategy
3. Customers
4. Measurement, Analysis and Knowledge Management
5. Workforce
6. Operations
7. Results

While recognizing the integrated nature of MBNQA this paper will demonstrate only one of the categories above, namely “3. Customers”. It is hoped that this exercise will provide some experience of implementing and meeting MBNQA criteria in a culture and ambience different from what it was originally created for.

There are two sub-categories of “3. Customers”. These are:

3.1 Voice of the customer
3.2 Customer engagement

In the former the organization desiring improvement is expected to be able to *listen* to its customers and stakeholders, in our case, students, staff and potential employers.
The latter alludes to a system by which the organization works with its students, staff and potential employers in a systematic and synergizing ways for mutual benefits.

Methodology

A sample of 18% (i.e. 330 out of a total population of 1841) undergraduate students in the Faculty of Business and Management were randomly selected using non-probabilistic sampling from Slovin formula (Sevilla, Consuelo G. *et. al*, 2007) as respondents to a questionnaire developed in accordance with the Baldrige’s Category 3 criterion.

The sample size ‘n’ was determined using Slovin Formula:

$$(n) = N/ (Nd^2 +1) = 328$$

Where 'N' is the population (in this case 1841) and'd' is the margin of error (in this case 5% or 0.05 thus giving a 95% confidence level). The accepted sample size 'n' is then

$$(n) = 1841/ [1 + \{1841 * (0.05^2)\}] = 328.6 \approx 330 \text{ (rounded up).}$$

A 5-scale Likert model questionnaire was used with a range from 1 (Strongly Disagree) to 5(Strongly Agree). The average score for each of the sub-criterion 3.1 and 3.2 is then multiplied by the Baldrige score as published, and the final score for the results are calculated so that the classification of the result per Baldrige is determined.

Findings

Outcomes of the Baldrige Category 3 'Customers'

Cronbach's Alpha was calculated to ensure the veracity and validity of the Survey Questionnaire so that a more robust data are acquired. These are shown in table 1.

Table 1. Cronbach-alpha reliability test results

Sub-criteria	Cronbach Alpha	Value Limit	Conclusion
Students' Competency	0.917	0.7	Reliable
Stakeholder	0.857	0.7	Reliable
University/Faculty's reputation and standing	0.800	0.7	Reliable
Students' skills	0.737	0.7	Reliable
University/Faculty's relations with external	0.905	0.7	Reliable
Students' extracurricular activities	0.865	0.7	Reliable

Source: research data

Clearly Table 1 shows that all of the sub-criteria are proven to be reliable. Consequently the results obtained using this Questionnaire is robust.

The following Table shows the average scores of responses grouped according to the Baldrige criteria guidelines. The maximum total score for this Category is 85 with sub-category 3.1 a maximum of 40 and sub-category 3.2 of 45. The total calculated from these results when compared to the Baldrige Criteria maximum total will indicate the standard of excellence the organization currently has. As a result it could then plan appropriate actions to improve its score by improving its process quality.

Table 2. Average scores of responses grouped according to the Baldrige criteria guidelines.

Criterion/Category 3 of the Malcolm Baldrige *Education Criteria for Performance Excellence*.		Average
3.1	Assessment of the university/faculty in responding to the needs of the students, stakeholders and the market in the short and long terms (	3.41
Students' Competency		3.54
1	Self-confidence with the ability obtained to date	3.39
2	Easily adaptable to campus environment	3.53
3	Able to learn in teams / groups	3.55

Criterion/Category 3 of the Malcolm Baldrige *Education Criteria for Performance Excellence*.		Average
4	Acquires organizational experience	3.68
5	Able to communicate with all on campus	3.59
6	Able to think logically and factually	3.58
7	Able to complete assignments on time	3.55
8	Able to lead within campus	3.54
9	Proficient in the English and other foreign languages	3.46
10	Proficient in seeking and using information using computers	3.55
Students' skills		3.39
11	Aspire to work in the Business areas	3.63
12	Will do anything as long as working following graduation	3.14
Stakeholder		3.31
13	Continually updating information regarding vacancies for graduates	3.29
14	Provides help for unemployed graduates	3.32
15	Has a *career center* to facilitate graduate jobseekers	3.34
16	Has a *career center* to facilitate personal trait tests for graduates	3.24
17	Maintains communication with alumni particularly on their career	3.37
3.2 Engagement between students and stakeholders (*total point 45)*		3.55
University/Faculty's reputation and standing		3.62
18	Proud being Widyatama's student	3.48
19	Community awareness of Widyatama University	3.60
20	Community is positive about Widyatama University	3.65
21	Feeling offended when others talk negatively about Widyatama	3.74
University/Faculty's relations with external bodies		3.39
22	You know of and are involved in visits by external bodies	3.17
23	You participate in university's activities outside campus	3.30
24	The university provides facilities to lodge suggestions and complaints	3.48
25	Excellent registration service	3.27
26	Availability of a mentor who helps in academic matters	3.53
27	Availability of a counselling bureau to help students with problems	3.29
28	Ease of dealing with academic matters e.g. payments, approvals, exam results, final year projects	3.61
29	Ease of access to own information and other academic matters	3.48
Students' extracurricular activities		3.66
30	Student Center accommodates various students' activities	3.53
31	The university strongly supports students' activities outside	3.43
32	Recognition given for excellence within and outside campus	3.71
33	Students are free to choose extracurricular activities according to their	3.82
34	Extracurricular activities provide students with experience in	3.81

(Source : Research data)

Calculations:
The average score for sub-category 3.1 = 3.41 and the total maximum score according to Baldrige Criteria is 40 points. Thus the points accrued under this sub-category is (3.41/5.0) x 40 = 27.
The average score for sub-category 3.2 = 3.55 and the total maximum score according to Baldrige Criteria is 45. Thus the points accrued under this sub-category s (3.55/5.0) x 45 = 32. **MBQA Criteria** 3.1 = 1.68 & criteria 3.2 = 1.71 Hence the total points scored for this criteria/category = (27 + 32) = 59 out of a possible maximum of 85.

This therefore is a mark of 69% for this Category or Criteria of the Baldrige Quality Award for Education.

Discussion

The score of 69% may then be compared to the excellence levels in the MBNQA for Education. For a range of scores MBNQA provides a description so that the organization may develop a plan to plug its shortfalls. An iteration of this process to improve the scores for all the seven criteria would continually improve the quality of the processes of the organization.

The commentary on the score achieved in this investigation is shown in Figure 5. It is important that subtle inflexions and adjectives are added as one move up the rung of scores. For example, ‘integrated’ and ‘well integrated’ are two different things and we need to watch this.

From the score MBQA, factors that need to be improved are Students' skills, Engagement between students and stakeholders, Students 'Competency, University / Faculty's relations with external bodies, Students' Extracurricular activities and University / Faculty's reputation and standing.

As for this investigation, our interpretation of the point score is that some semblance of system exists but there is still a lot of improvements required. Remembering that this is only conducted on one criterion of the seven that made up the MBNQA criteria, the result here may need to be treated with caution.

In addition the approach taken in this investigation is non-probabilistic and thus non-statistical when a more statistical one would provide a more robust support for a conclusion.

Process Scoring Guidelines

SCORE	PROCESS (for use with categories 1–6)
0% or 5%	■ No systematic approach to item requirements is evident; information is anecdotal. (A) ■ Little or no deployment of any systematic approach is evident. (D) ■ An improvement orientation is not evident; improvement is achieved through reacting to problems. (L) ■ No organizational alignment is evident; individual areas or work units operate independently. (I)
10%, 15%, 20%, or 25%	■ The beginning of a systematic approach to the basic requirements of the item is evident. (A) ■ The approach is in the early stages of deployment in most areas or work units, inhibiting progress in achieving the basic requirements of the item. (D) ■ Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L) ■ The approach is aligned with other areas or work units largely through joint problem solving. (I)
30%, 35%, 40%, or 45%	■ An effective, systematic approach, responsive to the basic requirements of the item, is evident. (A) ■ The approach is deployed, although some areas or work units are in early stages of deployment. (D) ■ The beginning of a systematic approach to evaluation and improvement of key processes is evident. (L) ■ The approach is in the early stages of alignment with your basic organizational needs identified in response to the Organizational Profile and other process items. (I)
50%, 55%, 60%, or 65%	■ An effective, systematic approach, responsive to the overall requirements of the item, is evident. (A) ■ The approach is well deployed, although deployment may vary in some areas or work units. (D) ■ A fact-based, systematic evaluation and improvement process and some organizational learning, including innovation, are in place for improving the efficiency and effectiveness of key processes. (L) ■ The approach is aligned with your overall organizational needs identified in response to the Organizational Profile and other process items. (I)
70%, 75%, 80%, or 85%	■ An effective, systematic approach, responsive to the multiple requirements of the item, is evident. (A) ■ The approach is well deployed, with no significant gaps. (D) ■ Fact-based, systematic evaluation and improvement and organizational learning, including innovation, are key management tools; there is clear evidence of refinement as a result of organizational-level analysis and sharing. (L) ■ The approach is integrated with your current and future organizational needs identified in response to the Organizational Profile and other process items. (I)
90%, 95%, or 100%	■ An effective, systematic approach, fully responsive to the multiple requirements of the item, is evident. (A) ■ The approach is fully deployed without significant weaknesses or gaps in any areas or work units. (D) ■ Fact-based, systematic evaluation and improvement and organizational learning through innovation are key organization-wide tools; refinement and innovation, backed by analysis and sharing, are evident throughout the organization. (L) ■ The approach is well integrated with your current and future organizational needs identified in response to the Organizational Profile and other process items. (I)

Figure 2 – The MBNQA Scoring Guideline (2010-2012)

Conclusion

This investigation and report had demonstrated the application of a world recognized quality criterion at an Indonesian university/faculty. The process of MBNQA can be adopted using a self-developed survey questionnaire whose average response values are calculated and compared with the total maximum scores indicates by the criterion.

References

1. Baldrige National Quality Program 2009/ 2010. 2009. Criteria For Performance Excellence. (Online). (http://www.quality.nist.gov/ PDF_files/2009_2010_Business_Nonp rofit_Criteria.pdf accessed on 20 November 2014)

2. Dyah, K., & Harjanto, P., 2011. Aligning of Knowledge Management and People Management, Case private university in indonesia , presented in seaair 2011,C chiang Mai – Thailand 2011, Page 112 – page 117.

3. Elliot, K. M., & Healy M. A. 2001. "Key Factors Influencing Student Satisfaction Related To Recruitment And Retention". *Journal of Marketing for Higher Education, 10, 1-11*.

4. Gaspersz, V. 2008. *Total Quality Management*. Jakarta: Gramedia Pustaka Utama.

5. Harjanto P (2009) Encapsulation in University, Creating Sustainable Competitive Advantage through Information and Communication Technology and Knowledge Management, Professorial Dissertation, Universitas Bina Nusantara, Jakarta, Indonesia

6. Kemdikbud, 2014. Target 2015, the Gross Enrolment Ratio 35 Percent Higher Education http://www.kemdikbud.go.id/kemdikbud/node/2083.Posted Fri, 01/31/2014 .

7. National Institute of Science & Technology (NISIT) (2011) Baldrige Performance Excellence Program, http://www.nist.gov/baldrige/about/performance_excellence.cfm [accessed 24 November 2014)

8. NIST (2015) Baldrige Excellent Framework (Education)-Criteria, Category and Item Commentary, http://www.nist.gov/baldrige/publications/upload/2015_2016_Category_and_Item_Commentary_ED.pdf accesesed 2 Jan 2015)

9. Routledge, 1994. Developing quality systems in education**,** published in the Taylor & Francis e-Library, 2005. "ISBN 0-203-73190-5

10. Sevilla, Consuelo G. *et. al* (2007). *Research Methods*. Rex Printing Company. Quezon City.

Improving academic quality through multicultural programs and staff in Vietnamese higher education

Nguyen Duy Mong Ha

University of Social Sciences and Humanities, Vietnam National University-HCMC

ABSTRACT

Academic quality has become an issue of great concern in Vietnamese higher education. In the globalization era, academic programs have been revised with expected learning outcomes so as to train successful global citizens. Therefore, multicultural competence must be integrated into educational programs and multicultural staff must be considered. The paper analyzes the context and reasons for multicultural programs and staff in Vietnamese higher education with the case study at the University of Social Sciences and Humanities, Vietnam National University of HoChiMinh City (USSH, VNU-HCMC) as well as gives some implications for the strategic policies of improving educational exchange programs, staff development and teaching program evaluation in accordance with international standards.

Key words: Globalization era, Academic quality, Multicultural programs and staff, Internationalization, Vietnamese higher education

Multicultural education and internationalization in higher education

The concept “multicultural education” first appeared in the U.S. in the 1960s as the result of the *Civil Right Movements* and strongly developed with a series of educational reforms in the 1970s and 1980s in the U.S. and later spread throughout the world. It became an integral part of teacher preparation in the 1977 standards of the National Council for the Accreditation of Teacher Education (NCATE) with the following definition “Multicultural education is preparation for the social, political, and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions”. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in differential cultural settings. Thus, multicultural education is viewed as an intervention and an ongoing assessment process to help institutions and individuals become more responsive to the human condition, individual cultural integrity, and cultural pluralism in society [Ramsey and Williams 2003: 214].

Therefore, to help students make good preparation for the social, political, and economic realities and adapt themselves successfully to the multicultural and global contexts in the new century, great emphasis should be put on multicultural factor in educational programs and staff. In addition, globalization not only leads to competition but also offers opportunities for cooperation in all fields. In response to globalization, higher education institutions must consider internationalization strategies to facilitate multicultural programs and staff development, and as a result, to improve academic quality in higher education. Knight (1994) defined internationalization of higher education as “the process of integrating an international/intercultural or global dimension into teaching, research and service functions of the institution”. Students can improve their multicultural competence and international/global skills not only through mobility or study abroad but also through the multicultural curricula/extra-curricular activities and the opportunities to study with multicultural faculty right in the domestic campus. International exchanges can bring these opportunities to both domestic students and faculty.

In Vietnam, the preparation for students’ future integration, especially for the upcoming event of ASEAN Community has been largely discussed in higher education recently. Since the era of *Doi Moi (Renovation)* and regional/global integration in Vietnam with the quick development of ICT, international exchanges and global labor market, there has been an urgent demand for high-quality human resources who are expected to have not only good awareness of their national identity but also good knowledge of other cultures in the world for effective integration and contribution to the process of industrialization and modernization of the country. Therefore, multicultural and global education are of great importance in the Vietnamese higher education.

Methodology

The methodology included the research into the structure and content of the study programs, the statistic data of the multicultural staff and a survey conducted from 2012-2014 at USSH, VNU-HCMC as the case study, using questionnaires (to 70 academic staff members) and interviews with some key managing staff (at institutional level and faculty level) to find out about the multicultural programs and staff at this institution: strengths, weaknesses/difficulties as well as causes of the problems/weaknesses, which are considered as the basis to give implications or suggestion for improvements. The questions for the survey focus on the following key points: (1) teaching staff’s awareness of the benefit of multicultural programs and staff; (2) the main obstacles/difficulties facing them in devloping multicultural programs and staff and (3) suggestions for improvement.

Findings about multicultural programs and staff at USSH, VNU-HCM

Multicultural programs at USSH, VNU-HCMC

One of the multicultural education typologies developed by Banks (1994) refers to the content-oriented programs. According to Banks (1994), these programs have three goals: (1) to develop multicultural content throughout the disciplines; (2) to incorporate a variety of different viewpoints and perspectives in the curriculum; and (3) to transform the canon, ultimately developing a new paradigm for the curriculum.

As for USSH, VNU-HCMC and many other universities in Vietnam, multicultural content has been integrated into several courses of general education programs for the last two decades such as *Introduction to Oriental Cultures, History of the Western Civilization, History of the World Civilization, Environment and Development, Fundamentals of Vietnamese Culture*... Some courses at USSH, VNU-HCMC also consist of comparison or global aspects especially the introduction and specialized courses. A lot of new multicultural programs have been opened since the year 2000 at USSH, VNU-HCMC such as International Relations program, Anthropology program, program of Oriental studies, program of Vietnamese studies, Spanish and Italian linguistics and literature, Korean studies, Japanese studies,....

The rector through the interview conducted recently emphasized the 3 columns of knowledge at USSH, VNU-HCMC: (1) general knowledge, especially the basic background of Vietnamese culture and the world, (2) specialized knowledge with the emphasis on studying the professional subjects in English language so as to update the knowledge more easily and (3) knowledge for international integration such as cross-cultural and multidisciplinary courses, courses in foreign languages, including co-curricular activities. With this point of view, we can see that multicultural and global or international aspects have been put throughout the curriculua at USSH, VNU-HCMC.
Some expected learning outcomes have been formulated so as to provide students with the diverse knowledge and social-cultural competence such as (1) international integration and adaptation ability, (2) ability to cooperate with domestic and foreign partners, (3) multicultural communication, (4) critical thinking, ability to compare and contrast and (5) cultural tolerance,.. which are aimed to help students get success in the multicultural working environment in the future,....

The survey conducted at USSH, VNU-HCMC in 2013 into the 70 academic staff's awareness of the global education showed that 89.29% of the staff supported the training for *integration ability* and 82.14% agreed that multicultural knowledge, foreign language and intercultural competence are of great importance. However, the survey also showed that their awareness of the long-term benefits of global and multicultural education such as "critical thinking, lifelong learning, communication skill and cultural tolerance" was lower: only 60.71% of the staff were aware of these benefits, only 17.86% of the academic staff admitted that they knew about the principles and methods of integrating multicultural, international and comparative elements or perspectives into the course contents, 60.71% of them partly knew and the rest (21.43%) had no ideas about these while only 8.22% of the students conducted admitted being able to integrate multicultural and global education into their self-study regularly.

In addition to the main programs, multicultural education can be found in a variety of extra-curricular or co-curricular activities at USSH, VNU-HCMC such as in workshops, siminars, conferences, talks and short training courses or lectures given by international scholars, experts, lecturers as well as a series of cultural exchange programs and research projects with multicultural and comparative topics. In the year 2013 and 2014, there was an average of three co-curricular sessions per week with different topics related to culture, history, economies and societies in the globalization era. Nevertheless, due to budget and infrastructure constraints (lack of seminar rooms, ICT infrastructure...) as well as inadequate competence in foreign languages of some staff and students in addition to time limit, these activities have not been comprehensively carried out in all faculties and departments. 79% of the staff in the survey conducted agreed with these shortcomings.
Another area of improvement found from the interviews with the 5 representative faculty deans is that, preparation courses or orientation sessions about intercultural communication have not been adequately given to either domestic students or foreign faculty in the exchange programs, including the domestic students and faculty who are going to study and teach abroad for 1 or 2 years in the exchange programs. Therefore, some difficulties in mutual understanding are still facing both sides although it could be sometimes interesting for them to discover each other's cultures and ways of behaviours and gradually adapt themselves but multicultural education can help speed up the process and help students adjust their attitude of cultural competence which is the key for mutual learning. Through the interview with 5 deans of the faculties where foreign faculty members have been working, they admitted that this issue should be considered.

Multicultural staff at USSH, VNU-HCMC

Like some other big universities in Vietnam in the integration era, USSH, VNU-HCMC has formulated the policies to attract foreign lecturers and students or send staff and students abroad for further academic, cultural studies and experiences. The number of foreign lecturers and scholars at USSH, VNU-HCMC (for both short-term and long-term lectures and workshops) has been increasing in the past few years[3]: from 54 international lecturers in 2010 to 75 in 2011, 89 in 2012 and nearly a hundred international lecturers coming from around 20 different countries in 2014. The diversity of foreign students at USSH, VNU-HCMC is also quite great: foreign students coming from 73 different countries in the world up to now.

However, as in the survey result mentioned above, the interview with the representative of the managing board also show that financial and competence problems are two main challenges. Especially, the University cannot afford to pay higher salaries to long-term international lecturers. Therefore, most of the foreign lecturers at USSH, VNU-HCMC are volunteer lecturers or scholars who usually receive financial support from diplomatic organizations or NGOs. In addition, the difficulties related to the development of multicultural staff at USSH, VNU-HCMC are expressed by the staff as the respondents to the survey mentioned in the methodology as follows (1) Lack of staff with good knowledge of multicultural education methodologies, (2) Lack of foreign lecturers, especially in the faculties of foreign languages, (3) Lack of time invested on improving multicultural education methodologies due to part-time jobs for extra incomes as a result of low salaries (4) Lack of foreign language competence of some staff and students and (5) Lack of financial help to faculty who want to attend international conferences or workshops abroad.

These barriers and challenges are facing many faculties and departments which should be dealt with by a variety of reforms and measures including training courses, tuition reforms, salary reforms and rewarding system, cooperation projects, staff development plans as well as program and staff evaluation, improvement of foreign language teaching...as suggested by these teaching and managing staff.

Conclusion and implications for strategic policies in multicultural education and internationalization

The overview picture of multicultural education at USSH, VNU-HCMC can represent that of higher education in Vietnam with many socio-cultural, multidisciplinary and foreign languages programs, a diversity of international staff and students as well as a long history of contacts with western cultures from the colonial times up to the open-door and ASEAN integration era. Inspite of quick development in the awareness of multicultural education, the real implementation of these programs is still rather superficial and spontaneous in the Vietnamese higher education institutions for various reasons.

Some implications should be considered for improving academic programs and staff development as follows: (1) Multicultural/intercultural/global/international aspects should be integrated into the learning outcomes and content of all courses in higher education; (2) comparative and interdisciplinary approaches should be applied in all disciplines so as to help student improve high-order thinking skill and critical thinking skills, especially lifelong learning skills; (3) evaluation and quality improvement should be conducted periodically for all the courses, especially those in general education, as the quality of these courses are usually neglected and many students are usually not motivated to learn and do not see the benefits of these general courses for their future and for their further studies; (4)

[3] Statistics from the Office of International Relations, USSH, VNU-HCMC

comprehensive strategies should be made for the development of multicultural personnel/ staff (including teaching, management and support staff); (5) adequate resources should be invested for the improvement of cultural, language competence, evaluation and training programs and (6) evaluation criteria or indicators and national qualifications framework in Vietnamese higher education should include multicultural education and the UNESCO's important pillar "learn to live together" in the intergration and globalization era full of competition and cooperative opportunities.

References

1. Banks, James A. (1994). *An introduction to multicultural education*. Boston: Allyn and Bacon.

2. Banks, James A. & Banks, Cherry A. McGee (1995). *Multicultural education: Issues and Perspectives*. John Wiley & Sons Inc.

3. Banks, J. (2001). *Multicultural education: Historical development, dimension and Practice.* Handbook of research on multicultural education. San Francisco, CA Jossy Bass.
4. Carl A. Grant & Joy L. Lei (2001). *Global constructions of multicultural education: Theories and realities*. LEA (Lawrence Erlbaum Associates, Inc.)

5. Carl A. Grant (2011). *Interculural and multicultural education*. Routledge.

6. Dang Ba Lam (2003). *Vietnamese education in the first decades of 21st century: Strategies for development*. Educational Publishing House.

7. Gerzon Mark (2010). *Global Citizens*. The Youth Publishing House in HCMC

8. Knight, J. & De Wit, H. (1999) Quality and internationalization in higher education. Paris: OECD.

9. Law on Vietnamese Higher Education (2012). Socialist Republic of Vietnam government portalhttp://www.chinhphu.vn/portal/page/portal/chinhphu/hethongvanban?class_id=1&mode=detail&document_id=163054

10. Nguyen Duy Mong Ha (2014). *Multicultural education programs at the University of Social Sciences and Humanities, Vietnam National University of Ho Chi Minh City*. Journal of Thu Dau Mot University. No. 6 (13), 30-37.

11. Nguyen Duy Mong Ha (2015). *Multicultural education in the Vietnamese higher education in globalization era*. International Journal of Education and Research. Volume 3, No. 4, April 2015.

12. Ramsey Patricia G. & William Leslie R., (2003). *Multicultural education*. Routledge Falmer.

13. University of Social Sciences and Humanities, Vietnam National University of HoChiMinh City, www.hcmussh.edu.vn

Correlates of Workplace Spirituality and Organizational Commitment: A Study of Private Higher Learning Institution in the Philippines

Wilfreda R. Dalangin-Dimaano

De La Salle-Lipa, Lipa City, Batangas, Philippines(winnied04@yahoo.com)

ABSTRACT

This study determined the Level of Workplace Spirituality (WS) and the Level of Organizational Commitment (OC) of the College full time, faculty and staff of a private higher learning institution in the Philippines. A descriptive correlational research design was used in the study of 91 respondents. Relationships between the two construct of WS and OC was discovered. The study revealed that overall level of workplace spirituality is found to be High with details as follows: Compassion and Meaningful Work are High, Mindfulness and Transcendence are both Moderately High. Overall Level of Organizational Commitment is found to be Neutral with details as follows: Moderately high for Normative commitment and Neutral for both Affective and Continuance Commitment. There is a positive relationship between the level of workplace spirituality and organizational commitment which means that the higher the level of organizational spirituality, the higher the level of organizational commitment. Relationships are found to be significant for the cases of mindfulness and affective commitment, mindfulness and normative commitment and meaningful work and normative commitment. Relationships of all others are found to be not significant.

Keywords: Workplace Spirituality, Organizational Commitment

Introduction

"On the heels of Enron and Sarbanes-Oxley and the subsequent birth of the ethics consulting industry, conversations around the value and place of spirituality in the workplace have been further encouraged by the need for managers and leaders to behave more ethically in the world and to foster ethical decision-making in their workforces" (Rhodess Kent, 2006). These events continue to impact the marketplace, and decision makers are struggling to understand the place of spirituality in the workplace.

Workplace spirituality (WS) continues to gain acceptance as a topic of study in business schools across the country with application to practice within organization. According to Rhodes in 2006, though initially the topic of spirituality in the workplace may initially have been viewed as a passing pad, it now seems to have reached trend status. In fact, the topic has been routinely included. Besides, Academy of Management already offered membership for interest groups with focus on spirituality.

A private higher learning institution in the Philippines that is sharing in the mission of teaching minds, touching hearts and transforming lives, needs to be assessed in terms of the level of workplace spirituality and level of organizational commitment of its fulltime faculty and staff so as to ensure that the mission of the founder is being carried out amidst all the busyness in life and the ever changing world of education. .

This study attempted to investigate the level of workplace spirituality as self-assessed by its full time faculty and staff. It also investigated the extent of the association between the level of their responses to workplace spirituality and the respondents' responses to organizational commitment questionnaire.

As such the following research objectives were pursued in this paper: First, to determine the level of workplace spirituality and organizational commitment as self - assessed by the college full time faculty and staff. And second, to investigate the extent of relationship between workplace spirituality and organizational commitment.

Conceptual framework

This paper was based on the study which was posted by Petchsawanga and Duchon (2009) in their paper entitled "Measuring Workplace Spirituality in an Asian Context". There are four dimensions of workplace spirituality which was posted by the authors. These four dimension are (a) compassion (b) mindfulness (c) meaningful work and (d) transcendence.
On the other hand, organizational commitment was anchored from the three component model of organization commitment by Allen and Meyer (2007). These are as follows: affective commitment, continuance commitment and normative commitment.

Operational Framework

On the basis of the conceptual framework stated above, operationally speaking, figure below shows the relationship of workplace spirituality and organizational commitment. The independent variables which were considered in the study are the workplace spirituality variables such as compassion, mindfulness, meaningful work and transcendence. On the other hand, dependent variables are the organizational commitment variables such as affective commitment, continuance commitment and normative commitment. Relationship among the OS and OC variables were tested.

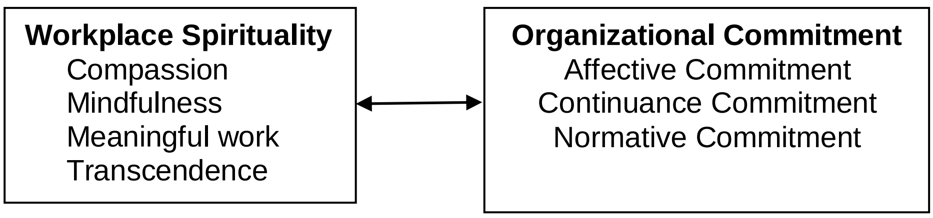


Figure 1: Operational Framework

Methodology

Research Design

The descriptive research design was employed to answer the problems and objectives of the study. Descriptive research was used to describe the responses of the college full time faculty and staff on the workplace spirituality construct and so with organizational commitment. Correlational research design on the other hand was employed in determining the relationship between WS and OC.

Study Site

The study was conducted in a private higher learning institution in the Philippines wherein the respondents of the study were college full time faculty and staff, who were employed by school year 2013-2014 of the institution.

Instrument

The instrument used in gathering the required data is a combined questionnaire which was fully adapted from the study of Petchsawanga and Duchon (2009) that established an instrument in measuring workplace spirituality in an Asian context and the three component model of Organizational Commitment as revised by Meyer and Allen (2007) .

Data Collection Procedure

A letter of request to conduct the study was given to the Vice Chancellor for Academic and Research for approval. Subsequently, another letter of request was given to the Human Resource Department to determine the names and number of full time employees working in the college division during the year 2013-2014. To gather the relevant data needed for the study, survey questionnaires were personally distributed to the specified employees. The questionnaires were accompanied by a cover letter that explained the purpose of the research and guaranteed anonymity and confidentiality of participation and response. The respondents were requested to answer the questionnaires, from March 25 to May 25, 2014. All survey questionnaires were collected, summarized, analyzed and interpreted. A response rate of 100% (22/22) for college staff was arrived at while only 73% (69/95) for full time college faculty was realized because data collection was done during the summer vacation. Nonetheless, 73% response rate for both faculty and staff was found to be acceptable as authorized by the statistician.

Ethical Considerations

In order to ensure that the response of the College Full time Faculty and Staff were treated with all confidentiality, the data were gathered from the office their respective deans and were tabulated right after. No revisions nor modifications were made in order to arrive at a more concrete results of the study which is aimed at determining the relationship of workplace spirituality and organizational commitment.

Data/Mode of Analysis

The results of this study were tabulated, analyzed and interpreted using statistical tools. Mean was also computed to determine the perception of the employees on the workplace spirituality and of organizational commitment. The rating scale below was used in determining the level of the two constructs:

Range	Reponses	Level of Workplace Spirituality and Organizational Commitment
6.50-7.00	Strongly Agree	Very High

5.50-6.49	Agree	High
4.50-5.49	Moderately Agree	Moderately High
3.50-4.49	Neither Agree nor Disagree	Neutral
2.50-3.49	Moderately Disagree	Moderately Low
1.50-2.49	Disagree	Low
1.00-1.49	Strongly Disagree	Very Low

Pearson correlation was used to determine significant relationship between the level of OS and OC

Result

Workplace Spirituality of Employees

Table 1: Level of Workplace Spirituality in terms of Compassion

Content	Mean	Interpretation
1. I can easily put myself on other people's shoes.	5.9011	High
2. I am aware of and sympathize with others.	6.1978	High
3. I try to help my co- workers relieve their suffering.	5.9778	High
4. I am aware of my co- workers' needs.	5.9111	High
Overall WS Compassion Mean	5.9478	HIGH

Based on the results, as shown in table 1 above, full time college faculty and staff have a high level of workplace spirituality in terms of compassion given a total mean rating of 5.9478. Details of the results revealed that they agree on questions pertaining to compassion. They aware of and sympathize with others (6.20) and that they tried to help co-workers relieve their sufferings (5.9778). And that they are also aware of their co-workers needs (5.9111). Further, they can easily put themselves on other peoples' shoes (5.9011). Overall, the employees have a high degree of workplace spirituality in terms of compassion component given a mean rating of 5.9478. This means that respondents are spiritual persons that generates high awareness of the needs and desire to help other people in the organization. Spirituality in the workplace is a recognition that employees have an inner life that nourishes and is nourished by meaningful experiences (Ashmos & Duchon, 2000).

This is consistent with the findings of Javier (2004) who conducted a study on the level of spirituality of school leaders and managers in three Lyceum schools. Javier (2004) found out that school leaders in the three Lyceum schools have a high level of spirituality where they foster a sense of community in the workplace, and where everyone shares meaning and importance of being with one another in all the goals that they want to achieve. Another follow up study done by Javier (2007) revealed the same result.

Table 2: Level of Workplace Spirituality in Terms of Mindfulness

Context	Mean	Interpretation
1. I do jobs or tasks automatically, without being aware of what I am doing.	3.6374	Neutral
2. I find myself working without paying attention.	.8352	Moderately High
3. At work, I break or spill things because of carelessness, not paying attention, or thinking of something else.	5.6264	High
4. I rush through work activities without being really attentive to them.	5.6484	High
5. I go to the places on "automatic pilot" and then wonder why I went there.	5 .7473	High
6. It seems I am working automatically without much awareness of what I am doing.	5.7912	High
Overall WS Mindfulness Mean	5.2143	Moderately High

Responses of the college full time faculty and staff in terms of Mindfulness revealed that they have a moderately high level (5.2140) of workplace spirituality in terms of the mindfulness component. Response to doing jobs or tasks and being aware of what they are doing is found to be neutral (3.6347). Moderately high is the result on finding themselves working by paying attention (4.8352). And high levels in the tendency to not to spill things because of carefully, and paying attention (5.1264). Response of the rushing through work activities but really attentive to them got a mean of (5.6484) While going to place on automatic pilot and wondering why they went there got mean of 5.7473 and 5.7912 respectively. This means that respondents have moderately high level of workplace spirituality in terms of mindfulness. Meaning a state of inner consciousness in which they are aware of their thoughts and actions moment by moment. Their mind is present, not wandering with past, future thoughts and other destructions.

Table 3: Level of Workplace Spirituality in Terms of Meaningful Work

Context	Mean	Interpretation
1. I experience joy in my work.	5.8222	High
2. I look forward to coming to work most days.	5.5385	High
3. I believe others experience joy as a result of my work.	5.6593	High
4. My spirit is energized by my work.	5.7143	High
5. I see a connection between my work and the larger social good of my community.	5.9231	High
6. I understand what gives my work personal meaning.	6.0220	High
7. The work I do is connected to what I think is important in life.	6.1311	High
Overall WS Meaningful Work Mean	5.8210	High

Level of workplace spirituality in terms of meaningful work was found to be high. All item questions pertaining to such a component got high mean ratings. This means that respondents highly think that the work they do is connected to important things in life (6.1319). Understanding what give work personal meaning (6.0220), seeing work as a connection to a larger community (5.9231), experiencing joy in the workplace (5.8222), spirit is energized in the workplace (5.7143), believing others experience joy as a result of their work (5.6593) and looking forward to coming to work the following day (5.5385). Results shows that generally full time faculty and staff found meaning in the work they are doing either as a teacher or as an office staff.

This means that, high in workplace spirituality in terms of meaningful work means that the respondents regard their work as it gives them meaningful life and working with this private higher learning institution is more than the material rewards and that they find joy and energy at the workplace.

Table 4: Level of Workplace Spirituality in terms of Transcendence

Content	Mean	Interpretation
1. At times, I experience an energy or vitality at work that is difficult to describe.	5.7473	High
2. I have moments at work in which I have no sense of time and space.	4.0220	Neutral
3. At moments, I experience complete joy and ecstasy at work.	5.4505	High
Workplace Spirituality in terms of Transcendence	5.0733	Moderately High

Workplace spirituality in terms of transcendence revealed a moderately high level among college full time faculty and staff given an overall mean rating of 5.0733. They are high in terms of experiencing an energy or vitality (5.7473), complete joy and ecstasy at work (5.45). Respondents are neutral in terms of moments at work which they have no sense of time and space.

This means that respondents have moderately high connection to higher power and not necessarily connection with God. This is more of a positive state of energy or vitality, a sense of perfection, transcendence and experience of joy and bliss.

Table 5: Summary Table of the Workplace Spirituality

Organizational Change	Mean	Interpretation
Compassion	5.9478	High
Mindfulness	5.2143	Moderately High
Meaningful Work	5.8210	High
Transcendence	5.0733	Moderately High
Overall Workplace Spirituality Mean	5.5147	High

Table 5 above reveals that the overall level of workplace spiritual among De la Salle Lipa College full time faculty and staff is High (5.5147). High in terms of compassion (5.9478) High in terms of meaningful work (5.8210) but moderately high in terms of Mindfulness (5.2143) and Transcendence (5.0733).

Overall, the employees have a high degree of workplace spirituality in terms of compassion component given a mean rating of 5.9478. This means that respondent s are spiritual persons that generates high awareness of the needs and desire to help other people in the organization. Spirituality in the workplace is a recognition that employees have an inner life that nourishes and is nourished by meaningful experiences (Ashmos & Duchon, 2000).

This is consistent with the findings of Javier (2004) who conducted a study on the level of spirituality of school leaders and managers in three Lyceum schools. Javier (2004) found out that school leaders in the three Lyceum schools have a high level of spirituality where they foster a sense of community in the workplace, and where everyone shares meaning and importance of being with one another in all the goals that they want to achieve. Another follow up study done by Javier (2007) revealed the same result.

On the other hand, findings revealed that respondents have moderately high level of workplace spirituality in terms of mindfulness which covers a state of inner consciousness in which they are aware of their thoughts and actions moment by moment and that their mind is present, not wandering with past, future thoughts and other destructions. In terms of meaningful work results revealed that respondents' responses are high in this area which means that the respondents regard their work as it gives them meaningful life and working with the said institution is beyond the material rewards and that they find joy and energy at the workplace. This is the same findings of Javier (2007) for the case of the Lyceum schools.

Organizational Commitment of Employees

Table 6: Organizational Commitment of the Employees in terms of Affective Commitment

Affective	Mean	Interpretation
1. I do not feel like part of the family at my organization. (recoded)*	2.9011	Moderately Low
2. I think I could easily become attached to another organization as I am to this one. (recoded)*	3.1319	Moderately Low
3. I enjoy discussing my organization with people outside of it.	3.11868	Moderately Low
4. I really feel as if this organization's problems are my own.	3.4835	Moderately Low
5. I would be very happy to spend the rest of my career with the organization.	5.1758	Moderately High
6. I do not feel emotionally attached to this	4.8022	Moderately High

organization. (recoded)*		
7. I do not feel a strong sense of belonging to my organization. (recoded)*	4.8352	Moderately High
Overall Affective Commitment Mean	3.9309	Neutral

All negatively phrased items were recoded in the opposite direction.

As regards to Organizational Commitment of college full time faculty and staff, data revealed that employees moderately high on the following areas: that they are committed on some factors like being very happy to spend the rest of their career with the said institution (5.1758), and that they feel emotionally attached to this organization (4.8022), and so with a strong sense of belongingness (4.8352). On the other hand, college full time faculty and staff have moderately low level of commitment on the following areas: that they feel like part of the family in the organization (2.9011), and think that they could easily become attached to another organization as they to the institution right now(3.1319). Further, they moderately low also on enjoying discussing the institution with people outside the organization (3.1868) and moderately low also on the feeling of considering the problem of the organization as his own (3.4835).

Overall, the employees neither agree nor disagree to Affective Commitment questions. Hence neutral level on their affective organizational commitment was realized. This means that the respondents have a neutral level of emotional attachment to the institution. This is presented in table 6 above.

Table 7: Organizational Commitment of the Employees in terms of Continuance Commitment

Continuance	Mean	Interpretation
1. It would be very hard for me to leave this organization right now, even if I wanted to.	4.5165	Moderately High
2. It would be too costly for me to leave my organization right now.	5.3407	Moderately High
3. One of the few serious consequences of leaving this organization would be the scarcity of available alternatives.	4.0330	Neutral
4. I feel that I have too few options to consider leaving this organization.	4.0330	Neutral
5. Right now, staying with my organization is a matter of necessity as much as desire.	3.7143	Neutral
6. Too much in my life would be disrupted if I decided I wanted to leave my organization.	4.5934	Moderately High
7. I am not afraid of what might happen if I quit my job without having another one lined up. (recoded)*	4.6793	Moderately

		High
8. One of the major reasons I continue to work for this organization is that leaving would require a considerable amount of personal sacrifice – another organization may not match the overall benefits I have here.	4.6154	Moderately High
Overall Continuance Commitment Mean	4.4382	Neutral

**All negatively phrased items were recoded in the opposite direction.*

Findings below show that employees have neutral level on the area of continuance commitment. They have moderately high ratings on the following statements: that they are committed in not leaving the organization now even if they wanted to (4.5165) because it would be too costly (5.3407), it will entail a lot of sacrifice and that too much would be disrupted if they decide to leave the organization (4.5934).

Meanwhile, the employees neither agree nor disagree in leaving the organization because of the scarcity of available alternatives (4.0330) or there are too few options to consider leaving the institution. It must be noted likewise that employees neither agree nor disagree that staying with the organization is much of a necessity rather than a desire.

Overall, the employees neither agree nor disagree in their continuance organizational commitment and got a neutral level of commitment in terms of continuance (4.4382). This is displayed in table 7 above.

Table 8: Organizational Commitment of the Employees in terms of Normative Commitment

Normative	Mean	Interpretation
1. This organization deserves my loyalty.	5.2857	Moderately High
2. I would feel guilty if I left my organization now.	5.3516	Moderately High
3. I would not leave my organization right now because I have a sense of obligation to the people in it.	5.7033	High
4. Even if it were to my advantage, I do not feel it would be right to leave the organization.	4.4396	Neutral
5. I do not feel any obligation to remain with my current employer. (recoded)*	4.3077	Neutral
6. I owe a great deal to this organization.	4.9231	Moderately High
Overall Normative Commitment Mean	5.0018	Moderately High

**All negatively phrased items were recoded in the opposite direction.*

On the other hand, in terms of normative commitment, the study revealed that employees agree that they would not leave the institution because if they did, they would feel guilty because of the sense of obligation to people in it particularly the students (5.7033). The employees on the other hand moderately agree that the organization deserves their loyalty (5.2857), and would feel guilty if they leave the organization (5.7033) and because they owe a great deal to the organization. Further, employees neither agree nor disagree with the statements about not leaving the organization and the feeling of being obligated to remain with the institution.

Overall the level organizational commitment of faculty and staff revealed a neutral level given a mean rating of 4.4570 and unlike the affective and continuance commitment, the employees moderately high in their commitment in terms of normative dimension. This is revealed in table 8 above.

Table 9: Summary Table of the Organizational Commitment of the Employees

Organizational Commitment	Mean	Interpretation
Affective Commitment	3.9309	Neutral
Continuance Commitment	4.4382	Neutral
Normative Commitment	5.0018	Moderately High
Overall Organizational Commitment Mean	4.4570	Neutral

Based on the results as depicted in the summary table above, the employees have moderately high commitment in terms of normative dimension, neutral in their affective and continuance commitment and an overall organizational commitment rating of 4.4570 which revealed that employees are neutral in their commitment with the institution.

Hence, in terms of affective commitment which is defined as the strength of an individual's identification and involvement with the organization, findings revealed that respondents are just found to be neutral in their belief in and acceptance of the goals and values of the institution, and are neutral in their willingness to put in extra effort on behalf of the organization and a neutral desire to remain a member of the organization. This means that employees seems neutral in acting for the interest of the organization in the face of uncertainty.

Further, in terms of continuance commitment, findings revealed that full time faculty and staff are neutral in their commitment towards the organization for reason of the investment they have made with the organization and the cost associated with leaving the organization. This investment could include close working relationships with co-workers, retirement and career investments which the respondents are all neutral about.

On the other hand, in terms of normative commitment which is primarily based on an individual's feeling of obligation to remain with the organization because it is seen as the moral and right things to do, result revealed a moderately high result.

Levels of normative commitment were comparatively high when compared with the mean scores of affective and continuance commitment. This findings contradicts the findings of Visagie & Steyn (2011) where normative commitment was found to be the lowest for the case of Company X.

Relationship of Workplace Spirituality and Organizational Commitment

Table 10: Relationship of the Workplace Spirituality Dimensions and the Organizational Commitment Dimensions

		Organizational Commitment		
Organizational Spirituality		Affective Commitment	Normative Commitment	Continuance Commitment
Compassion	r-value	.024	.038	-.138
	p-value	.198	.723	.191
	Interpretation	Not Significant	Not Significant	Not Significant
Mindfulness	r-value	.411	.245	-.105
	p-value	.000	.019	.322
	Interpretation	Significant	Significant	Not Significant
Meaningful Work	r-value	.049	.274	-.120
	p-value	.642	.009	.258
	Interpretation	Not Significant	Significant	Not Significant
Transcendence	r-value	-.200	.145	-.008
	p-value	.057	.169	.943
	Interpretation	Not Significant	Not Significant	Not Significant

Table 10 above shows the relationship of workplace spirituality dimensions and the organizational commitment dimensions which reveled that there is no significant relationship among the said dimensions of the two constructs except for the affective commitment and mindfulness spirituality with the resulting r value of -.411 and a p value of .000. This means that the higher the level of OS mindfulness the lower the level of affective commitment and vise versa. The same findings is on the relationship of OS mindfulness to normative commitment with the resulting r value of .245 and p value of .019. This means that the higher the OS mindfulness the higher the level of normative commitment, but the relationship is found to be not significant. Overall, mindfulness as a dimension of workplace spirituality is found to be significantly related to the overall organizational commitment.

In summary results shows that relationship of workplace spirituality and organizational commitment of full time faculty and staff is found to be not significant given an r value of .152 and a p value of .151. This means that the higher the workplace spirituality, the higher the organizational commitment. But the relationship was found to be not significant.

Conclusions

In the light of the results and findings mentioned above, the following conclusion were drawn:

1. Overall Level of Workplace Spirituality is found to be High with details as follows: Compassion and Meaningful Work are High, Mindfulness and Transcendence are both Moderately High.

2. Overall Level of Organizational Commitment is found to be Neutral with details as follows: Moderately high for Normative commitment and Neutral for both Affective and Continuance Commitment.

3. There is a positive relationship between the level of workplace spirituality and organizational commitment which means that the higher the level of organizational spirituality, the higher the level of organizational commitment. Relationship are found to be significant for the cases of mindfulness and affective commitment, mindfulness and normative commitment and meaningful work and normative commitment. Relationship of all others are found to be not significant.

Recommendations

The recommendations are made based on the findings obtained and conclusions drawn, but not necessarily limited to the following:

1. The Human Resource Department of this private higher learning institution could enhance more activities that are related to workplace spirituality as the findings shows that the higher the workplace spirituality, the higher would the organizational commitment be.

2. Anchored in the result of the employees' organizational commitment which found to be neutral, it is essential that the management improve their strategies on how their employees will be more committed such as the employees' desire to stay because of positive and satisfying work environment and benefits.

References

1. Geigle, D. (2012). Workplace Spirituality Empirical Research: A Literature Review. *Business and Management Review* Vol.2 (10) , 14-27 http://www.businessjournalz.org/bmr
2. Javier, Esmenia R. (2011) Organizational Spirituality and People Management practices of Banks in Batangas City: Basis for Proposed Management Effectiveness.
3. Meyer, J. P., & Allen, N. J. (1991). A three-component conceptualization of organizational commitment. *Human Resource Management Review, 1*, 61–89.
4. Morgan, R. M., & Hunt, S. D. (1994). The commitment-trust theory of relationship marketing. *Journal o f Marketing, 58,* 20-38.
5. Petchasawanga, P. & Duchon, D. (2009) Measuring workplace spirituality in an Asian context (2009) http://digitalcommons.unl.edu/managementfacpub/93.
6. Rhodes Kent, 2006 Six Components of a Model for Workplace Spirituality , Graziado Business Review Volume 9 Issue 2 http://gbr.pepperdine.edu/2010/08/six-components-of-a-model-for-workplace-spirituality/ retrieved July 06, 2013.
7. Visagie, C. M & Steyns C, (2011) Organizational commitment and response to planned organizational

Perceived Image of De La Salle Lipa, Satisfaction and **Loyalty of Students**

Lanie M. Santos

De La Salle Lipa, Lipa City, Philippines (laniezmsantos@yahoo.com)

ABSTRACT

Internationalization and the current competitive academic situation providing many options to students triggers studies on the factors that will make possible for educational institutions to attract and retain local and foreign students. This study employed a descriptive and causal research design in analyzing the satisfaction of the respondents on the service quality and facilities of DLSL. Following the framework of Helgesen & Nesset (2007), perception of the college's image, school's image and students' satisfaction were determined --- and its relationship to perception on service quality and facilities of DLSL were explored. Further it was correlated to students' loyalty. Data were analyzed using simple percentage, mean, chi-square, correlation, and regression. Overall, respondents were slightly satisfied with the facilities of DLSL. However, students were satisfied on the service quality provided at DLSL. Results also revealed that the respondents perceived the image of the college and the school positively. It was established in this study that students' satisfaction, image of the school and image of the college significantly affect students' loyalty. Notably, student satisfaction is the key determinant of student loyalty.

Keywords: Image, Satisfaction, Loyalty, Higher Education

Introduction

Gone are the days when services were secondary to products. Today, service is one of the major income-generating sectors. There are various service sectors, and the education sector is one of them. The study of Brown and Mazzarol (2008) regarded higher education sector as a marketplace and university education a marketable service. This implies that universities can only be triumphant when their student-customers are being offered what they wish to buy, at a quality they feel is acceptable (Zemsky et al. 2005, p. 59; cited by Brown and Mazzarol, 2008). Internationalization, especially with the ASEAN Economic Integration (AEI), and the current competitive academic situation provided many options to students that triggers studies on the factors that will make possible for educational institutions to attract and retain local and foreign students.

Considering the various stakeholders that the educational institutions are serving, students are considered as one of the most significant. Hill (1995 cited by Zafiropoulos and Vrana, 2008) suggests student as the primary consumer in higher education. A number of educational institutions that are available in the local and international market; hence an outstanding service should be exhibited by educational institutions to entice local and foreign students to enroll and stay.

Satisfaction, positive perception, and loyalty of the students should be the utmost concern of the schools' administration. Measuring service quality is a very tough activity. Compared to products where there are explicit characteristics, a service can have several intangible or qualitative conditions. Assessing students' satisfaction on service quality and facilities of the educational institution could be useful inputs in the changes and improvements of the school.

A particular example of an organization is De La Salle Lipa (DLSL). Enrollment at DLSL College Department has consistently been on the rise. In addition, various schools were now situated in Lipa City, which will now share in the market that DLSL is catering. Further, the ASEAN Economic Integration levels the playing field and provides educational opportunities and access to all participating ASEAN countries by way of faculty exchange in teaching and research, student mobility, and bilateral accreditation of programs and courses (De La Salle Araneta University, 2015). Having more competitors, local and abroad, is a big challenge faced by DLSL.

As beneficiary and provider of the services rendered by the institution, the researcher saw an opportunity to determine and analyze the students' satisfaction on service quality and facilities. Specifically, the researcher aimed to: 1) determine if there is a significant relationship between profile and their perception on the service quality and facilities of DLSL; 2)determine if there is a significant relationship between perception on the service quality and facilities of DLSL to college's image, DLSL's image, and students' satisfaction; 3) determine if there is a significant relationship between perceived image of their college and their perceived image of the school; 4) determine if there is a significant relationship between students' satisfaction and their perceived image of the school; 5) determine if students' loyalty has no significant relationship to the image of the college, image of the school and students' satisfaction; and 6) find out whether student satisfaction, image of the school and image of the college are drivers of student loyalty, and if so, identify which one is the key determinant of students' loyalty.

Methods

Theoretical Background

According to Helgesen & Nesset (2007), a number of variables may influence student satisfaction or the students' perceptions of the image of a university college and the image of a study program. Students' perceptions of an educational institution's facilities and the quality of service provided are among the antecedents most often used. These two variables are considered not concepts but factors. *Student Satisfaction*, *Image of University College* and *Image of Study Program* are assumed to be drivers of *Student Loyalty.*

Helgesen & Nesset (2007) found out the following: 1) Student perception of the image of the study program has a positive impact on student perception of the image of the university college; 2) Student perception of the image of the university college has a positive impact on student loyalty; 3) Student satisfaction has a positive impact on student perception of the image of the university college; 4) Student satisfaction has a positive impact on student perception of the image of the study program; and 5) Student satisfaction has a positive impact on student loyalty. Their study further suggests that both Student Satisfaction and Image of University College are (direct) drivers of Student Loyalty, while Image of Study

Program is not. The Image of Study Program, however, is indirectly and positively related to Student Loyalty. The relationship of the variables were shown in figure 1.

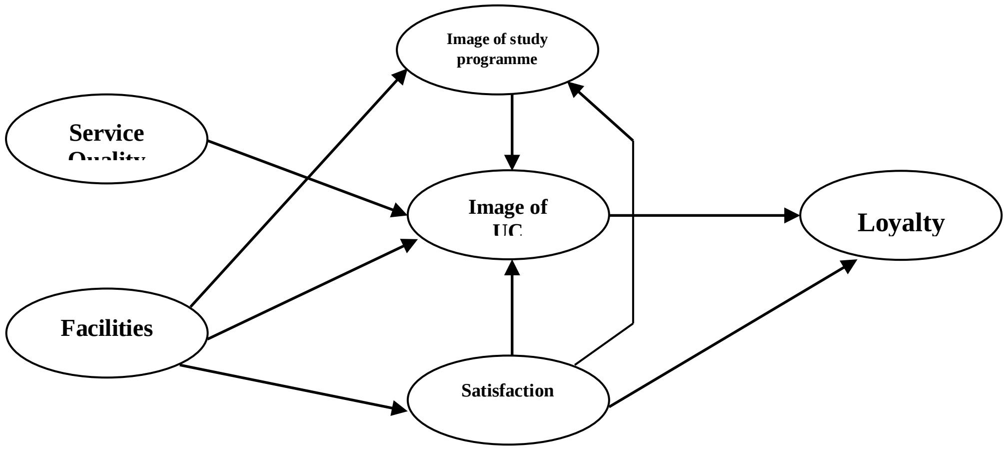


Figure 1: Conceptual Framework
Source: Helgesen & Nesset *(2007)*

Operational Framework

While the research model of Helgesen & Nesset (2007) only considered latent variables, this study also included observed variables specifically the profile of the respondents. According to Sessoms (2013), demographics are the statistical component of marketing, which gives businesses a head start in understanding their market. The operational framework of the study shows a relationship between the students' profile and their perception on service quality and facilities of DLSL. The framework also determined the relationship of the perception on service quality and facilities of DLSL to the image of the college, image of school, and satisfaction. Image would refer to the overall perception of the institution, what it is associated with, and what individuals think, either positive or negative, based on the perception of the external stakeholders. Satisfaction refers to the approval of students when comparing a service perceived performance with their expectations and experience. Perception determines satisfaction. While loyalty would refer to the desire of the students to retain, recommend and/or repurchase the services provided. This study identified the influence of the image of the course, image of school, and satisfaction to students' loyalty. Figure 2 illustrates the operational framework of this study.

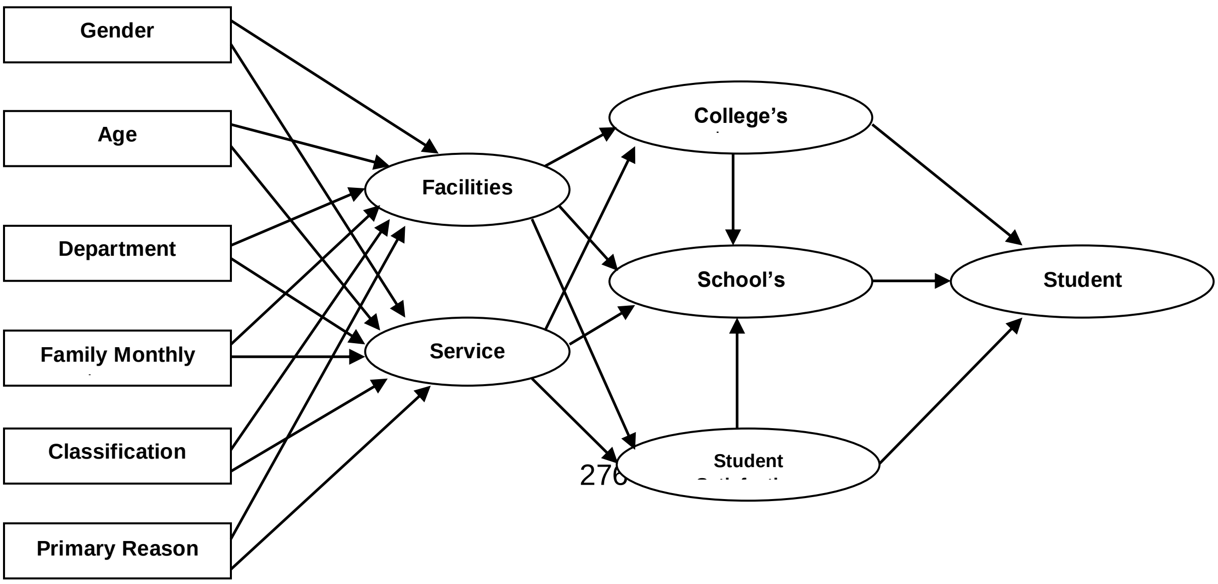


Figure 2: Operational Framework

Research Hypotheses

The following hypotheses were tested in this study:

Ho_1: There is no significant relationship between DLSL CBEAM sophomore students' profile and their perception on the service quality and facilities of DLSL.
Ho_2: There is no significant relationship between DLSL CBEAM sophomore students' perception on the service quality and facilities of DLSL to college's image, DLSL's image, and students' satisfaction
Ho_3: There is no significant relationship between students' perceived image of their college and their perceived image of the school
Ho_4: There is no significant relationship between students' satisfaction and their perceived image of the school
Ho_5: Students' loyalty has no significant relationship on the image of the college, image of the school and students' satisfaction
Ho_6: Image of the college, image of the school and students' loyalty, and students' satisfaction have no significant effect on Students' loyalty

Research Methodology

This study employed a descriptive and causal research design. It was limited to the CBEAM students of De La Salle Lipa for the first semester of the Academic Year 2014-2015. Sophomores were chosen as respondents since they are the one who have experienced the services of DLSL and still have the greater possibility of transferring to other schools considering the percentage of subjects that may be credited. Out of the 610 CBEAM sophomore students who were officially enrolled during the said semester, a total of 511 questionnaires were returned with a response rate of 84%.

The researcher adapted the questionnaires utilized by Helgesen & Nesset (2007) and Khan et al. (2011). The concepts Facilities, Student Satisfaction, Image of University College , Image of Study Program and Student Loyalty have statistically significant loadings of Cronbach' s alpha ranging from 0.71 to 0.93 (Helgesen & Nesset, 2007). Overall, the researcher tested the instrument, resulting to CA of 0.976 implying a high internal consistency reliability (Cronbach & Shavelson, 2004 cited by Fares, Achour, and Kachkar, 2013).

The questionnaire consisted of four parts. First is about profile. The second part pertained to their perception on facilities and service quality. A 1 - 6 scale was designed to help respondents qualify their perception on service quality which was labeled from Highly Dissatisfied (1) to Highly Satisfied (6). The third part was used to determine students' satisfaction. It also utilized a 1 - 6 scale and was labelled from Always Negative (1) to Always Positive (6). The fourth part was used to determine the respondents' opinion and feelings pertaining to students' loyalty. It also utilized a 1 - 6 scale and was labelled from Strongly Disagree (1) to Strongly Agree (6). Close ended questions were used. The questionnaire has the following specifications:

Variable	Number of Items	Question Number
Satisfaction –Facilities	7	1 – 7
Satisfaction-ServQual (Tangibility)	4	8 – 11
Satisfaction-ServQual (Reliability)	4	12 – 15

Satisfaction-ServQual (Responsiveness)	4	16 – 19
Satisfaction-ServQual (Assurance)	4	20 - 23
Satisfaction-ServQual (Empathy)	4	24 - 27
Students' Satisfaction	13	28 – 40
Perception-College	3	41 - 43
Perception- School	3	44 - 46
Loyalty	3	47 – 49

Descriptive statistics were used to determine the profile of the respondents. It was interpreted using simple percentage technique. Mean were computed to determine the perception of the respondents on the facilities, service quality, course's image, DLSL's image and satisfaction. Data from the survey results were summarized and classified according to range as follows:

Interpretation	Range
Highly Satisfied / Always Positive/ Strongly Agree	5.50 – 6.00
Satisfied / Positive/Agree	4.50 – 5.49
Slightly Satisfied / Sometimes Positive/ Slightly Agree	3.50 – 4.49
Slightly Dissatisfied / Sometimes Negative/ Slightly Disagree	2.50 – 3.49
Dissatisfied / Negative / Disagree	1.50 – 2.49
Highly Dissatisfied / Always Negative / Highly Disagree	1.00 – 1.49

On the one hand, chi-square analysis was used to discover if there is a significant relationship between respondents' profile (except for age) and their perception on the service quality and facilities of DLSL. On the other hand, significant relationship between age and their perception on the service quality and facilities of DLSL as well as significant relationship between students' satisfaction and students' loyalty, image of the school and students' loyalty, and image of the course and students' loyalty were identified using correlation analysis. Lastly, regression analysis was performed to determine the effect of students' satisfaction, image of the school, and image of the college on students' loyalty.

Results and Discussion

Respondents' Profile

Results revealed that majority of the respondents were female (72.20%), aged between 17 to 18 (86.8%), and came from private school before DLSL (80.6%). 45.8% and 42.3% were from Accountancy and Accounting Technology and Business Administration respectively. Further, most of their family monthly income fall between 10,001-20,000 (22.1%) and 40,001-50,000 (20.2%). It was also found out that their primary reason for studying at DLSL is prestige accounting for 22.9%, followed by proximity to place of residence (22.5%). Lowest frequency was recorded for facilities with 2.7%.

Perception Matrices

Table 1: Perception on the facilities of DLSL

Statements	Mean	Interpretation
Satisfaction with the classrooms	4.0177	Slightly Satisfied
Satisfaction with the locations of classrooms for different subjects	4.2877	Slightly Satisfied
Satisfaction with the equipment in the classrooms	3.9037	Slightly Satisfied
Satisfaction with the indoor temperature	3.1020	Slightly Satisfied
Satisfaction with the cleanliness	4.4510	Slightly Satisfied
Satisfaction with the library	5.3725	Satisfied
Satisfaction with the canteen	4.0020	Slightly Satisfied
Overall Mean of facilities	4.1543	Slightly Satisfied

Table 1 presents the perception on the facilities of DLSL. Results revealed that the respondents were only satisfied with the library facilities *(M = 5.3725)*. Other facilities like classrooms, equipments, and canteen, including the indoor temperature, cleanliness, and locations of classrooms for different subjects have slight satisfaction. This signifies a great room for improvement for the institution.

Table 2: Perception on the service quality of DLSL

Service Quality	Mean	Interpretation
Tangibility	4.4579	Slightly Satisfied
Reliability	4.7172	Satisfied
Responsiveness	4.7221	Satisfied
Assurance	4.7658	Satisfied
Empathy	4.6243	Satisfied
Overall Mean of Service Quality	4.6575	Satisfied

Table 2 shows the perception on the service quality of DLSL. According to Al-Rousan, M. Ramzi, Badaruddin Mohamed (2010), service quality is a vital competitive policy to keep customer support and build great base. In this study, it was revealed that the respondents were satisfied on reliability *(M = 4.7172)*, responsiveness *(M = 4.7221)*, assurance *(M = 4.7658)*, and empathy *(M = 4.6243)*. However, slight satisfaction was given for tangibility *(M = 4.4579)*. Summarily, results imply a satisfactory perception on the students' service experience at DLSL.

Table 3: Perception of the students on the image of the college & image of DLSL

Statements	Mean	Interpretation
Perception of the college among your circle of acquaintances/friends	4.9586	Positive
Perception of the college among the general public	4.8504	Positive
Perception of the college among your family	5.0868	Positive
Overall Mean of Image of the College	4.9296	Positive
Perception of the school among your circle of acquaintances/friends	4.9426	Positive
Perception of the school among the general public	4.9308	Positive
Perception of the school among your family	5.1028	Positive
Overall Mean of Image of School	4.9400	Positive
Overall Mean of Perceived Image	4.9348	Positive

Table 3 presents the perception of the students on the image of the college & image of school. Results show that the respondents think that their circle of acquaintances, general public, and their family perceived the image of the College of Business, Economics, Accountancy, and Management *(M= 4.9296)* and DLSL *(M= 4.9400)* positively. According to Chen, Chun-Fu and Chen, Chin-Tsu (2014), a positive school brand image can help students determine differences among schools, and afterwards affect their intention in choosing school to enroll.

Table 4: Perception of the students on student satisfaction

Statements	Mean	Interpretation
Knowledge and skills gained during the lecture	4.8047	Satisfied
Availability of class notes and reading materials	4.6437	Satisfied
Teachers' feedback on assessed work	4.6228	Satisfied
Coverage and depth of the lecture	4.6523	Satisfied
I am overall satisfied with the teaching quality	4.6614	Satisfied
Satisfaction with the theoretical quality of lectures	4.6621	Satisfied
Satisfaction with the methodological quality of lectures	4.6228	Satisfied
Satisfaction with the professional quality of lectures	4.7014	Satisfied
Satisfaction with the students' examinations regarding their study	4.5305	Satisfied
Satisfaction with the quality of study materials or references	4.5540	Satisfied
Satisfaction with the school in general	4.5776	Satisfied
Satisfaction with the school compared with expectations	4.2185	Slightly Satisfied

Satisfaction with the school compared with an ideal one	4.2213	Slightly Satisfied
Overall Mean of Satisfaction	4.5494	Satisfied

Satisfying customers is one of the main goals of every organization. Table 4 shows the perception of the students on student satisfaction. Highest mean was observed about the knowledge and skills they gained during the lecture *(M = 4.8047)*. However, respondents were slightly satisfied with the school compared with expectations *(M = 4.2185)* and an ideal one *(M = 4.2213)*. In general, respondents were satisfied with their experience in the institution *(M = 4.5494)*.

Table 5: Loyalty of the students to DLSL

Statements	MEAN	Interpretation
I will recommend the school to friends/acquaintances	4.9882	Agree
I will attend the same school if starting anew	4.7382	Agree
I will continue education at the school (degree students) / attend new courses or pursue ladderization (certificate students)	4.8083	Agree
Overall Mean of Loyalty	4.8102	Agree

Table 5 presents the loyalty of the respondents to DLSL. The students' responses indicate that they are loyal to the school *(M = 4.8102)*. This is a positive result for DLSL as Dubrovski (2001 cited by Hart, Rampersad , Lopez, and Petroski, n.d) mentioned that customer (student) retention and referrals have been shown to be important for organizational success and business development.

Relationship Matrices

Table 6: Relationship between profile and their perception on the service quality and facilities of DLSL

Profile	Service Quality	Facilities
	x^2 value / r – value[a]	x^2 value / r – value[a]
Gender	153.203	33.365
Age[a]	0.062	- 0.027
Department	579.327	108.111
Family monthly income	704.968	129.825
Classification	113.357	30.403
Primary Reason	791.661	187.4242

**Performed using Pearson Correlation Analysis*

Table 6 shows the relationship between profile and their perception on the service quality and facilities of DLSL. Results revealed that profile is not significantly related to their perception on the service quality and facilities of DLSL. This means that perception on the service quality and facilities is independent of profile. Notably, for the case of age, its relation to the perception on service quality is positive as oppose to its negative relationship with facilities. This implies that older students have better perception on service quality but poor perception on facilities in contrast with new students.

Table 7: Relationship among perception on service quality, college's image, school's image, and students' satisfaction

	Students' Satisfaction	Perceived Image of College	Perceived Image of School	Service Quality	Facilities
Students' Satisfaction	1				
Perceived Image of College	0.589**	1			
Perceived Image of School	0.543**	0.743**	1		
Service Quality	0.827**	0.567**	0.504**	1	
Facilities	0.620**	0.428**	0.367**	0.588**	1

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

Table 7 shows the relationship among perception on service quality, college's image, school's image, and students' satisfaction. On the one hand, It was revealed that perception on the service quality is significantly related to the perception on the college's image (r =.589, p<.01), school's image (r =.543, p<.01), and the students' satisfaction (r =.827, p<.01). Correlation coefficients were positive indicating that as the perception on service quality increases, the greater chances that there will be always positive perception on the college's image and school's image, and students' satisfaction also increases. This is consistent with the result of the study of Lee, H., Lee, Y. and Yoo, D. (2000) which suggests that service quality is an antecedent of customer satisfaction.

On the other hand, It was discovered that perception on the facilities is significantly related to the perception on the college's image (r =.428, p<.01), school's image (r =.367, p<.01), and the students' satisfaction (r =.620, p<.01). Correlation coefficients were positive indicating that as the perception on facilities increases, the greater chances that there will be always positive perception on the college's image and school's image, and students' satisfaction also increases. Moreover, students' satisfaction is significantly related to the perception on the school's image. Such relationship is positive also. This confirms the result of the research of Chen, Chun-Fu and Chen, Chin-Tsu (2014) who found that a significant positive relationship existed between brand image and satisfaction. It was further discovered that perception on the image of the college and their perception on the image of the school is significantly related. The relationship is positive, which means that the positive perception on the image of the college has greater chances of having always positive perception on the image of the school.

Table 8: Relationship of students' loyalty to the image of the college, image of the school and students' satisfaction

	Students' Satisfaction	Perceived Image of College	Perceived Image of School	Loyalty
Loyalty	.627**	.509**	.486**	1

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

Table 8 shows the relationship of students' loyalty to the image of the college, image of the school and students' satisfaction. Results revealed that loyalty is significantly related to the image of the college (r =.589, p<.01), image of the school (r =.543, p<.01), and students' satisfaction (r =.627, p<.01). Moreover, relationships were found to be positive indicating that the satisfied students who have positive perception on the image of the college and image of the school, are likely to be loyal to the institution. This confirms the study of Fernandes, Ross, and Meraj (2013), which proved the positive relationship between satisfaction and loyalty; signifying that students who are satisfied with their overall programme experience and with the quality of university facilities and services are more likely to be loyal to their educational institution.

Regression Matrix

Table 9: Effect of student satisfaction, image of the school and image of the college on student loyalty

Model		Unstandardized Coefficients	Standardized Coefficients	p-value
		B	Beta	
1	(Constant)	0.243		0.319
	Students' Satisfaction	0.650	0.480	0.000
	Perceived Image of College	0.172	0.132	0.013
	Perceived Image of School	0.155	0.128	0.013
	r^2 = 0.656			

a. Dependent Variable: STUDENTS' LOYALTY

Table 9 presents the effect of student satisfaction, image of the school and image of the college on student loyalty. The results of this study revealed that student satisfaction *(β = .650, t-value = 11.351, p < .01),* perceived image of the college *(β = .172, t-value = 0.974, p < .05)*, and perceived image of the school *(β = .155, t-value = 2.576, p < .05)* had a significant and positive influence on student loyalty. This means that 1 unit increase in student satisfaction, perceived image of the college, and perceived image of the school will influence student loyalty to increase by 0.650, 0.172, and 0.155 points respectively. In other words, the higher the student satisfaction, perceived image of the college, and perceived image of the school, the more loyalty the students are towards the school. Notably, students' satisfaction is the key determinant of students' loyalty. These findings validate the study of Helgesen and Nesset, who founded that students' satisfaction has the highest degree of association to students' loyalty.

Summarily, the findings of this study show that the regression model significantly explains the dependent variable as R^2 is 0.656 showing that the model is strong enough to explain the variability of student loyalty in DLSL.

Conclusion and Recommendation

Summarily, respondents were slightly satisfied with the facilities of DLSL. This was validated by their perception on tangibility, which also revealed slight satisfaction. However, the respondents were satisfied on reliability, responsiveness, assurance, and empathy. Moreover, it was found that the respondents perceived the image of the college and school positively. In general, respondents were satisfied with their experience in the institution. Their responses also indicated that they are loyal to the school, as shown by their willingness to recommend and continue education in the institution.

Results revealed that profile is not significantly related to their perception on the service quality and facilities of DLSL, *therefore hypotheses 1 is supported*. Research findings also suggest that perception on the service quality and facilities are significantly related to the perception on the college's image, DLSL's image, and the students' satisfaction. *Therefore, hypothesis 2 is not supported.* Further, it was found out that perception on the image of the college and their perception on the image of the school is significantly related, thus, *hypothesis 3 is also not supported.* Moreover, students' satisfaction is significantly related to the perception on the DLSL's image, *therefore, hypothesis 4 is also not supported.* It was also found out that loyalty is significantly related to the image of the college, image of the school and students' satisfaction, *therefore, hypothesis 5 is also not supported.* Lastly, it was discovered in this study that students' satisfaction, image of the school and image of the college significantly affect students' loyalty, *therefore, hypothesis 6 is also not supported.* Notably, students' satisfaction is the key determinant of students' loyalty.

Having established that satisfaction is the key driver of students' loyalty, DLSL is recommended to increase such by improving the facilities of the institution as it gained slight satisfaction based on the results of this study. The school must exert greater effort to improve the indoor temperature, cleanliness, and equipments inside the classrooms, as well as the school's canteen. It is advised that options for placing of air conditioning units and high end equipment be highly considered. For faculty, they must improve the organization and legibility of their presentation. The school is recommended to provide trainings for faculty about this concern. Also, the school should extensively participate in the programs of different organizations like the International Association of Lasallian Universities particularly about classroom observation to determine ways on improving class presentation and instruction.

References

1. Al-Rousan, M. Ramzi, Badaruddin Mohamed (2010). Customer Loyalty and the Impacts of Service Quality: The Case of Five Star Hotels in Jordan. International Journal of Human and Social Sciences 5(13), 886 – 892
2. Brown, R. and Mazzarol, R. W. (2008). The Importance of Institutional Image to Student Satisfaction and Loyalty within Higher Education 58 , 81 – 95. DOI 1.1007/s10734-008-9183-8
3. Chen, Chun-Fu and Chen, Chin-Tsu (2014). The Effect of Higher Education Brand Images on Satisfaction and Lifetime Value from Students' Viewpoint 17(1),137-145
4. De La Salle Araneta University (2015) K-12++ Some Strategic Implications for DLSUA: Towards a Modest Proposal for Calendar Shift and Trimestral Mode of

School Operation Retrieved August 5, 2015, Available: http://www.dlsau.edu.ph/pdf/K12++-02Feb15.pdf
5. Fares, D., Achour, M., and Kachkar,O. (2013). The Impact of Service Quality, Student Satisfaction, and University Reputation on Student Loyalty: A Case Study of International Students in IIUM, Malaysia. Information Management and Business Review, 5 (12), 584-590
6. Fernandes, C. Ross, K. and Meraj, M. (2013). Understanding student satisfaction and loyalty in the UAE HE sector. International Journal of Educational Management, 27 (6), 613-630
7. Hart, L. , Rampersad , A. Lopez, J, and Petroski, M. (n.d). University Ethnicity and the Balanced Scorecard's Customer Perspective: The Case of Higher Education. Journal of Applied Business and Economics
8. Helgesen, O. & Nesset, E. (2007). Images, Satisfaction and Antecedents: Drivers of Student Loyalty? A Case Study of a Norwegian University College. Corporate Reputation Review, 10 (1), 38 – 59. doi: 10.1057/palgrave.crr.1550037
9. Khan, M. , Ahmed, I. & Nawaz, M. (2011). Student's Perspective of Service Quality in Higher Learning Institutions; An evidence Based Approach. International Journal of Business and Social Science, 2 (11) Special Issue, 159 – 164.
10. Lee, H., Lee, Y. and Yoo, D. (2000). The determinants of perceived service quality and its relationship with satisfaction. Journal of Services Marketing, 14 (3), 217-231
    Sessoms, G. (2013). The Importance of Demographics to Marketing. Retrieved September 10, 2014 from http://smallbusiness.chron.com/importance-demographics-marketing-25365.html
11. Zafiropoulos, C. and Vrana, V. (2008). Service Quality Assessment In A Greek Higher Education Institute. Journal of Business Economics and Management, 9 (1): 33–45

Academic Self - Reflections:A Pathway to Acknowledging and Appreciating the Intricacies of Student Diversity

Donna M Velliaris

Eynesbury Institute of Business and Technology, Adelaide, AUSTRALIA (dvelliaris@eynesbury.sa.edu.au)

ABSTRACT

The Eynesbury Institute of Business and Technology (EIBT) was founded in 1998 and has since established a strong profile for pre-university pathways, particularly for 'international students'. EIBT offers Diplomas in Business; Information Technology; and Engineering with provisional entry into *The University of Adelaide* or the *University of South Australia* if students graduate with entry-level requirements. The impetus for this study was the recognition that as a pathway provider, EIBT lecturers face many challenges stemming from its international student demographic, and was framed by educational research grounded in narrative An anonymous open-ended and online question posed to EIBT educators brought forth five richly descriptive narratives that will inform professional praxis and issues surrounding acculturation, attrition, differentiation, inclusivity, induction, orientation, retention, social justice, transformation, and transitions. As cultural diversity is the fabric of EIBT, it is crucial that lecturers embrace 'new' ways of challenging themselves to think about the world they live in and how that may affect the educational experiences of their pathway students.

Keywords: Australia, Intercultural Competence, International Students, Pre-University Pathway Programs

Introduction

If it is recognised that teachers are instrumental in shaping the development of learners, then it needs to be acknowledged that they need strategies and techniques to help learners develop appropriate attitudes and values to cope in a diverse society. As teachers are the most important partners in supporting and promoting diversity in schools, their creativity and sensitivity to the differences that make each student 'unique', is *critical* to the teaching and learning process. Teachers tend to teach the way they learn best, and through self-reflection and reflexive practice, they may come to improve their pedagogical methodologies to the benefit of all students in their classroom.

Background & Context

EIBT is a prestigious Australian pre-university pathway provider. Pathway providers attract 'international' students early in their education lifecycle to assist those students to meet the entry requirements of the partner university (Fiocco, 2005, 2006). Specific to this research are students who have an offer from either *The University of Adelaide* or the *University of South Australia* to enrol at EIBT to undertake a Diploma in Business; Information Technology; or Engineering, before transitioning to the mainstream upon successful completion and diploma graduation (Velliaris & Coleman-George, 2015a, 2015b; Velliaris, Willis, & Breen, 2015a, 2015b; Velliaris, Willis, & Pierce, 2015). EIBT international students are generally between the ages of 17-27 years and represent more than 20+ nationalities including for example [alphabetical order]: Bangladesh; Cambodia; China [mainland, Hong Kong and Macau]; East Timor; Egypt; Fiji; India; Indonesia; Iran; Kenya; Lebanon; Malaysia; Nepal; Nigeria; Oman; Pakistan; Saudi Arabia; Singapore; South Korea; Sri Lanka; Turkey; Uganda; and Vietnam. Approximately 70 per cent of EIBT students are male and roughly 50 per cent are from mainland China.

EIBT recognises the right of all staff and students to work and study in a safe environment. Inappropriate behaviours include (see Eynesbury, 2015): assault or threat of attack on an individual or group; cheating, collusion or plagiarism in any form; damaging or abusing EIBT property; discrimination; electronic harassment; fraudulent behaviour; stalking, bullying and humiliation; substance abuse in any form; theft; and/or violent, intimidating or aggressive behaviour. Discrimination or harassment of staff or students—based on academic ability, age, colour, dress, gender, impairment/medical condition, language, national or ethnic origin, political conviction, race, religion, socioeconomic status, speech, and/or sexual preference—are contrary to the *core* educational and employment values that EIBT upholds.

Core-educational and employment values within the context of EIBT include, but are not limited to: communicating and voicing alternative points of view in rational debate; participating in an educational environment free from any form of harassment; relying on the protection of one's personal information; and treating others with courtesy and respect. EIBT treats claims of inappropriate behaviour(s) seriously e.g., discrimination and/or harassment, and all reports are thoroughly and confidentially investigated to protect complainants and witnesses from further harassment and victimisation. All members of the EIBT community are expected to maintain an atmosphere where cultural differences are accepted and respected, and individuals are able to comfortably participate in academic life within EIBT.

Literature Review

An affirming attitude toward students who differ from the dominant culture is fundamental for successful teaching in a culturally diverse school environment. This study was open to the multifarious conceptions and experiences of diversity that may be experienced by teachers today. Conceptions and experiences resonate with the definition formulated by Cushner, McClelland and Safford (1992) that '…diversity is about differences based on gender, ethnicity, race, class, poverty, culture, religion, language, age and handicapping conditions, diverse backgrounds, economics, social, psychological, physical, intellectual differences, and learning styles' (p. 29). Indeed, teachers' attitudes toward students can *significantly* shape the expectations they hold for their learning, their treatment of students, and what students will ultimately learn. While diversity includes the rich mixture of *differences* that enter the classroom, the *similarities* that exist are equally important for connecting factors that contribute to the social fabric of a school community such as EIBT.

Banks (1995) reasoned that teachers must be aware of their own presuppositions and assumptions so that diversity can be used as an educative process and to challenge hidden assumptions about the 'other'. Indeed, there are actions that can breed insensitivity to cultural diversity as well as to the capabilities and strengths that students bring to class. In agreement with Gardner (2001), the classroom is a critical social arena where individual lives are shaped and influenced through attitudes and values, which are embedded in both the process and content of learning. Gay (2002, p. 113) found eight key components that affected ethnic learning styles in the classroom. They included: (1) interpersonal interactional styles; (2) motivations, incentives, and rewards for learning; (3) perceptual stimulation for receiving, processing, and demonstrating comprehension and competence; (4) physical and social settings for task performance; (5) preferred content; (6) structural arrangements of work, study, and performance space; (7) techniques for organising and conveying ideas and thoughts; and (8) ways of working through tasks.

Educators who see their students in an affirming light acknowledge the existence and validity of a plurality of ways of behaving, learning, talking, and thinking (Bosher, 2003; Howard, 2007; Stier, 2003). Although teachers may work hard to leave their own values, beliefs and biases outside school doors, the reality is that 'the most they can do is acknowledge how these may either get in the way of, or enhance, their work with students' (Nieto, 2003, p. 24). A study by Robinson and Zinn (2007) on preparing teachers for diversity, revealed that lecturers understood the concept of diversity to encompass a range of categories, namely: ability-level; class; colour; disability; gender; language; learning differences; race; religion; socio-economic issues; all elements that may give rise to the exclusion of individuals. Having the courage to look deep inside oneself and make the necessary changes to become a more caring, passionate, and democratic educator is *not* an easy task (Hale, Snow-Gerono, & Morales, 2007, p. 12).

Research Method & Methodology

This study was framed by educational research grounded in narrative with the view that helping educators to explore diversity (of any kind) provides opportunities for them to take control of their educational practices (Athanases & De Oliveira, 2008; Avison, Lau, Myers, & Nielson, 1999; Dehler & Edmonds, 2006; Koshy, 2005; McLean, 1995; Reason & Bradbury, 2001). According to Maxwell (1996) qualitative research focuses on making sense of human experiences from the perspective of human experience within a context, and is *less concerned* with creating universal generalisations and/or patterns of human behaviour. Using qualitative research involves studying social phenomena in their 'natural settings' and attempting to make sense of or interpreting them in terms of meanings people ascribe to them (Denzin & Lincoln, 1998). These characteristics were important for this study as it allowed access to the experiences of teachers through 'narrative' (Clandinin & Connelly, 1989; Nash, 2004; Shields, 2005) related to their self-determined ability to cope with diversity in the classroom (Barrett, Byram, Lazar, Mompoint-Gaillard, & Philippou, 2013; Deardorff, 2009; Fantini, 2009; Velliaris & Coleman-George, 2014) and their ability to uncover how they understood and managed it; documenting their experiences, feelings and thoughts in their own words.

With this in mind, EIBT sessional academic staff were invited to respond to one online and 'open-ended' (Creswell, 2008, 2009; Neuman, 2004) question during 1-28 February 2015 via the intranet: *How do you acknowledge and appreciate the intricacies of student diversity in your classroom?* Five sessional (*n=5* from approximately 40) academic staff (background demographics not recorded) responded with between 500-1000 unrestricted words. The overarching aim was to utilise the qualitative data to gain lecturers' personal perceptions of their own pedagogical practices in this diverse pre-university pathway institution. The research objectives included: (a) to acknowledge staff reflections as a rich source of description; (b) to communicate different perspectives and share narratives among EIBT colleagues for pedagogical advancement; and (c) to gain insight(s) into areas for future empirical exploration. Methodologically, in interpreting the narratives below, it is envisaged that readers will see these stories as 'research with, not on, people' (Bleakley, 2005, p. 535) and should view them in terms of 'empowerment' rather than any form of 'measurement'. With this in mind, *no* common themes are drawn, as '...to ignore the discourse of the telling, the poetics, means that we run the risk of seeing only sequences of events' (Athanases & De Oliveira, 2008, p. 70). These narratives should act as cultural scaffolds or thinking tools to be used to develop the profession and praxis in EIBT and beyond.

Findings & Discussion

The five anonymous narrative responses presented below are based on EIBT lecturers' personal experience(s) and do *not* offer any generalisable claims. They provide an insight into their understanding(s); conceived as a subjective process in a specific context. Readers should consider the extent to which commonalities/dissimilarities may inform their own practices. Select excerpts are presented in order of online receipt.

Respondent 1

At EIBT, I deal with students of many cultures, so the idea of meeting the different learning needs of those individuals and their many backgrounds is a constant for me. I think that I show my EIBT students that I am genuinely interested in them and their culture, and I make modifications to my pedagogical practices to better accommodate them.

These modifications include e.g., speaking at a slower pace; avoiding Australian colloquialisms; attempting to incorporate examples that they can relate to; and accepting that it may take longer for them to cope with reading texts, writing essays and utilising various computer software.

I often ask myself, 'Who should I be for these people? What should I represent? What values should I be promoting?' My values are the product of my own cultural background and that places me within the dominant cultural group of Australians.

Respondent 2

I have travelled to more than 30 countries, so I like to think that I am interculturally competent. I imagine that it would be difficult to be interculturally competent if one has never ventured abroad and truly experienced the sights, sounds and smells of another culture. When one travels, they experience being in the 'minority' and in the case of non-English speaking countries, also the frustrations associated with trying to effectively communicate.

The key lessons I have learned from working with the Asian students in particular are: (a) they are not a homogeneous group and they take pride in their individuality; (b) communication takes time and patience; (c) one should never assume anything; an (d) respectful teacher/student interactions promote their learning...

I like to think that I am open-minded, understanding and tolerant of all cultures. I try to put myself in the shoes of my students and see things from their perspective; an iterative process that has improved over the years. Experience would seem the basis for this competence. Experience in communicating effectively with others, developing knowledge, skills and attitudes that foster understanding, managing inevitable contact with others, and solving problems together.

Respondent 3

Student success in a course is directly tied to the degree with which students feel engaged in the course material. I actively try to promote an engaging learning environment and the primary way I achieve this is by showing my enthusiasm for the material that I am teaching. Educators cannot expect students to be interested in course material if we do not convey our own enthusiasm for it.

Since I teach students from different ethnic backgrounds at EIBT, I try to leave room in the curriculum for some individuality in order to capitalise on the diversity. To acknowledge and appreciate diversity in my classroom, I ask myself—To what extent do my attitudes, assumptions and practices promote an inclusive learning environment? Because, ultimately, diversity is an essential element in all healthy communities and I need to celebrate the differences among my students, and honour their individual strengths. I try to highlight each of their abilities and give them a sense of pride; focus on the idea that the classroom is a safe place where the students can respectfully share ideas and learn from each other.

Yes, I recognise that all EIBT students learn differently. I thus aim to supply multiple types of activities and situations, varying visual, aural, and hands-on exercises. My students and I are challenged every day to live and learn outside our comfort zones, and to learn and experience new business skills. At the end of every class, I want each student to leave with valuable, practical application from the course.

My students make me better...

Respondent 4

I attempt to engage every student so his/her voice is heard. I do this through questions posed during lectures, group exercises, assignments, reflection essays, and class presentations. I encourage students to think critically, to question the material and ideas offered in my courses, and to fully explore the topic at hand. Engaging with the material is important so that my students attain the knowledge and intellectual curiosity necessary for academic success, as well as those skills that promote lifelong learning.

Certainly, I am committed to serving a diverse student population and integrating varied perspectives into my course. I challenge my students to think about how they as individuals and members of groups can work collectively to solve social problems. In addition to helping students understand cultural diversity, I challenge my students to respect diverse perspectives, people, and places.

Ultimately, I believe that a more just and tolerant society must be based on a foundation of understanding. International business offers important theories, perspectives, and insights into why inequality persists, but it can also show how inequality can be alleviated. I do my best to create a classroom environment where EIBT students can think about these pressing issues, ask tough questions, and learn new information.

Respondent 5

I often think about how diverse my EIBT class is. There are many differences, however, the most challenging disparity is the difference in student learning styles. Some students understand things better when they are put in mathematical terms, others prefer a more graphical or intuitive explanation, while others like to have real world examples to relate to. In order to appeal to all these styles, I try to combine problem-solving, graphical analysis, data visualisation, and news stories during the classes.

One of the things I enjoy most about teaching here in EIBT, is interacting with students. It is rewarding to work with students both in class and individually, and to see them progress. I believe that creating a class atmosphere congenial enough for students to feel comfortable to express their opinion and approach me with questions is imperative, because learning is incomplete without questioning. To this end, I encourage my students to contact me frequently as a way to show my concern about their learning. When asking a question in class, I want to encourage them without being patronising, by waiting until someone offers a possible answer before I explain the concept. Leaving pauses in a presentation also gives them the opportunity to ask questions if they feel the need to.

Summary

Teaching has become increasingly demanding and classes today are characterised by diversity; full of complexities and multidimensionality. Narrative research in which teachers' voices are heard in their stories of experience offers an opportunity to present the complexity of teaching to the public. And, when considering the value that pathway programs have contributed to the development of international student recruitment, the research in this area is by no means commensurate with the volume and significance of these programs to the HE sector, particularly within Australia.

Implications, Limitations and Future Recommendations

This study showed that diversity was understood by EIBT educators as an all-encompassing concept underscored by notions of multiculturalism, intercultural competence and social justice. EIBT lecturers acknowledged the importance and need to incorporate diversity issues into their learning areas and daily classroom practice to improve the life chances of learners. On the whole, they managed diversity through a caring approach and a strong commitment to acculturating international students to Western academic discourse.

It is through such self-reflection that EIBT staff can partake in critical discussions about their *own* pedagogy in cultural diverse school environment and recognise that cultural incongruence among staff and students may be a/the prime factor that contributes to international student withdrawal. In other words, if EIBT students are to achieve high standards, one should expect *no less* from their teachers. Recommendations for enhancement, advancement and future empirically-based research projects focused on 'teaching' in the EIBT context, should take into account: (a) subject matter expertise coupled with an understanding of how students learn and develop; (b) skill development in using a range of teaching strategies and technologies; and (c) ongoing PD through joint-planning, peer-coaching, study groups, and collaborative research as examples.

Conclusion

Diversity has long been recognised as beneficial for student achievement and the benefit that inclusive schools offer to students is well-recognised. This study highlighted how EIBT educators are dealing with diversity, which is not an easy social process, but an educational process that requires continuous dialogue. This study has shown that teachers matter, but that their 'teaching' matters more/most, whereby the caring role of teachers and a celebratory-type approach to acknowledging and appreciating the intricacies of student diversity are imperatives. EIBT is striving to constitute a culture that 'feeds forwards' and makes the pathway for both staff and students respectful and smooth.

References

1. Athanases, S., & De Oliveira, L. (2008). Advocacy for equity in classrooms and beyond: New teachers' challenges and responses. *The Teachers College Record, 110*(1), 64-104.
2. Avison, D. E., Lau, F., Myers, M. D., & Nielson, P. A. (1999). Action research. *Communications of the ACM, 42*(1), 94-97.

3. Banks, J. (1995). *Handbook of research on multicultural education*. New York, NY: Macmillan.
4. Barrett, M., Byram, M., Lazar, I., Mompoint-Gaillard, P., & Philippou, S. (2013). *Developing intercultural competence through education*. Directorate of Democratic Citizenship and Participation.
5. Bleakley, A. (2005). Stories as data, data as stories: Making sense of narrative inquiry in clinical education. *Medical Education, 39*(5), 534-540.
6. Bosher, S. (2003). Addressing cultural and linguistic diversity in the classroom: Becoming culturally competent. *The Minnesota and Wisconsin Teachers of English to Speakers of Other Languages (The MinneTESOL/WITESOL) Journal, 20*, 55-73.
7. Clandinin, D. J., & Connelly, F. M. (1989). Narrative and story in practice and research. 1-24.
8. Creswell, J. W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (Third ed.). NJ: Pearson Education.
9. Creswell, J. W. (2009). *Research design: Qualitative, quantitative, and mixed methods approaches*. Thousand Oaks, CA: Sage.
10. Cushner, K., McClelland, A., & Safford, P. (1992). *Human diversity in education: An integrative approach*. New York, NY: McGraw Hill.
11. Deardorff, D. K. (2009). *Intercultural competence*. Thousand Oaks, CA: Sage.
12. Dehler, G., & Edmonds, R. (2006). Using action research to connect practice to learning: A course project for working management students. *Journal of Management Education, 30*(5), 636-669.
13. Denzin, N. K., & Lincoln, Y. S. (1998). *Collecting and interpreting qualitative materials*. Thousand Oaks, CA: Sage.
14. Eynesbury. (2015). Eynesbury policies and procedures: Student code of conduct Retrieved 1 August 2015, from http://www.eynesbury.navitas.com/images/PDF/policies/EYN-AdmissionsEntryCriteria.pdf
15. Fantini, A. E. (2009). Assessing intercultural competence. In D. K. Deardorff (Ed.), *The SAGE Handbook of Intercultural Competence* (pp. 456-476). Thousand Oaks, CA: Sage.
16. Fiocco, M. (2005). *'Glonacal'contexts: Internationalisation policy in the Australian higher education sector and the development of pathway programs.* Doctor of Education, Murdoch University, Perth, Western Australia. Retrieved from http://researchrepository.murdoch.edu.au/50/2/02Whole.pdf
17. Fiocco, M. (2006). *An evaluation of a pathway program: The students' view.* Paper presented at the Australian International Education Conference, Perth Convention Exhibition Centre, Perth, Western Australia. www.idp.com/aiec
18. Gardner, P. (2001). *Teaching and learning in multicultural classrooms*. London: David Fulton Publishers.
19. Gay, G. (2002). Preparing for culturally responsive teaching. *Journal of Teacher Education, 53*(2), 106-116.
20. Hale, A., Snow-Gerono, J., & Morales, F. (2007). Transformative education for culturally diverse learnings through narrative and ethnography. *Teaching and Teacher Education, 24*(6), 1413-1425. doi: 10.1016/j.tate.2007.11.013
21. Howard, G. R. (2007). As diversity grows, so must we. *Educational Leadership, 64*(6), 16-22.

22. Koshy, V. (2005). *Action research of improving practice: A practical guide*. London: Paul Chapman.
23. Maxwell, J. A. (1996). *Qualitative research design: An interactive approach*. Thousand Oaks, CA: Sage.
24. McLean, J. E. (1995) Improving education through action research: A guide for administrators and teachers. *The Practicing Administrator's Leadership Series: Roadmaps to Success*. Thousand Oaks, CA: Corwin Press.
25. Nash, R. J. (2004). *Liberating scholarly writing: The power of personal narrative*. New York, NY: Teachers College Press.
26. Neuman, W. L. (2004). *Basics of social research: Qualitative and quantitative approaches*. Boston, MA: Pearson Education.
27. Nieto, S. (2003). *What keeps teachers going?* New York, NY: Teachers College Press.
28. Reason, P., & Bradbury, H. (Eds.). (2001). *Handbook of action research: Participative inquiry and practice*. Thousand Oaks, CA: Sage.
29. Robinson, M., & Zinn, D. (2007). Teacher preparation for diversity at three South African universities. *Journal of Education, 42*, 61-81.
30. Shields, C. (2005). Using narrative inquiry to inform and guide our (re)interpretations of lived experience. *McGill Journal of Education, 40*(1), 179-188.
31. Stier, J. (2003). Internationalisation, ethnic diversity and the acquisition of intercultural competencies. *Intercultural Education, 14*(1), 77-91.
32. Velliaris, D. M., & Coleman-George, D. (2014). *Intercultural competence: Academic self-reflections at an Australian pre-university pathway institution.* Paper presented at the International Conference on Education, Research and Innovation (ICERI), Bangkok, Thailand.
33. Velliaris, D. M., & Coleman-George, D. (2015a). Academic English: Different from speaking and more professional. *Advanced Science, Engineering and Medicine, 7,* 597-602.
34. Velliaris, D. M., & Coleman-George, D. (2015b). A pathway to Australian higher education: Fresh air, kind people and active classes. *Advanced Science, Engineering and Medicine, 7*, 603-608.
35. Velliaris, D. M., Willis, C. R., & Breen, P. (2015a). Academic reflections: Disciplinary acculturation and the first year pathway experience. In P. N. Shrestha (Ed.), *Current developments in English for academic and specific purposes: Local innovations and global perspectives* (pp. 217-235). Reading, UK: Garnet Publishing Ltd.
36. Velliaris, D. M., Willis, C. R., & Breen, P. (2015b). Reflections on the impact of social technologies on lecturers in a pathway institution. In V. Benson & S. Morgan (Eds.), *Implications of social media use in personal and professional settings* (pp. 131-155). Hershey, PA: IGI Global.
37. Velliaris, D. M., Willis, C. R., & Pierce, J. M. (2015). International student perceptions of ethics in a business pathway course. In F. M. Ribeiro, B. Culum & Y. Politis (Eds.), *New voices in higher education research and scholarship* (pp. 234-253). Hershey, PA: IGI Global.

The Competencies Of Human Resource Developers For The ASEAN Economic Community ERA

Duangduen Chancharoen

Ramkhamhaeng University, Thailand (dchancha@yahoo.com)

ABSTRACT

The purposes of this research were to (1) investigate the competencies of human resource developers as perceived by human resource managers and human resource developers in various public and private organizations and (2) determine the HRD competencies that are perceived to be the most need for human resource development specialists for the ASEAN economic community era. An open-ended questionnaire was developed based on a preliminary interview with human resource (HR) managers and human resource developers in various public and private organizations. The researcher interviewed 17 human resource managers and human resource developers with fine knowledge and skills relating to human resource development practices. The interviews were done through telephone and face-to-face basis for further and in-depth information. Data were compiled and issues related to the process were drawn. Then, the information was compiled to develop a 5-point rating scale questionnaire. This questionnaire was presented to those managers and human resource developers to assess their agreements for each item. The finalized version of 5-point rating scale questionnaire was evaluated by 9 HRD specialists from successful organizations, who possess fine knowledge and skills relating to human resource development practices, to determine the HRD competencies for the ASEAN economic community era.

The quantitative results revealed that the human resource developer competencies as perceived by human resource development specialists were as follows: (1) interpersonal competencies (2) technical competencies (3) intellectual competencies, and (4) business competencies. The universities can apply the results of this research to develop programs and courses in order to prepare students who study in the area of human resource development competencies to become HRD professionals in organizations for the up-coming ASEAN economic community era.

Keywords : Human Resource Developer, Competency, Academic Program

Introduction

Human resources are regarded as human capital, the critical factors in the organizational growth and success. To build the competitive capacity of organizations in today's world has turned to focus on investing in the development of human resources. Many researchers have studied the role, competencies, and practice of Human Resource Development (HRD) practitioners at various organizational and international levels. A competency is an underlying characteristic of a person to be able to deliver superior performance in a given job, role or a situation. Competency has two relevant meanings—the first addresses the ability of an individual to perform effectively in a job-relevant area and deals with the degree to which an individual does, which is important for a job. Hence, defining job competencies is useful in assisting individuals to develop their competencies for that job. The second is a definition of what is required for an individual to achieve effective performance, and it involves defining what is important to be successful in a job. The performance is a factor helping develop the capacity of staff to contribute to the development. Performance concepts, a framework that organizations pull out under the changed circumstances affect the economy. Additionally, society has defined the key development issues in the country developing another factor contributing to the economic restructuring to enhance competitiveness and systems-fair competition. In Thailand, the Eleventh National Economic and Social Development Plan 2012-2016 aimed to enhance the quality of life of people and local communities and emphasized science, technology, innovation and creativity, coupled with the development of high-performance workforce. For the preparation of the ASEAN economic community, the focus is on raising awareness of the importance of the ASEAN Economic Community and the impact that will occur (Office of the National Economic and Social Development Board, 2011). The focus is on developing the capacity of enterprises to be competitive and take advantage of the ASEAN Economic Community, workforce skills development in order to be acceptable to the ASEAN labor market. In Thailand, competency-based approaches have been used by many organizations as key factors for increasing their competitiveness. To ensure that competent workers can contribute to human resource development and minimize the competency gap between the academic environment and organizational needs, it is necessary for a university to analyze the perceptions of human resource development specialist in organizations in regards to their competency level.

Therefore, it is essential to investigate the HRD competencies as perceived by human resource development specialist in organizations to prepare students who study in the area of HRD to become HRD professionals in organizations for the up-coming AEC.

Literature

Since the field of Human Resource Development has undergone change and development rapidly for the last decades, education institutions have duties to provide HRD academic programs to produce HRD practitioners and HRD professionals to serve private and public organization. According to Brady & Associates (2001), it was found that competency standards were used for the following purposes: to identify major content in the current curriculum that should be deleted; to identify the content to be included; and/or to estimate any gap between the level of attainment of units of competency achievable by college attendance and what had been specified in the standards.

Definition of Competencies

Competencies consist of knowledge, skills, and attributes (KSA) and the underlying characteristics of a person that allow the jobholder to perform a task effectively (Grant, 1996). Definition of competencies is a descriptive tool that identifies the skills, knowledge, personal characteristics, and behaviours needed to effectively perform a role in the organization and help the business strategic objectives (Lucia & Lespinger 1999, p. 5).

Competencies also provide a clear statement as to what is competent performance without suggestion that this exhausts all facets of the occupation (Hager, 1995). Competencies is a set of agreed standards that detail task a person should be able to undertake the range of situations to which they apply and the knowledge and understanding that are related to them (Cartwright, 2003, p. 86). Competencies are knowledge, skills, abilities, and behaviors model affecting a major part of a worker's job and also refer to an individual or worker' performance as related to organization performance in doing tasks, jobs, roles, and duties in an organization.

Human Resource Development (HRD)

Human resource development (HRD) is defined as all the processes, systems, methods, procedures and programmes an organization employs to develop its human resources in order to equip its employees to be able to contribute to organizational performance (Meyer, 2007, p.2). HRD is a process of developing and unleashing expertise for the purpose of improving performance. The two primary components of HRD include: (1) organization development (OD), the unleashing of expertise for the purpose of improving performance, and (2) training and development (T&D), systematically developing expertise for the purpose of improving performance (Swanson, and Holton, 2009, p. 4). Many organizations have been engaged in recent years in developing competency standards to underpin their human resource development systems (Donovan, & Whitehouse, 1998). The mission of HRD, that is, what HRD does, is (1) to provide individual development focused on performance improvement related to a current job; (2) to provide career development focused on performance improvement related to future job assignments; (3) to develop performance management systems used to enhance organizational performance capacity and capability; and (4) to provide organizational development that results in both optimal utilization of human potential and improve human performance, which together enhance the culture of an organization, and thus its effectiveness which is measured by increased competitive readiness, profitability, and renewal capacity (Caffarella, 2002, p. 59). According to Homer (2001), the workers' skills are probably the most important foundation for organizations because they impact every aspect of the process. The concept of competency lies in human resources that can provide a basic integration key of human resource activities such as selection and assessment, performance management, training, development and reward management (Vakola, Soderquist, & Prastacos, 2007). Competencies can be used to facilitate change in Human Resources Development practices.

Roles and competencies of human resource developers

In the last decades, HR professionals' roles and competencies are more critical than ever before because of the increase of performance requirements in organizations. Gilley, Eggland and Maycunich (2002, pp. 17-18) concluded that the roles of HRD consisted of managers/leaders/ learning agents, instructional designers, performance engineers, and HRD consultants. These roles are used and serve as vehicles for execution of human resource development's mission and purpose. Competencies can be used to facilitate change in HRD practices. There is recognition that the role of HRD is moving from an emphasis on rules to a focus on results (US Office of Personnel Management, 1999). To help facilitate this paradigm shift, a variety of organizations, both public and private, are identifying new competencies. For example, competency-based training is being well used as a way to refocus the organization on what is really important and what it takes for the workforce to be successful (Mulcahy, 2000). Competency-based training and development applications focus on training needs analysis, training curriculum, coaching executives, and team or career development (Rowe, 2001).

The American Society for Training and Development (ASTD) Competency Model defines what workers need to know and do to be successful in the organization by doing an assessment on their competency at the job. Moreover, Bernthal, Colteryahn, Davis, Naughton, Rothwell, and Wellins (2004, p. 51) also remarked that this competency model serves as an excellent resource for professional growth and development, and it is comprehensive enough to guide career development at all levels of the profession, and it covers a wider spectrum of roles than any previous ASTD model.

According to Desimone, Werner, and Harris (2002, p. 17(; Gilley, Eggland, & Gilley (2002, pp. 234-236); and Wilson (2009, pp. 18-20), it was pointed out that competencies for HRD include the following: (1) Technical competencies consisting of adult learning understanding, competency identification skills, objective preparation skills, career development theories and techniques understanding, computer competency, electronic systems skills, facilities skills, performance observation skills, subject matter understanding, training and development theories and techniques understanding and research skills; (2) Business competencies include business understanding, organizational modelling understanding, cost-benefit analysis skills, delegation skills, industry understanding, organizational development theories and techniques understanding, organization understanding, project management skills, records management skills, proposing solution, applying business acumen, driving results, and thinking strategically; (3) Interpersonal competencies, consist of feedback skills, presentation skills, questioning skills, relationship building skills, sub competencies are group process skills, negotiation skill, writing skills, coaching skills, building trusts, communicating effectively, influencing stakeholders, leveraging diversity, and networking and partnering; (4) Intellectual/personal competencies consist of information search skills, intellectual versatility, observing skills and sub competencies ; data reduction skills, model building skills, self-knowledge, visioning skills, demonstrating adaptability, and 298modelling personal development; and (5) Leadership competencies include knowledge of business, knowledge of HRD practice, knowledge of change management, interpersonal/ communication skills, leadership skills, business skills, and problem-solving skills.

Brady and Associates (2001) found that competency standards were used for the following purposes: to identify major content in current curriculum that should be deleted; to identify content to be included; and/or to estimate any gap between the level of attainment of units of competency achievable by college attendance and what had been specified in the standards. In addition, the competency model helps guide an organization in hiring and selection process by selecting applicants who are already top performers in the profession (Smith, 2008). The competency model provides the basic competencies for the employees to enhance their performances as their move into better career positions in the organization.

Vazirani (2010) stated that competency models have the following advantages: (1) enhancement of recruiting process (2) enhancement of employee development (3) performance management enhancement (4) identifying training needs and employees development (5) unification of corporate culture across business units (6) establishment of connectivity through integration of HR process and (7) establishment of clear expectations for success. Competencies by themselves are insufficient for performance unless defined in behavioural terms.

Methodology

This research is a descriptive research. Data were collected both quantitatively and qualitatively. A questionnaire was developed by the Delphi Technique which was conducted through selection of 17 HR managers and human resource developers in public and private organizations. For the first round survey, in order to obtain the questionnaire which included the HRD competencies perceived to be the most need for human resource managers and human resource developers in organizations, the researcher implemented semi-structured interview to key respondents. They were 17 HR managers and human resource developers in public and private organizations, selected purposively. These respondents have been working in human resource development sections and possess fine knowledge and skills relating to human resource development practices. The information was compiled and a set of questionnaire was drafted. The HRD competencies were categorized into four groups: (1) technical competencies (2) business competencies (3) interpersonal competencies and (4) intellectual competencies with 57 sub competencies. This first draft was presented to all the 17 human resource managers and human resource developers in the second round for their comments and agreements. Medians and inter-quartiles of each item were calculated, and the complete draft was returned to them in the final round.

The finalized version of 5-point rating scale questionnaire was evaluated by 9 HRD specialists consisting of 3 academic experts in HRD knowledge and practice, 3 HR managers, and 3 human resource developers from successful organizations. They have been working in HRD for more than 10 years and possess fine knowledge and skills relating to human resource development practices to determine the HRD competencies that are perceived to be the most need for human resource development specialists and yield a better insight into the practice. Using techniques of descriptive statistics, the researcher analyzed the data collected in terms of mean, standard deviation and ranking.

Results and Discusion

Interview data revealed that the HRD competencies perceived by HR managers and human resource developers in private and public organizations were as follows:

The most needs for HRD competencies in private organizations were English and ASEAN language skills which required to pass an English proficiency test according to the criteria of each
organization, including designing and developing learning and training programs as well as knowledge management, business understanding, coaching skills, demonstrating adaptability, relationship building skills, team work skills, leadership skills, change management understanding, relationship building skills, career development theory and application, visioning, ability to drive results, delivering electronic learning, and computer and information communication technology ability. Those competencies are linked to corporate strategy, vision, culture, and consequently required for all employees in organizations.

The most needs for HRD competencies in public organizations were to design learning and training program including measure and evaluate program, coordination skills, learning and training project management skills, communicating effectively, facilities skills delivering training skills, driving results writing report skills, research skills, develop online learning, information-searching skills, negotiating skills, implementing decision skills and problem-solving skills.

The finalized quantitative results revealed that human resource developer competencies as perceived to be the most need by 9 HRD specialists in public and private organizations were overall found at the high level ($\bar{X}$= 4.44), except technical competencies were rated as the highest ($\bar{X}$= 4.56) which were reported by using techniques of descriptive statistics to analyze the data collected in terms of mean and standard deviation in Table 1.

Table 1: Mean and Standard Deviation of HRD Competency Group
as Perceived by HRD Specialists

Competencies for HRD	Mean	SD
Technical competencies	4.56	.13
Business competencies	4.22	.22
Interpersonal competencies	4.64	.14
Intellectual competencies	4.36	.14
Overall average	4.44	.10

Quantitative results revealed that human resource developer competency group as perceived by 9 HRD specialists regarding each group of competency were reported in Table 2-5.

Table 2: Mean, Standard Deviation and Ranking of HRD Technical Competencies As Perceived By HRD Specialists

Competencies for HRD	Mean	SD	Rank
Technical competencies			
Designing learning and training program	5.00	.00	1
Training and development theories and techniques understanding	4.89	.33	2
Facilities skills	4.89	.33	2
Adult learning understanding	4.56	.53	3
Thinking strategically	4.56	.53	3
Measuring and evaluating program	4.56	.53	3
English and ASEAN language skills	4.56	.53	3

Table 2 showed the seven technical competencies that were given the highest ratings by HRD specialists. The top three ranked were: (1) designing learning and training program ($\bar{x}$ = 5.00); (2) training and development theories and techniques understanding and Facilities skills ($\bar{x}$= 4.89); and (3) adult learning understanding, thinking strategically, measuring and evaluating program, and English and ASEAN language skills ($\bar{x}$= 4.56)

Table 3: Mean, Standard Deviation and Ranking 1-3 of HRD Business Competencies as Perceived by HRD Specialists

Competencies for HRD	Mean	SD	Rank
Business competencies Business understanding	4.78	.44	1
Learning and training project management skills	4.56	.73	2
Driving results	4.56	.73	2
Motivation skills	4.44	. 53	3

Table 3 showed that the two ranks of business competencies were given the highest ratings by HRD specialists. The top two ranks consisted of business understanding ($\overline{X}$ = 4.78), learning and training project and driving results ($\overline{X}$ = 4.56), but the 3rd rank, motivation skills were rate as a high level ($\overline{X}$ = 4.44)

Table 4: Mean, Standard Deviation and Ranking 1-3 of HRD Interpersonal Competencies as Perceived by HRD Specialists

Competencies for HRD	Mean	SD	Rank
Interpersonal competencies Coordination skills	4.89	.33	1
Communicating effectively	4.89	.33	1
Building trust	4.67	.50	2
Relationship building skills	4.67	.50	2
Group process skills	4.67	.50	2
Feedback skills	4.67	.50	2
Delivering training skills	4.56	.53	3
Writing report skills	4.56	.53	3
Coaching skills	4.56	.53	3
Team work skills	4.56	.53	3

Table 4 showed that the top three ranks of interpersonal competencies, which were given the highest ratings by HRD specialists, consisted of ten competencies: (1) coordination skills and communicating effectively ($\overline{X}$ = 4.89); (2) building trust, relationship building skills, group process skills, and feedback skills ($\overline{X}$ = 4.67); and (3) delivering training skills, writing report skills, coaching skills, and team work skills ($\overline{X}$ = 4.56).

Table 5: Mean, Standard Deviation and Ranking 1-3 of HRD Intellectual Competencies as Perceived by HRD Specialists

Competencies for HRD	Mean	SD	Rank
Intellectual competencies Leadership skills	4.78	.44	1
Problem-solving skills	4.56	.53	2
Data reduction skills	4.44	.53	3
Demonstrating adaptability	4.44	.53	3
Implementing decision skills	4.44	.53	3

Table 5 indicated that the two ranks of intellectual competencies which obtained the highest ratings by HRD specialists were: (1) leadership skills ($\overline{X}$ = 4.78), and (2) problem-solving skills ($\overline{X}$ = 4.56). While the 3rd rank consisting of data reduction skills, demonstrating adaptability, and decision skills were rated at a high level ($\overline{X}$ = 4.44).

Discussion And Implication For Practice

The competencies of human resource developers as perceived by human resource development specialist were overall found at the high level. It is found that the two HRD competency groups were rated as the highest level: Firstly, the interpersonal competencies included coordination skills and communicating effectively. Interpersonal competencies were perceived the most important in competency groups. It is related to communication under the interpersonal competencies group directly or indirectly. Researchers in many areas have discussed interpersonal competencies widely. Bernthal, Colteryahn, Davis, Naughton, Rothwell, and Wellins (2004) described communication as expressing thoughts, feelings, and ideas in a clear, concise, and compelling manner in both individual and group situations. Also, Duffy, Gordon, Whelan, Cole-Kelly, and Frankel (2004, p. 497) stated that while communication skills are the performance of specific tasks and behaviors by an individual, interpersonal skills are inherently relational and process oriented. Interpersonal skills focus on the effect of communication on another person. Moreover, Salleh (2012, p. 128) recommended that the interpersonal competencies should be a flexible guide to the organization’s needs, and feedback is needed from the HRD practitioners in order to improve the items and content of the competency model.

Secondly, the technical competencies consist of designing learning and training program which obtained the highest score of all competencies. Since employee training and development can help organizations to meet their vision, mission, and goal by improving employees with skills, knowledge, and ability, researchers in many areas have discussed technical competencies related to designing learning and training program. Competencies are also outputs in the sense that they are performed as a consequence of training or other learning programs. This research finding is consistent with the concept of New York State (2002) in the point that if employees are not prepared, competencies can help identify the training and development activities needed to prepare them.

Whereas, the intellectual competencies and business competencies obtained the high mean scores, overall, the two sub competencies for intellectual competencies that were given the highest ratings including leadership skills and problem-solving skills. This is similar to the literature which suggested that HRD should not only be concerned with developing people, but also pay a key leadership role in supporting initiatives to enhance competitiveness and organizational performance and transformation (Fisher, 2005; Noe, 2008, p. 2). In addition, the sub competencies of business competencies obtained the highest mean scores was business understanding. According to Martone (2003), he pointed out that the successful translation of strategic business need into a competency framework brings the buy-in from and participation of top management for the implementation of a competency-based strategy. The key concern is to leverage competency practices to have a significant and measurable impact on business result (Athey, & Orth,1999). Heffernan and Flood (2000, p.130) stated that competencies could potentially be used to integrate and link an organization’s main HR process such as recruitment, training and development, performance management and rewards with the organization business strategy.

The results of this study can be utilized by HRD professionals in the organizations for the development of employees depending on the HRD system, policies, organization goals, leaders, and practices in organizations. Moreover, HRD experts need to develop a competency model to help identify the knowledge, skills, attitudes, and personality needed for successful performance in a job. Competency models are useful for ensuring that training and development systems, a career path and performance management. However, HRD competencies cannot be completed. Without HRD factors, the organizational strategies must be integrated with HRM, and the top management must also consider the value of HRD. Future research should be planned to evaluate these competencies by HRD specialists and expertises in private and public organizations.

By using the findings of this research, HRD program developers could determine the organization's competencies needs, and help to academic institutions in preparing their students who want to study in the HRD field. In addition, the HRD competencies can be applied to provide directions to an instructional design in HRD academic programs for a university. Specifically, the results can help to define effective learning objectives, learning processes, contents, and learning outcomes of HRD courses. In addition, the human resource developer competencies can help program planners and academic specialists design and develop HRD programs to produce HRD practitioners, and HRD professionals with the better skills, knowledge and competencies for serving various organizations.

Moreover, human resource development faculty/ institutions could use this research results to revise their curriculum and improve the probability to prepare for HRD practices to meet the ASEAN challenges. The undergraduate program developers or coordinators should be of interest in ensuring undergraduate students to be HRD practitioners for developing learning and training programs, interacting with others in organizations, utilizing evaluation techniques and information technology, demonstrating adaptability, and communicating effectively. So, the undergraduate programs should emphasize on principles, themes, theories and philosophy of human resource development including scopes, tasks, duties, competencies and responsibilities of human resource development in organization consisting of individual development; career development, learning activities providing for the application and implementation principle to practices.

The graduate program developers should ensure that HRD graduate students have abilities to develop learning and training programs as well as knowledge management, business understanding, coaching skills, relationship building skills, team work skills, leadership skills, change management understanding, relationship building skills, career development theory and application, visioning, ability to drive results, delivering electronic learning, and computer and information communication technology abilities, and specifically, communicating by using English and ASEAN languages effectively. The graduate students should study of principles, theories and strategic issues in planning, developing and managing HRD programs, practice in curriculum and program development; the evaluation and analysis of curriculum and programs and emphasize on skills and knowledge related to organization development systematically the application of theories into practice including innovation and technology in human resource and organization development by focusing on the connections between theory and practice in training and practising in the development and management of programs for human resource development.

Conclusions

In conclusion, it is found that the two HRD competencies and competencies were rated as the highest level are as follows: (1) interpersonal competencies include coordination skills and communicating effectively (2) technical competencies consist of designing training program, training and development theories and techniques understanding, facilities skills, adult learning understanding, thinking strategically, measuring and evaluating program, and English and ASEAN language skills. Whereas intellectual competencies and business competencies were rated as high.

The findings of this study suggested that HRD could perceive the competencies in regard to individual's development and organizational performances but there is no answer regarding which competencies are the most needs by employees and organization so the competencies should be flexible to the organization's needs. It is depend on organization culture, vision, mission, policy, strategy and leader. Based on the findings in this study, the following recommendations are suggested for further research in competency studies. First, it is highly recommended that the list of competencies should be practical, manageable, adaptable, well defined, and comprehensive to all level of employees in the organization's context. It is important in the future for employees and organizations to know more about the intervention and implementation of competencies.

References

1. Athey, T. R.,& Orth, M. S. (1999). Emerging competency methods for the future. *Human resource Management, 38*(3), 215-216.

2. Bernthal, P. R., Colteryahn, K., Davis, P., Naughton, J., Rothwell, W. J., & Wellins, R. (2004). *ASTD 2004 competency study: mapping the future*. Alexandria, VA: American Society for Training and Development.

3. Brady & Associates, (2001). The use of competency standards in the design of curriculum-A NSW experience in construction and automotive courses. Proceedings of the 5thannual conference of the Australian VET Research Association (AVETRA).Retrieved on October 13, 2005 from http://www.avetra.org.au/abstracts_and_papers_2002/brady.pdf
4. Brady & Associates, (2001). The use of competency standards in the design of curriculum-A NSW experience in construction and automotive courses. Proceedings of the 5thannual conference of the Australian VET Research Association (AVETRA).Retrieved on October 13, 2005 from http://www.avetra.org.au/abstracts_and_papers_2002/brady.pdf

5. Caffarella, R. S. (2002). Planning programs for Adult Learning. San Francisco, CA: John Wiley & Sons, Inc.

6. Cartwright, R. (2003). *Implementing a Training and Development strategy.* United Kingdom: Capstone Publishing.

7. Desimone, R. L., Werner, J. M., & Harris, D. M**.** (2002**.(** *Human resource development* (3rd ed.). Mason, OH: Thomson.

8. Donovan, H. & Whitehouse, N. (1998). In search of management competence: the Western Australian experience. Management Development Forum, 1(2), Retrieved on November 1, 2012 from http://www.esc.edu/ESCConline/Across_ESC/Forumjournal.nsf/

9. Duffy, F. D., Gordon, G. H., Whelan, G., Cole-Kelly, K., & Frankel, R. (2004). Assessing competence in communication and interpersonal skills: the Kalamazoo II report. *Academic Medicine, 79*(6), 495-507.

10. Fisher, C. (2005). HRD attitudes: the roles and ethical stances of human resource developers. *Human resource Development International,8*(2): 1.

11. Gilley, J. W., Eggland, S. A. & Gilley, A. M. (2002). *Principles of human resource development*. Reading, MA: Addison Wesley.

12. Grant, R. M. (1996). Toward a knowledge-based theory of the firm. *Strategic Management Journal, 17*(10), 109-122.

13. Hager, P. (1995). Competency standards – a help or a hindrance? An Australian perspective, *The Vocational Aspect of Education*, 47, 141-151.

14. Heffernan, M. M., & Flood, P. C. (2000). An exploration of the relationship between the adoption of managerial competencies, organizational characteristics, human resourcesophistication and performance in Irish organizations. *Journal of European Industrial Training, 24*(2/3/4), 128-136. doi:10.1108/03090590010321098

15. Homer, M. (2001). Skills and competency management. *Industrial and Commercial Training, 33*(2), 58-62. doi:10.1108/00197850110385624

16. Lucia, A. D. & Lespinger, R. (1999). *The art and science of competency models: Pinpointing critical success factors in an organization*. San Francisco: Jossey-Bass/Pfeiffer.

17. Martone, D. (2003). A guide to developing a competency-based performance management system. *Employment Relations Today, 30*(3), 23-32.

18. Mulcahy, D. (2000). Turning the contradictions of competence: competency-based training and beyond. *Journal of Vocational Education and Training, 5*(2), 259-280.

19. New York State. (2002, September). Competencies: Report of the competencies work group. Governor's Office of Employee Relations Work Force and Succession Planning. Retrieved from http://www.cs.state.ny.us/successionplanning/workgroups/competencies/competencies1intro.html

20. Noe, R. A. (2008) Employee training and development. New York: McGrawHill.

21. Office of the National Economic and Social Development Board. (2011). The Tenth Plan (2012-2016). [Online]. Available: http://www.nesdb.go.th/Default.aspx?tabid=395

22. Rowe, M. M. (2001). Partnering for success: The competency based approach and its application to technical/vocational education in Jamaica. A paper presented at the International Vocational Education and Training Association Annual Conference, July 31, 2001, Motego Bay, Jamaica.

23. Salleh, Kahirol Mohd .(2012) Human resource development practitioners' perspectives on competencies: An application of American Society for Training and Development (ASTD) Workplace Learning and Performance(WIP)

Competency Model in Malaysia. *Dissertation Abstracts International*, *69*(10), 0668-A. (UMI No. 3551639)

24. Smith, T. F. (2008). Methods in identifying exemplary performance: A review of the literature and implications for HRD. *Human Resource Development Review*, ***7***(4), 443-468. doi:10.1177/1534484308324521

25. Swanson, R. A. and Holton, E.F. (2009). *Foundations of human resource development.* (2nd ed.). San Francisco, CA: Berret-Koehler Publishers, Inc

26. US Office of Personnel Management. (1999). *Looking to the future: Human resources competencies, an occupation in transition*. A comprehensive study of the federal Human Resources Community. Electronic version of report, Retrieved from http://fehb.opem.gov/ studies/Trans2.pdf on October 22, 2005.

27. Vakola, M., Soderquist, K. E., & Prastacos, G. P. (2007). Competency management in support of organizational change. *International Journal of Manpower, 28*(3/4), 260-275. doi:10.1108/01437720710755245

28. Vazirani, N. (2010). Competencies and competency model-A brief overview of its development and application. *SIES Journal of Management, 7*(1), 121-131. Retrieved from http://search.proquest.com/docview/853607980?accoutid=44787

29. Wilson, J.P. (2009). *Human resource development*. London: Kogan Page Limited.

Monitoring Academic Performance Of International Students

Ni Lar Win

Department of Civil, Faculty of Engineering, University of Nottingham Malaysia Campus, Malaysia
(NiLar.Win@nottingham.edu.my)

ABSTRACT

The number of students studying abroad is rapidly growing and private universities in Malaysia have received international students from around the world. Cultural diversity in the classroom has increased due to the active recruitment of international students. Internationalization is one of the strategies used to facilitate intercultural learning and academic success. International students may experience a different learning environment as compared to their home countries. The objectives of this study are (i) to examine the academic performance of international students, (ii) to compare the academic performance of international students and Malaysian students (overall as well as by gender). Final average mark is used to measure academic performance of international students and Malaysian students studying on civil engineering programmes offered in the author's university over a period of 7 years. Means of final average marks are analysed for making comparisons of academic performance of international and Malaysian students. In the academic year 2014/2015, international students made up of about 25% of total students in civil engineering. Female students accounted for about 13% of total enrolled students. Based on study of graduating students on BEng Hons and MEng Hons courses, international students performed as well as or better than Malaysian students on both courses. Female students performed as well as their male counterparts on the MEng Hons course while female students underperformed compared to male students on the BEng Hons course. The author hopes that the results from this study may provide useful insights for universities in implementing internationalization at their institutions.

Keywords: Acdemic Performance, International Students, Internationalization

Introduction

Malaysia, under the Ministry of Higher Education (MoHE), aims to attract 200,000 international students by the year 2020 (cited in Yee and Mokhtar, 2013). International student enrolment in Public and Private Higher Education Institutions in Malaysia has increased progressively over time (Tham, 2013). Most of these students come from other developing countries, especially Indonesia, China, and West Asia. Rohana and Yong (2010) stated that the reasons for such students choosing Malaysia as their destination to pursue higher education were international recognition of qualifications, competitive fees, opportunity for international networking, assistance in obtaining student visas, and opportunity to experience different cultures in multicultural Malaysia (as cited in Tham, 2013).

Cultural diversity in the classroom has increased due to the active recruitment of international students. Faculty must be aware of cultural diversity in order to meet the needs of both local and international students. Through the use of varying teaching methods, lecturers can provide learning opportunity to promote active participation of students in the classroom so that there is full interaction among students. Then cross-cultural understanding can be forged, which can lead to a better appreciation of cultural differences. Students will become better prepared to be responsible citizens in a global society.

Internationalization is one of the strategies to facilitate intercultural learning and academic success. Internationalization was defined by Knight (1994) as the "process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution" (as cited in Knight, 2004). Delgado-Marquez et al. (2011) described international faculty and international students as one of the indicators for internationalization.

International students may experience a different learning environment as compared to their home countries. The objectives of this study are (i) to examine the academic performance of international students, (ii) to compare the academic performance of international students and Malaysian students (overall as well as by gender).

Methodology

Cumulative Grade Point Average (CGPA) was used to measure academic performance by He and Banham (2009), DeBerard et al. (2012), and Lovell (2003) while Student Progress Rate as a key performance indicator was used by Olsen et al. (2006). Grades are referred to as marks in UK universities. Final average marks (Weighted numerical average) is calculated using the relative weightings. Final average marks is used as follows for degree classification: First-class honours (≥ 70 marks), Second-class honours, upper division (between 60 and 69), Second-class honours, lower division (between 50 and 59), Third-class honours (between 40 and 49). In this study, final average marks is used for the comparisons of academic performance between international students and Malaysian students and female students and their male counterparts. This study focuses on performance of graduating students. The means of final average marks of graduating students studying for both BEng Hons and MEng Hons on the civil engineering programme offered in the university are analysed for periods of 7 and 6 years respectively. The Bachelor of Engineering (BEng Hons) degree is a three year undergraduate course while the Master of Engineering (MEng Hons) degree (also an undergraduate degree) lasts four years and provides opportunities for the more able students to undertake extended study.

Results

International students made up of about 25% of total students and female students accounted for about 13% of total enrolled students on the civil engineering programme in the academic year 2014/2015. International students came from Bahrain, China, Egypt, Ghana, India, Indonesia, Kazakhstan, Maldives, Mauritius, Myanmar, Nigeria, Oman, Pakistan, Poland, Qatar, Saudi Arabia, Singapore, Seychelles, Sri Lanka, Tanzania, Uganda, United Kingdom and Zambia. The distribution of international students by country is shown in Figure 1. Countries from which the percentage of international students is less than 5 are not included in the figure.

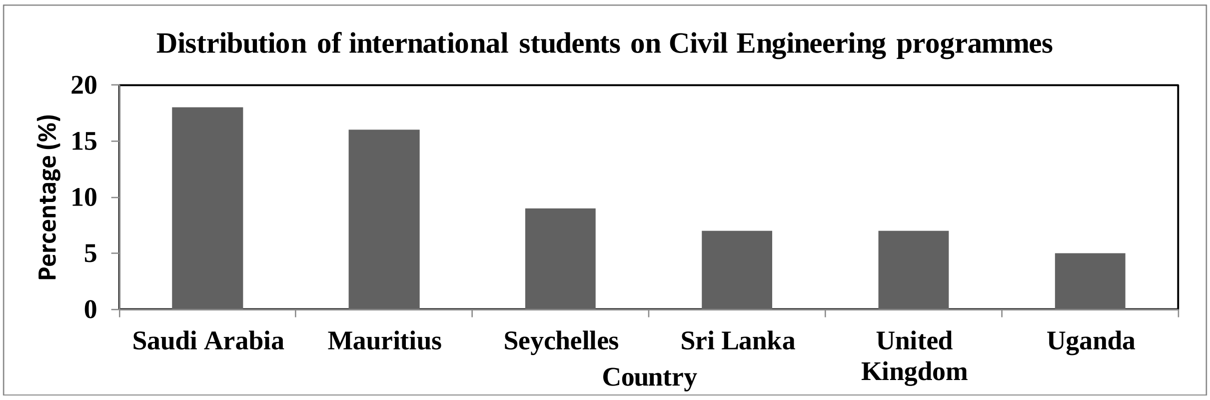


Figure 1: Distribution of international students on Civil Engineering programmes in acdemic year 2014/2015

It can be seen from Figure 1 that the highest number of international students came from Saudi Arabia, followed by Mauritius, Seychelles, etc. Students from the United Kingdom came under the study abroad programme.

Performance of graduating students (Malaysian and international) on the BEng Hons course

The percentages of Malaysian and international students graduating in BEng Hons in Civil Engineering from 2008/2009 to 2014/2015 are shown in Table 1. It can be seen that 26% of total students are international students. Representation of female international students is low compared to that of male international students.

Table 1: Percentage of graduating Malaysian and International Students (graduating) on BEng Hons course

Total students		Male students		Female students	
Malaysian (%)	International (%)	Malaysian (%)	International (%)	Malaysian (%)	International (%)
74	26	73	27	78	22

Means of final average marks of international and Malaysian graduating students in BEng Hons were calculated to measure their academic performance and are shown in Figure 2. It can be seen that international students outperformed Malaysian students except in the 2009/2010 academic year.

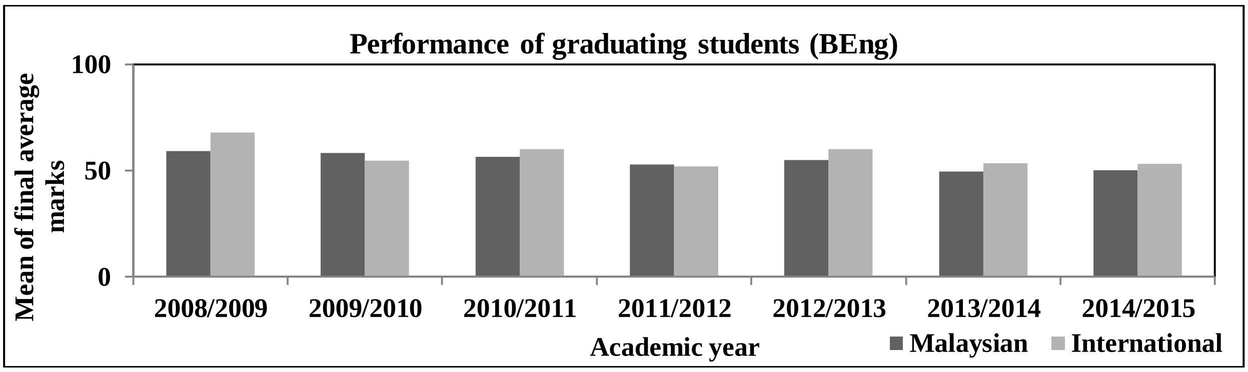


Figure 2: Performance of graduating students on BEng Hons course

Performance of graduating students (Malaysian and international) on the MEng Hons course

The percentages of Malaysian and international students graduating in MEng Hons in Civil Engineering from 2009/2010 to 2014/2015 are shown in Table 2. It can be observed that 12% of total students are international students.

Table 2: Percentage of graduating Malaysian and International Students on MEng Hons course

Total students		Male students		Female students	
Malaysian (%)	International (%)	Malaysian (%)	International (%)	Malaysian (%)	International (%)
88	12	88	12	81	19

Means of final average marks of international and Malaysian graduating students in MEng Hons were calculated to measure their academic performance and are shown in Figure 3. There were no international graduating students in the academic years 2009/2010 and 2011/2012. It can be seen that international students performed better than or as well as Malaysian students except in the 2013/2014 academic year.

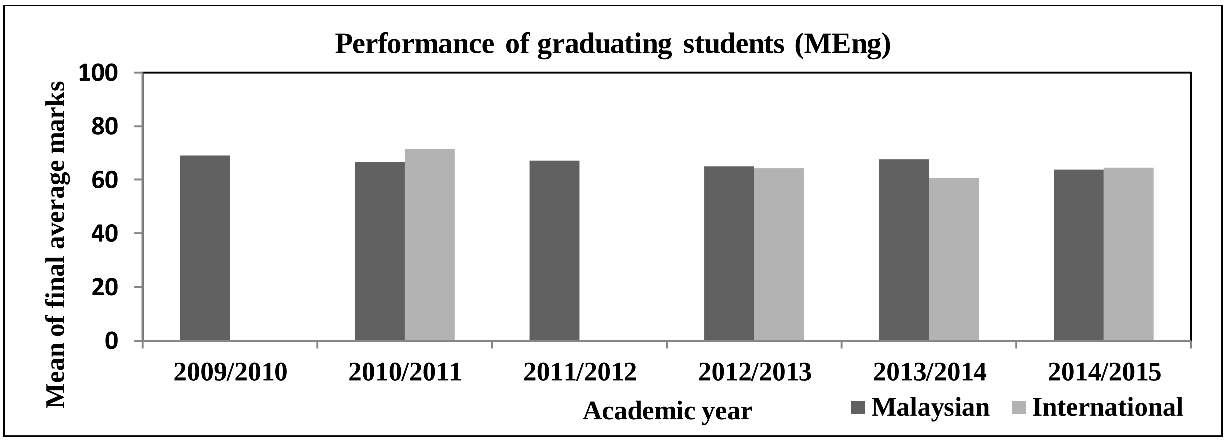


Figure 3: Performance of graduating students on MEng Hons course

Overall, international students performed better than or as well as Malaysian students on both courses. This may be due to the internationalization of the course. In the author's department, internationalization is observed to some extent since the percentages of international academics and international students are currently about 50% and 25% respectively. International academics provide internationally relevant teaching, research and knowledge transfer to the students. Student mobility is also observed since the programmes offer the opportunity to study abroad through inter-campus exchange for a period of one semester or one academic year. Moreover, the curricula are internationalized for use in three campuses in the United Kingdom, Malaysia and China.

Performance of Malaysian and international students by gender on BEng Hons course

The means of final average marks for graduating Malaysian and international students bygender on the BEng Hons course for the period of 7 years are given in Table 3. Representation of Malaysian female students is higher than that of international female students. Overall female students represented 12% of total students. It can be seen that Malaysian male students performed better than Malaysian female students and international male students outperformed international female students. Overall, male students performed better than female students based on the means of final average marks for the period of 7 years. The result does not agree with the study done by Ni Lar Win and Khin Maung Win (2013).

Table 3: Means of final average marks of graduating Malaysian Students and International Students by Gender (BEng Hons)

Type of students	Mean of final average marks		% of total students	
	Male	Female	Male	Female
Malaysian	54.15	52.72	86	14
International	57.41	53.60	90	10
Overall	55.01	52.91	88	12

The means of final average marks for graduating Malaysian and international students by gender on the BEng Hons course by academic year are shown in Figure 4. It can be seen that male students performed better than the female students except in the academic year 2013/2014.

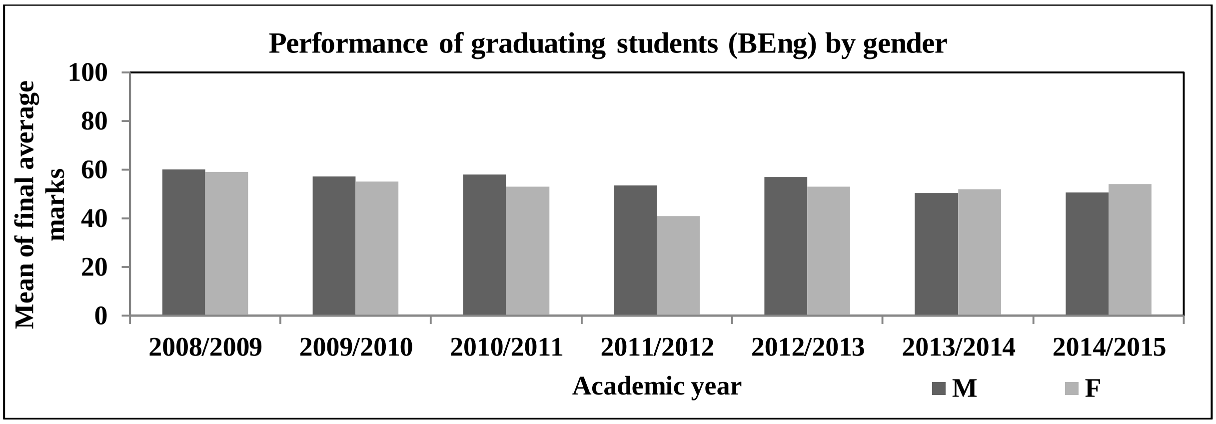


Figure 4: Performance of graduating students on BEng Hons course by gender

Performance of Malaysian and international students by gender on the MEng Hons course

The means of final average marks for graduating Malaysian and international students by gender on the MEng Hons course for the period of 6 years are given in Table 4. Overall, 14% of total students were female students. It can be seen that Malaysian female students performed better than Malaysian male students while international male students outperformed international female students. Overall, female students performed as well as male students.

Table 4: Mean of final average marks of graduating Malaysian Students and International Students by Gender (MEng Hons)

Type of students	Mean of final average marks		% of total students	
	Male	Female	Male	Female
Malaysian	65.99	66.82	88	12
International	65.00	62.25	78	22
Overall	65.89	65.95	86	14

The means of final average marks for graduating Malaysian and international students by gender on the MEng Hons course by academic year are shown in Figure 5. It can be seen that female students performed better than or as well as male students except in the academic years 2011/2012 and 2013/2014.

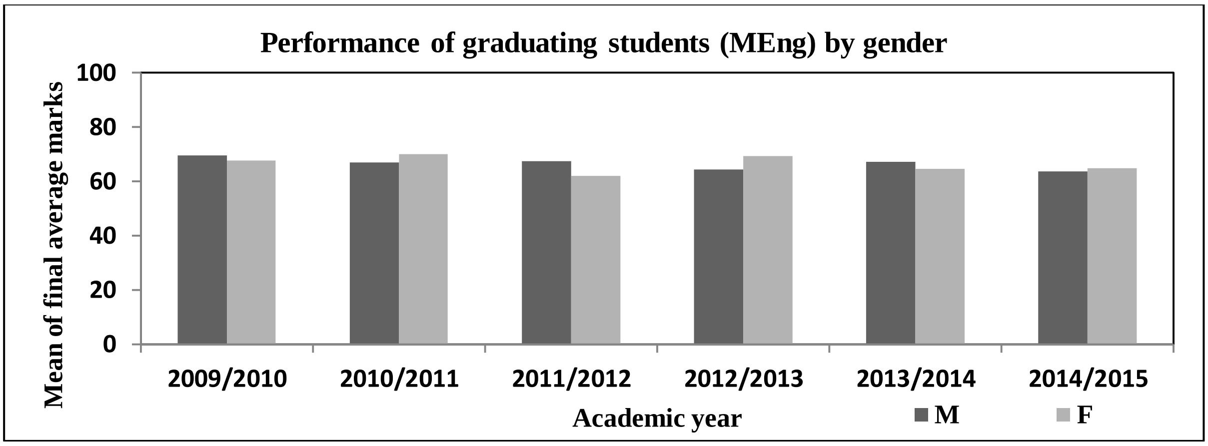


Figure 5: Performance of graduating students on MEng Hons course by gender

It can be concluded from Tables 3 and 4 that Malaysian female students performed better than Malaysian male students on the MEng course. However, international female students underperformed compared to their male counterparts, on both courses. This could be due to under-representation of female students and female academics in the department since females represented only 15% of academics and about 13% of total students in the Department of Civil Engineering. In order to reduce gender imbalance, the department aims to recruit more female academics in future so that female academics can offer academic and social support to female students.

Conclusion

Based on the study on graduating students on BEng Hons and MEng Hons courses offered in the university, international students performed as well as or better than Malaysian students on both courses since the university promotes internationalization in various activities such as internationalized curricula, appointment of international academics, and semester abroad programmes.

Malaysian female students performed better than or as well as their male counterparts on the MEng Hons course. On both courses, international female students underperformed compared to their male counterparts. This may be due to the fact that there were very few international female students in the classroom so they may have felt lonely. However, the reasons need to be found in the near future.

References

1. DeBerard, M. Scott, Glen I. Spielmans, and Deana C. Julka, 2004, Predictors of academic achievement and retention among college freshman: A longitudinal study, *College Student Journal*, 38.1: pp. 66-80. Academic Search Premier, Web. 20 Apr. 2012.

2. Delgado-Marquez, B.L., Hurtado-Torres, N.E., and Bondar, Y., 2011, Internationalization of higher education: Theoretical and empirical investigation of its influence on university institution rankings, In:*Globalization and Internationalization of Higher Education*, (online monograph). Revista de Universidad y Sociedad del Conocimiento (RUSC). Vol. 8, No 2, 265-284. UOC. Retrieved from http://rusc.uoc.edu/ojs/index.php/rusc/article/view/v8n2-delgado-hurtado-bondar/v8n2-delgado-hurtado-bondar-eng

3. He, Y. and Banham H., 2009, International student academic performance: Some statistical evidence and its implications, *American Journal of Business Education*, Vol. 2, No. 5, pp. 89-100.

4. Knight, J., 2004, Internationalization remodelled: Definition, approached, and rationales, *Journal of Studies in International Education*, Vol. 8, No. 1, 5-31.

5. Lovell, B.C., 2003, Academic Performance of International Students in Electrical Engineering at the University of Queensland, *Proceedings of AAEE Conference.*

6. Ni Lar Win and Khin Maung Win, 2013, Academic performance of female students in civil engineering, published in *SEAAIR 2013***,** October 2013, Surabaya, Indonesia.

7. Olsen, A., Burgess, Z. and Sharma, R., 2006, The comparative academic performance of international students in Australia, *International Higher Education*, Number 42, Winter 2006.

8. Tham, S.Y., 2013, Internationalizing higher education in Malaysia: Government policies and university's response, *Journal of Studies in international Education*, 17(5), 648-662.

9. Yee, C. P. and Mokhtar, A. Z. M., 2013, International students' learning experience at private higher education institution in Malaysia, Proceeding of the Global Summit on Education (e-ISBN 978-967-11768-0-1), 11-12 March 2013, Kuala Lumpur, Malaysia.

Designing Performance-Based Curriculum and Instruction: The Case of Aquinas University Tech-Voc Senior High School Program[4]

Susana C. Cabredo, [1] Maria Christi B. Muñoz [2] and Flor A. Jenkin[3]

[1] *Vice President for Academic Affairs*
[2] *Principal, High School Department*
[3] *Affiliate Faculty*

ABSTRACT

There is an urgent need to make graduates of Philippine schools genuinely competent, employable and be globally competitive, thus the reforms in basic education and in tertiary education. Anchored on the transformation theory, also termed the theory of restructuring, the researchers hold on to the view that to provide learners with authentic education, there is a compelling need to restructure or reorganize the existing basic education delivery to improve the learners' performance. This paper proposes a senior high school OBE-structured technology-vocational (tech-voc) curricular program in Aquinas University, Legazpi City (AUL), the Philippines. Presently, AUL runs three secondary school curricula - the Science-Oriented Curriculum.the Special Curriculum for the Arts and the General Secondary Education Curriculum. In 2016, AUL will open its doors to Grades 11 & 12 students from many public high schools in Legazpi City and neighboring towns who opt for tech-voc curricular tract. The university will adopt a non-traditional way of course design for Grades 11 & 12 emphasizing authentic education, guided by the educational principles that schools should not be isolated from their social context and that direct experience with the environment is the best stimulus for learning. Breakthrough thinking and fresh insights characterize the tech-voc tract that AUL will implement in SY 2016-2017 and the years ahead.Specifically, the paper outlines in broad stroke its vertically and horizontally articulated curriculum for tech-voc track, the teaching strategies which emphasize authentic learning and the use of assessment modalities that will enhance the development of the necessary students' competencies. It also presents the anticipated issues and challenges in the initial implementation of the tech-voc curriculum.

Keywords: Outcomes-Based Curriculum or Performance-Based Curriculum, Authentic Education, Authentic Assessment, Transformational learning, Integrated approach

"The best learning happens in real life with real problems and real people and not in classrooms."

Charles Hardy

[4] *The suggested curriculum shall be part of the presentation. Copies shall be made ready for participants interested to have a copy.*

Introduction

Education is the engine of economic growth. Investment in education pays off in dividends vital to the progress of the individual-learners, their families and of society at large. That's why, governments put in a sizable investment in education, believing as they do that economic growth and progress can be attained by bringing their respective populations to a certain level and quality of education that would raise the productivity of their citizens.

In school year 2016-2017, the Philippines will implement the K to 12 Basic Education Curriculum (BEC) nationwide. With the currently enrolled Grade 10 students moving on to Grade 11 next school year, the country's basic education system will then be lengthened to 12 years from the current 10 years basic education. The expansion of the basic education is one of the educational reforms in the country which is pushed through despite strong opposition from many sectors. To date, only three countries in the Asian region has a 10-year basic education. The Philippines is one of them. There are caveats, however, in the implementation. Not many schools are ready to accommodate the incoming Grade 11 and Grade 12 in SY 2016-2017, much less ready are the smaller private and public schools. Because many private colleges and universities will be affected in the first two years, given that they would have no first years and second year enrolment in the first two years, arrangements have been made for them to help accommodate the Grade 11 and subsequently, the Grade 12 enrollees in SY 2016-1017 and SY 2017-1018 and thereafter until such time when these smaller public and private high schools shall have been ready to offer Grades 11 and 12, equivalent to senior high school.

Preparations have been made forging partnership between the country's Department of Education (DepEd) and the numerous private colleges and universities. Some of the more endowed private universities and colleges with many tenured and well trained faculty have ventured into opening their doors to Grades 11 and 12 enrollees, notwithstanding their university status. They have much to offer in terms of resources – physical and human, thus have the capacity to offer the different senior high school tracks. Arrangements with DepEd have been made as an alternative win-win solution to the twin problem of shortage of public resources on the part of the Dep Ed and the plight of theuniversity personnel threatened to lose their employment by the zero first and second year tertiary education enrolment on the part of the private universities and colleges.

Transforming and restructuring a basic educational system that has been in existence for a century or so is a daunting task for administrators. If it were only a matter of curricular expansion, it would perhaps be less daunting but, to introduce a new curricular program to bewildered students and anxiety-ridden faculty is decidedly a challenge.The pressing challenges in the Philippine educational system demand breakthrough thinking and fresh insights. This paper presents some of these fresh insights.

Although financing the expanded basic education program of a university is a major aspect to be taken into account in the transformation and restructuring process, this study will not cover the expenditure management. The study is delimited to describing the approach and methods to be used by Aquinas University in order to manage the change process effectively. Effective communications, co-operation and co-ordination of activities are essential to successful implementation of a curricular reform.

The features highlighted in the description of this learner-centered tech-voc curriculum design are: the use of outcomes-based education (OBE) or performance-based instruction with emphasis on authentic learning; the backward design approach in curriculum development; [1] and the use of authentic assessment modalities particularly the involvement of the students in shaping and evaluating their own learning. This study will be a precursor of many more studies leading to curricular policy and institutional reforms. Says Ramon R. del Rosario, our youth need the best opportunities possible to improve the quality of their lives. For this to happen, the entire education system must change to make the Philippine education system competitive, effective and efficient, universal and inclusive.[2]

The setting

Aquinas University predates all the universities and colleges in Albay province, Philippines. Legazpi Junior Colleges, the forerunner of Aquinas University of Legazpi, was founded on June 8, 1948. Its founder, a Basque, Don Buenaventura de Erquiaga(April 24, 1896 – October 22, 1959), established the institution as an expression of his gratitude to the place and the people who generously “built” him up. The people are the Albayanos and Legazpinos who now consist the bulk of the enrolment of this institution.

Almost seven decades since its foundation, Aquinas University has progressed broadening its reach from local to international student population at all educational levels. Aquinas University of Legazpi has also widened its professional network as it grows and develops. It is a member university of various national and international federations of colleges and universities such as the Philippine Association of Graduate Studies (PAGE), Association of Catholic Universities of the Philippines (CEAP), and the International Federation of Catholic Universities (IFCU). The University is also a member of the International Council of the Universities of St. Thomas Aquinas (ICUSTA); and the Association of Southeast and East Asian Catholic Colleges and Universities (ASEACCU). The Commission on Higher Education (CHED) names the University as one of the country’s Center of Excellence in Teacher Education.

Through the years that the youth of Bicol Region had undergone Dominican education, they matured into respectable caretakers of positions of responsibilities in different disciplines. Until now, they have become leading practitioners of Accountancy, Law, Engineering, Architecture, and Nursing, the University’s leading course programs. Some had held or are holding the highest elective positions in the province of Albay, in Legazpi City, and in different municipalities in the Region and beyond. Many alumni have traveled across the seas to affirm their selfworth. Youth from as far as Mindanao, Samar, and the Visayas and as near as Masbate, Sorsogon, and Catanduanes, and other provinces in the Region, come to Aquinas University of Legazpi for their basic, tertiary, and graduate education. For 66 years, Aquinas University of Legazpi has helped the youth of Bicol and beyond realize their potential and embody a life of truth, love, and gratitude.

As a dynamic center of learning, Aquinas University of Legazpi continuously endeavors and proactively adapts to meet the growing globalization of education. Aquinas University Integrated Schools or AQUI, secondary education level, has three curricula, one for Science

High School, another for the Special Program in the Arts, and yet another, for the General Secondary Education which has just been started. The University has also a pre-school and elementary department.

Aquinas University, one of the big and more endowed private universities in Legazpi City, has genuine intent to accommodate students seeking admission in all senior high school curricular program tracts – Academic, Arts and Design, Sports, and Technical, Vocational (Tech-Voc) and Livelihood Track. It has prepared itself to offer all senior high school curricular tracts having both the physical and human resources to implement the K-12 BEC program.

In the next ten years, Aquinas University of Legazpi envisions itself to be a sanctuary of development which is dynamic, connecting, nurturing, and evangelizing, marked by a tradition of excellence and innovation, cultural transmission, transformative education, and organizational effectiveness, reflective of its Aquinian context and that of the borderless world through a committed, competent, and creative teach and learning community.

Objectives

Given its stature as an education of higher learning with schools offering basic education as laboratory of many of its collegiate programs, Aquinas University of Legazpi gears itself to meet the challenge of implementing all the four tracks of senior high school in the country's new curriculum. It is the only institution in Bicol Region with the capability to do so. Being a laboratory school of novel ideas, particularly in education, this study addressed the followingconcerns:

1. Develop a vertically and horizontally articulated curriculum for technical-vocational track intended for senior high school (Grades 11 and 12);
2. Revisit the role of teaching strategies in the delivery of the senior high school curricula designed to ensure that all learners are equipped with the competency requirements of modern workplaces;
3. Explore innovative, teaching – learning strategies and assessment modalities that will enhance the development of the necessary competencies; and
4. Explore issues and challenges in the initial implementation of the K-12 basic education curriculum in a private school.

This paper is significant as it will provide a template for constructing and/or reconstructing existing curricula in tech-voc following the outcomes-based education (OBE) system mandated by the Commission of Higher Education (CHED) of the Philippines.[3] An outcomes-based learning system has been adopted initially for engineering programs to meet the demands of global equivalency of quality standards. As stated in the background and rationale for the adoption of the OBE learning system, "Quality education today is measured not only by effectiveness, efficiency, sustainability, but also by relevance. Relevance in education would mean addressing the needs of the students and the employers of today and providing the future graduates a curriculum of global comparability…."[4] The tech-voc track in senior high school is intended to produce globally competitive human resource ready for employment anywhere in the world upon leaving school.

The new or transformed tech-voc curriculums require close study. For one thing, both the content and the objectives must be aligned to the outcomes-based education requisites. For another thing, the learners must be active participants in the teaching-learning process. There are other aspects of the instructional delivery in the OBE that are departures from the traditional content-based learning system. Some of the important aspects that need careful planning, monitoring and evaluation are: learner-centeredness with the learners taking responsibility for their learning, the use of continuous assessment, emphasis on critical thinking reflection and action, knowledge integration, use of teamwork, adoption of system of recognition and accreditation of prior learning, and flexibility in time frames.[5]

Theoretical Underpinnings of the OBE Curriculum Development in Aquinas University

Philosophical. All educational undertakings of Aquinas University are underpinned by its enduring vision-mission statement, viz: Aquinas University of Legazpi, a nurturing community of Dominican learning … transforming and perfecting, under the patronage of St. Thomas Aquinas, commits itself to the pursuit of academic excellence through dedicated study, the strengthening of one's moral integrity through fervent prayer and witnessing, the sharing with others of the fruit of one's endeavor through loving service, the enhancement of one's emotional maturity towards a more Christian community, and the promotion of cultural advocacy for a genuine appreciation of Catholic, Filipino and Bicol identity.[6] All its academic and non-academic staff share this vision and mission. The tech-voc curriculum designed for the Grades 11 and 12 (senior high school) students is intended to be a test of the University's philosophy in operation, as do all other curricular programs. It is in the spirit of this philosophy that the senior high school tech-voc curriculum is designed. The regular monitoring, evaluation and assessment imbedded in the curricular program will see that practical, technical, and attitudinal obstacles are addressed as well as future possibilities for the University are determined and actualized, if not immediately, then a reset in its long-range goals.

Pedagogical. This paper is anchored on the Deweyan concept of the spiral curriculum consisting of vertical integration or deepening of knowledge and horizontal integration or widening of knowledge. When educators seek to improve the coherence of studies within a given discipline or subject field, they are attending to the vertical articulation or sequence of the curriculum. When they seek to develop the interrelationships between and among different disciplines or subject fields, they are concerned with the horizontal articulation along with the balance and scope of the curriculum. The tech-voc curriculum content is articulated vertically and horizontally. Coherence between the content in the Grade 11 and Grade 12 linking them with the students' prior knowledge in the same subject areas in the lower grades deepen their understanding of concepts and processes. Thus the tech-voc curriculum uses spiral curriculum approach.

Backward design curriculum development and assessment. In OBE, curriculum is planned following what Wiggins called backward design. Backward design in assessment requires that appropriate assessment evidence are derived from the standards and criteria aimed for. OBE is an approach to authentic assessment that extends the principle that students should be assessed against predetermined standards rather than against each other. In OBE, schools identify important long-range outcomes that are used to guide and shape the curriculum across grade levels.[7]This has been done and will continuously be done by Aquinas University in restructuring its basic education curriculum with the involvement of the students. The curriculum will evolve informed by insights drawn from the initial years of implementation.

The minimum standards for all curricular program tracks are set by DepEd and will be adopted by Aquinas University. However, enhancement will be provided particularly with respect to the integration of authentic learning tasks or performance tasks that will enhance not just the students' content knowledge, which involves the rote learning of facts and principles, but their process knowledge or skills that involve learning how to do something, and their socially relevant knowledge, which connects their personal perspective with content within particular social context.[8] The approach is backward because teachers must establish with specificity the standards and measures before determining what will be taught, how to teach it, and in what order to teach it. The design of the curriculum followed this approach.

Methods

With the end in view of coming up with curricular framework which will guide administrative policy and practice in the implementation of the senior high school curriculum in Aquinas University, particularly, the tech-voc track, literature review was the main source of the data requirements of the study. Consultation with the university administration, who in turn, engaged in full consultation with the academic staff, was done. The design, development and the proposed evaluation of the tech-voc curriculum was a collaborative undertaking of the relevant middle level administrators/managers and senior faculty members, formed into a standing curriculum committee in operation in the University. What high school tracks to offer in the senior high school was research-based drawing data/information from public and private high schools in Legazpi City as well as parents of the children enrolled in the three high school curriculums in the University. Directives from the Commission on Higher Education (CHED) and the Department of Education (Dep Ed) provided the legal basis for the paper.

Results and Discussion

This section presents the discussion of the salient features of the OBE tech- voc curriculum for implementation in SY 2016-2017 including the anticipated issues and challenges.

Vertically and horizontally articulated OBE Tech-Voc Curriculum in AUL

Designing and developing a tech-voc program. The committee charged with designing and developing the tech-voc program had a series of meetings discussing among others, the result of the preliminary survey undertaken on the children's and parents' high school track preferences, on the basis of which, the tech-voc course programs to be offered were chosen. Prior to the start of the designing operation, the Aquinas University basic education programs (high school department) had an enrollment of 942 students in Grades seven through ten distributed across three curricular programs: Science High School, 809; Special School for the Arts, 118 and the newly opened General Education Curriculum, 15, out of which total enrollment, 84 chose to enroll in the tech-voc track. Additional enrollees however, are anticipated to come from neighboring public and private schools which do not have the capacity to offer any of the tech-voc programs under the tech-voc track. This was after it was found in the survey that out of 16 public and private schools surveyed, only 11 (68%) will offer tech voc track in senior high school.[9]

The curriculum content. All students who chose the tech-voc and livelihood track curriculum, like students of all other tracks, will take the 19 core curricular subjects and 7 applied track subjects distributed between the Grade 11 and Grade 12, in two semester for each grade. The specialized subjects, varying in number according to specialization are distributed in like manner. Since the core curricular subjects and the applied tracks subjects are common to all high school tracks, students in the tech-voc track will be lumped with all other students. The core curricular subjects and applied track subjects will be taught in spiraling (vertically articulated) and using integrated approach (horizontally articulated).

Vertical and horizontal articulation of subjects. To ensure that the K-12 basic education curriculum is vertically and horizontally articulated, review is underway focusing on three major learning domains mentioned earlier:*content knowledge*which involves the learning of facts, concepts and principles; *process knowledgeor skills* that involve learning how to do something and *socially relevant knowledge* which connects one's personal experience with particular social context. Contextualization of the teaching learning process integrating socially relevant knowledge will broaden the students' perspectives. The review of the basic education learning modules and their consequent revision will ensure that they are aligned with Aquinas University's mission, vision and goals and are transformed following the OBE structure.

Teaching-learning strategies and assessment modalities in the tech-voc curriculum

The tech-voc curriculum of Aquinas University will involve teaching and learning strategies that promote both content and process knowledge, as well as develop socially relevant knowledge among the students. In an OBE system as intended, teaching and learning are so designed as to provide for the constructive alignment of intended, learning outcomes with appropriate outcome-based assessment methods and teaching and learning activities.*Transformational learning*will be emphasized. Transformational learning involves far more than memorizing facts or reciting information. It is deep learning where new knowledge becomes personally meaningful and connected to the community.[10]The essence of transformational learning is using the students' talents and skills derived from their academic undertakings to make their homes and their community a better place to live in, work, and play. This is the kind of education the incumbent Rector and President of Aquinas University, Rev. Ft. Ernesto M. Arceo, O.P. exhorts educators to deliver, authentic education of the human person – the development of both the mind and heart, the growth and knowledge and moral virtues.[11] Transformation learning in tech-voc program will therefore involve the students' mindset, heartset and skillset. Where appropriate, collaborative and cooperative learning will be used to develop in the students social skills and moral virtues vital in community living. The students will be engaged in reflection as they are exposed to strategies for leveraging change. As they serve in their work sphere, they bring with them the Aquinian ethic as explicitly cited in the University's vision-mission. The content knowledge and process knowledge that Aquinas University students will acquire in their core curricular subjects and applied track subjects will be complemented with the socially relevant knowledge that they are expected to acquire and develop during their work immersion.

Reflection is a central feature in transformational learning. Reflection will therefore play a major part in the assessment process. Reflection will serve as a bridge connecting what the students learn in class and what they are experiences in the world of work. The students will make their reflections about their learning, particularly the social relevance of their work engagement, thus making learningmeaningful.

Authentic assessment. Traditional assessment that simply test an isolated skill or a retained fact, concept, or principle does not effectively measure a student's capabilities. To accurately evaluate the students' learning, their collective abilities will be assessed. Authentic assessment will be used presenting students with real world challenges in their respective work sites that will allow them to apply their relevant skills and knowledge.

Self assessment is very much a part of the learning experiences of the children. The tech-voc students will be involved in planning, engaging in, monitoring and evaluating their own learning. Performance criteria, specific, measurable statements identifying the performance(s) required to meet the outcome, confirmable through evidence,will be established jointly by the teacher advisor and student and affirmed by the job supervisor on the job site assigned to the student. As children are encouraged to evaluate their own work, they will also be made to understand that errors are a natural and necessary part of learning. Reflecting on their errors and doing something to prevent them happening again will be a meaningful and transformative learning.

The authentic assessment modalities imbedded in the tech-voc curriculum track are designed to: a) elicit higher order thinking in addition to basic skills; directly evaluate holistic projects; c) synthesize classroom instruction; d) use samples of students' work (portfolios) collected over one semester period; and e) stems from criteria jointly developed by the teacher-advisor, work supervisor and the student.

The OBE-focused curriculum

The core curriculum (15 subjects for one semester) and the applied tracks subjects (7 one semester) subjects shall have developed the requisite learning outcomes or what learners are expected to know and be able to do at the desired level of competence prior to their work on job site. These competencies include, among others:acquisition of factual knowledge sufficient enough for students to understand and apply principles, ideas and theories in the work on site that they will engage in during the last term in school (Grade 12); improved learning, writing and speaking skills; skills and habits useful in job performance; developed good feeling about themselves; discovered or realized their own interests, aptitudes,beliefs and values and; social skills that would enable them to get along well with most people at work. Results of traditional and authentic assessments used to track their progress in the past three semesters will determine their readiness to embark on their work at the job site.

The last school semester, 2nd semester of Grade 12, the students will be immersed in work in the tech-voc program they have chosen. Consistent with Dewey's progressivist thinking, Aquinas University holds that learners should be given some choices regarding what and how they will study. [12]The students' prior learning in the core curriculum subjects and applied track subjects will be brought into their final semester. The second semester of Grade 12 is the culmination of the senior high school education of the students. They will learn their specialized subjects in the tech-voc track they have chosen by immersion in work under the supervision of an advisor (a faculty member of Aquinas University) and a work site supervisor who will be assigned by the company/firm the student will do his/her work on site. The content will be presented so that the students, interests are stimulated through an interaction with the work environment. The faculty-advisor, in partnership with the work supervisor, will serve as learning facilitator who will guide the learners' interests in productive directions. Deepening of knowledge through actual experience is expected to occur in the work place. This is what will set the on-the-job training activities in Grade 12 tech-voc course programs different from the OJT component in many baccalaureate degree course programs offered by Aquinas University.

Right at the beginning of the last semester, the student shall present an Individual Learning Plan (ILP) which he/she had developed as a requirement at the end of the first semester of Grade 12 presented to and approved by a committee consisting of teachers of the core curriculum subjects and in the applied track subjects and a representative of the company/firm that the student will be assigned for his/her work immersion. The ILP states the goals (the learning outcomes), how they will be achieved, and what courses or activities will be undertaken. The ILP takes into account the interest of the student on the one hand, and the interest of the company/firm, on the other hand. This is why a representative from the company/firm will have to sit as a member of the committee to evaluate the student's ILP.

These are some of the questions that students will consider in preparing their ILPs: What is/are the purpose(s) of work engagement in (*Mention the name of firm/company*)? From the company's/firm's perspective, what is/are the purpose(s) of the Aquinas University's and the (*Name of the company/firm's of the collaboration*? What are your individual learning goals for this collaboration. At the end of your work engagement, what do you expect to have learned? What is the final product of this collaboration? What evidences of learning may be collected to show evidences of your having achieved the goal of the program? When are you expected to be done with your work in the company/firm?

To ensure that the student will have parental support, the approved ILP will be discussed by the teacher advisor with the parent(s) and the student. This school-parent-student conference will clarify: a) the outcomes-based teaching and learning; b) the nature of the OJT to be engaged in their children; and c) the content of the Memorandum of Agreement (MOA) signed between the school and the company/firm where the child will work. The MOA for partnership arrangements relative to the on site work of the students will be prepared by the school right after the approval of the student's ILP. The arrangements may include: engagement of stakeholders in the localization of the curriculum; work immersion; manner of apprenticeship; research; provision of equipment and laboratories, workshops, and other facilities; organization of career guidance and youth formation activities and others.[13]

The ILP will be deemed completed upon the student's accomplishment of the requirements stipulated in the ILP. The final ILP requirement is a well organized 10,000 - word or 20- page documentation of the students' two-year learning accomplishment with the application of concepts, principles/theories clearly embedded in the narrative which will be presented before an audience consisting of relevant educational stakeholders including the children's parents. This is a novel way of assessing the students' work engagement effort. The students will narrate what knowledge, skills and values they gained and what they had done with these competences in their work immersion.

Issues and challenges

There is a need for policy of attraction to induce students to opt for voc-tech. The reality is that parents as well as students have still strong preference for baccalaureate degree courses. There is still a lingering prejudice about the inferior status of those in tech-voc course programs. A well thought out and advertised inducements and reinforcements to attract to enroll in tech-voc courses. Since many of those who chose to enroll in tech-voc are students coming from the lower socio-economic scale, more study assistance must be sought for the students to keep them attending school until they finish the Grade 12. Job opportunities must be obtained by the school to induce more students to opt for tech-voc. The on-site job training for the students must be especially engaging and convincing with a promise of job after graduation. Changing the mind set of both the students and parents to appreciate the tech-voc track will be a big challenge.

Attendance can also be a challenge. With the kind of students who expected to enroll in the program, family and other commitments can be expected to cause some irregularity of attendance among most learners and subsequently, dropping out. Reportedly, most drop-out is likely to occur during the first few months of the program and particularly among participants with more irregular attendance patterns.[14]Anticipating this, attendance rates could possibly be improved and drop-out reduced close supervision could be planned by the faculty –advisor and the work supervisor.

With respect to the specialized tech-voc course programs in the second semester of Grade 12, Aquinas University will need to consider what functions of the curriculum it should undertake and which responsibilities it should farm out to the partner companies/firms. Collaboration design has yet to be firmed up including refining the OJT curriculum, drafting and pilot testing varied assessment modalities; developing mechanisms for monitoring, assessing and evaluating learning; recruiting and training work supervisors in the companies/firms; and support and supervision of classes by the academic personnel. Considerable effort has yet to be invested to design these mechanisms. Relevant action researches will have to be undertaken on deviations made by Aquinas University from a Dep-Ed prescribed and standard set of tech-voc curricula, particularly on the teaching learning strategies and assessment modalities.

Issues on finance, cost-effectiveness and functionality will have to be thoroughly examined in more detail in subsequent in-process evaluation of the program.

Conclusion

This paper provides initial evidence of the initiative undertaken by Aquinas University in preparing itself for the implementation of the senior high school (Grades 11 and12) tech-voc curriculum. In SY 2016-2017. Aquinas University has designed a performance-based curriculum and instruction following the OBE learning system aligned with the university's philosophy implicit in its mission, vision and goals. The initiatives thus far undertaken by Aquinas University include the development of a vertically and horizontally articulated curriculum for tech-voc track intended for senior its high school; review of the teaching strategies in the delivery of the senior high school curricula ensuring that all learners are equipped with the competency requirements of modern workplaces; and exploration of innovative, teaching – learning strategies and assessment modalities that will enhance the development of the necessary competencies.

Issues on enrolment, collaboration with partner companies/firms, finance, cost-effectiveness and functionality are anticipated by the university.

Monitoring, assessment and evaluation of the implementation of the tech-voc curriculum in the initial years will be undertaken which might necessitate the conduct of action research to improve the instructional delivery of the tech-voc program.

References

1. Wiggins, Grant. (1998). *Educative Assessment: Designing Assessments to Inform and Improve Student Performance*. San Francisco: Jossey-Bass Publishers.
2. Ramon R. del Rosario Jr. is president and CEO of the Philippine Investment Management Inc. (Phinha). Excerpt from remarks delivered at the 2nd National Congress of the Coordinating Council for Private Education Associations.
3. Aquinas University Information Brochure, CMO No. 37, Series 2012
4. Lazaro, Bryan Louis G. (2013, September-November). Outcomes-Based (OBE): *A New Curriculum for Implementatio*n. Hudyat
5. Aquinas University Vision, Mission and Goals
6. Pasch, Marvin et al. (1995). *Teaching as Decision Making: Successful Practices for the Elementary Teacher*. New York: Longman Publishers.
7. Altman (1996), cited in Cress, Christine M. et al. (2005). *Learning through Serving: A Student Guidebook for Service –Learning Across the Disciplines. Sterling, Virginia: Stylus*.
8. Aquinas University. *Survey of High Schools to Offer Tech-Voc Tract in Legazpi City in SY 2016-2017*. Unpublished research, 2015.
9. Cress, Christine M. et al. (2005). *Learning through Serving: A Student Guidebook for Service –Learning Across the Disciplines*. Sterling, Virginia: Stylus.
10. Arceo, Rev. F. Ernesto M. (2014). "*Education and Authentic Human Development for ASEAN Economic Community*. Speech during the 14th Annual SEAAIRE Conference on "Cross-Cultural Education for AEC 2015" October 7-10, 2014.

11. Armstrong, David G., Henson, Kenneth T. & Savage, Tom V. (2005). *Teaching Today: An Introduction to Education*. Upper Saddle River, NJ: Pearson Education, Inc.
12. DepEd Senior High School – *Qualitative Evaluation Processing Sheet*. 2015

13. Oxenham, John. (2008). *Effective literacy programmes: options for policy makers. Paris: UNESCO International Institute for Educational Planning*.

Internationalization Strategy Of Higher Education in Vietnam: A Case Study Of International School Of Thai Nguyen University

Pham Thi Tuan Linh

International School of Thai Nguyen University, Vietnam (linhpt@tnu.edu.vn)

ABSTRACT

Higher education is an industry that significantly contributes to the development of Vietnam. As Vietnam becomes more and more integrated to the world through which higher education is also experiencing internationalization process, it is important for leaders of higher education institutions to understand the trend of internationalization in higher education and build an appropriate internationalization stragegy for their institutions to develop and survive in the rising industry. The paper aims to examine higher education industry in Vietnam and analyze internationalization strategy of the ISTNU as a case study to offer suggestions and recommendations for other higher education institutions and Vietnam government. Seven (07) individual in-depth, face-to-face interview were conducted with workers and students at the International School of Thai Nguyen University (ISTNU), one of leading institutions for internationalization, together with official figures and reports in field of higher education. Three theoretical frameworks used in this study are Porter's Five Forces Model, PEST framework and Rudzki'sStrategic Model of Internationalization as lens for data analysis and discussion. Findings of the study indicate that higher education industry in Vietnam is stillexperiencing prospect growth.Analyzing case study of the ISTNU gives a practice of international cooperation activities with concentration on international link establishment, faculty and staff capacity building, technology application in teaching and setting operation system, development of curriculum and student mobility.

Keywords: Higher Education, Internationalization, Cooperation, ISTNU

Introduction

Vietnam has experienced a long history of higher education undergoing a feudal society, then a semi-feudal and later a colonial society, which was shifted into a socialist regime, and now a market socialist society. During its immense history, Vietnam higher education has been making a significant contribution to Vietnam development and is considered the leading driving factor for growth of Vietnam from a indigent war-affected country to a developing country and now one of the most attractive markets for foreign investment in Asia.

During the last two decades, globalization has become a central topic of academic arguments; its influence and impact cannot be ignored. It is an inevitable process "that is increasing the flow of people, culture, ideas, values, knowledge, technology, and economy across borders resulting in a more interconnected and interdependent world (Knight, 2006). In the era of globalization, Vietnam has been changing thoroughly in all aspects including socio-economy, culture and education.

As an inevitable result of the globlization process, like many other educational bodies through out the world, Vietnam higher education institutions (HEIs) have to develop their internationalization strategies to improve their service in order to survive in rising strong competition with the participation of both domestic and foreign factors including partners, investors, competitors and consumers.

There have been several research works addressing problems of internationalization in Vietnam higher education, which all of them were however conducted from the national level, not the industrial level which puts higher education into the context of a real industry with all of their stakeholders in cluding competitors, consumers, and the HEIs themselves as service providers.

This paper aims to examine Vietnam higher education industry and analyze internationalization strategies of the ISTNU as a case study to offer suggestions and recommendations for other HEIs and Vietnam government.

Research Framework

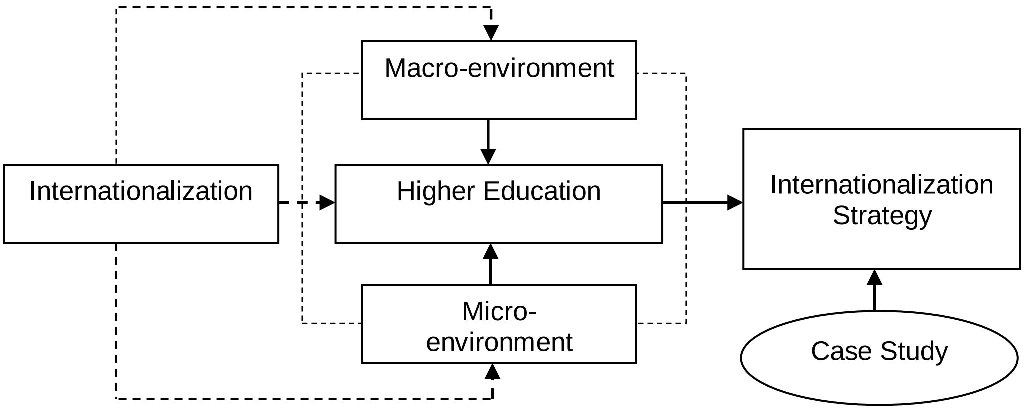


Figure 1: Research Framework
Source: Designed by researcher (2014)

The research framework illustated above indicates that the higher education industry is influenced by macro-environment and micro-environment factors, under pressure of internationalization trend. Through analysis of Vietnam higher education, leaders of HEIs can realize opportunities and challenges for HEIs to survive and develop in the industry through building an appropriate internationalization strategy. The case study analysis of ISTNU illustrates a successful internationalization strategy to leverage its expericence for Vietnam HEIs.

Literature Review

The study employed some models/frameworks as analysis tools in cluding PEST, Porter's Five Forces Model and Rudzki's Strategic Model of Internationalization. Besides, the paper gave a brief introdution to the ISTNU as a case study for the research.

PEST Analysis

According to Gupta (2013), the PEST analysis is the most common approach for considering the external business environment. The acronym PEST stands for Political, Economic, Social, and Technological. The PEST analysis describes a framework of macro-environmental factors used in the environmental scanning component of strategic management (Gupta, 2013). In this study, PEST framework was employed to analyse the macroenvironment of higher education industry.

Porter's Five Forces Model

The Porter's five forces model is described as a dynamic approach to analyze industry structure, based on five competitive forces acting in an industry or sub-industry: threat of new entrants, rivalry among current competitors, threat of substitution, bargaining power of buyers, and bargaining power of suppliers (Porter, 1985).The Porter's five forces model was used for industry analysis.

Rudzki's Strategic Model of Internationalization

Rudzki (1995) built a strategic model applied to the internationalization of higher education, which stated four dimensions of internationalization comprising: Organizational Change, Curriculum Innovation, Staff Development and Student Mobility. Employing Rudzki's Model, this research identified and assessed the internationalization strategy of the ISTNU as a case study for HEIs.

Introduction to the ISTNU

International School is an academic member of Thai Nguyen University which is located in Thai Nguyen City, a multi-disciplinary university of the northern mountainous area of Vietnam which is one of three religious universities in Vietnam (together with Hue University and Da Nang University), which plays an inevitably important role in education and training of Vietnam in general and Northern Area of Vietnam in particular.

Its foundation concretized the guidelines of the Government of Vietnam, through the direction of the Ministry of Education and Training, to enhance international cooperation in education development in order to produce globally competitive human resources which will meet the needs and requirements of the world integration process for the purpose of economic and social advancement.

Currently, the ISTNU is offering undergraduate and graduate programs, transnational education and research in the fields of Life science, Social science, Economics, Finance, as well as Environmental Management and Sustainability.

Methodology

Methodology Approach

The aim of this study is to examine the higher education industry in Vietnam in the context of internationalization. This study will reflect the thoughts, expressions and perspective of higher education industry insiders regarding the internationalization strategy formulation through which find out key successful factors and levarage their experience for improvement of internationalization strategies in HEIs.

To obtain detailed information and in-depth understanding that might bring about relevant insights supporting to the aim and objectives of the research through obsevation and experience of insiders, a qualitative method is an appropriate methodology.

Flowchart of Research Methodology is illustrated by Figure 2.

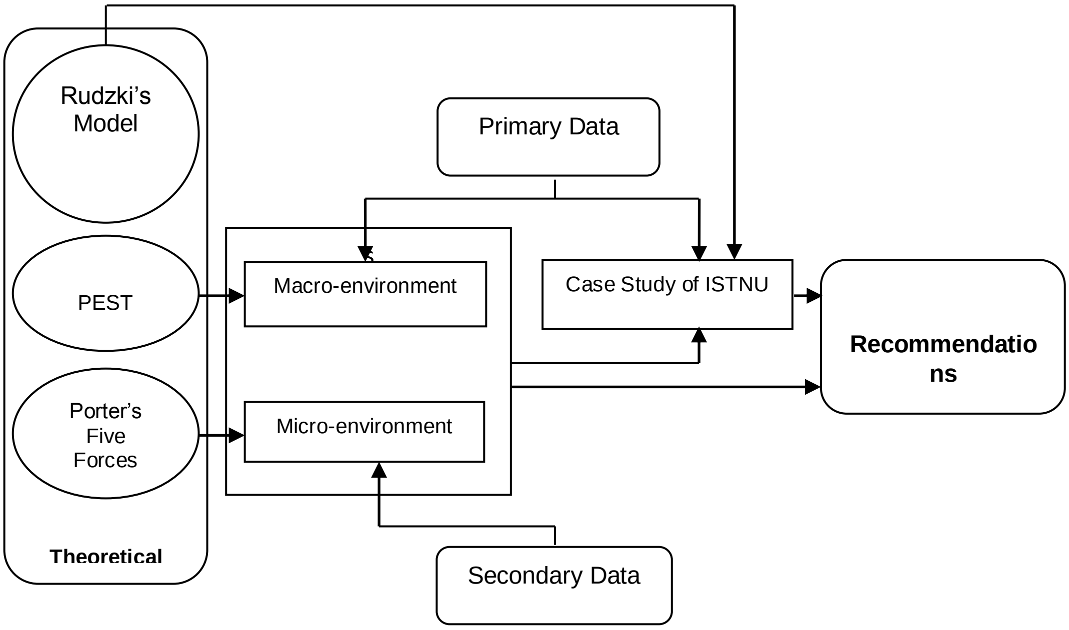


Figure 2: Flowchart of Research Methodology
Source: Designed by researcher (2014)

Qualitative Research

According to Cooper & Schindler (2011), qualitative research is designed to "tell researchers how and why things happen as they do". Through a qualitative research, the researchers would be able to poseess an "in-depth understanding of a situation" (Cooper & Schindler, 2011)

Sampling and Data Colletion

Primary Data

There are several types of primary data gathering supporting qualitative research among which the individual in-depth interview will serve as the main research data-gathering tool for this study. In this research, semi-structured interview were employed. According to Cooper & Schindler (2011), a semi-structured interview generally starts with a few specific questions and then follows the individual's tangents of thought with interview probes. Despite its clear set of instructions for researchers, semi-structured interview allows interviewees take different paths during the interview. Because of the fact that a semi-structure interview usually involves open-ended questions and inquires about detailed and complex answers, it requires the researcher sufficient skills to balance between control and flexibility.

Given that the research objectives are to study the higher education industry using ISTNU as a case study, the sample and population are all from ISTNU. The sampling method of the study is purposive sampling in which "researchers choose participants arbitrarily for their unique characteristics or their experiences, attitudes, or perceptions; as conceptual or theoretical categories of participants develop during the interviewing process, researchers seek new participants to challenge emerging patterns" (Cooper & Schindler, 2011). Due to the nature of qualitative research, the number of respondents in this study is relatively small with seven participation covering four categories: Leader of the ISTNU, Staff of the ISTNU, Faculty of the ISTNU and Students of the ISTNU. The profile of the interviewees is shown in Table 1.

The interviews were conducted face-to-face in English and recorded. Interview guide was prepared prior to the interview. In addition, the interviews were conducted with clear intentions to prompt interviewee to give key information and complex response. However, the respondents were encouraged to convey their own opinions and experience on the higher education industry even if their expressions were directly related to the initial questions.

Table 1: Profile of Respondents

Category	Respondent	Position	Seniority	International exprerience
ISTNU Leader	Assoc. Prof. Hoang Van Phu	Vice Dean	32 years	25 years
ISTNU Staff	MBA. Tran Anh Vu	Vice Director, Dept. of Accademic Affairs &Inter. Cooperation	8 years	7 years
	MSc. Dang Hoang Ha	Dircetor,Dept. of Admistration	10 years	8 years
ISTNU Faculty	Prof. David Grealy	Instructor, Faculty of Management	25 years	18 years
	Prof. Michael John Tan	Instructor, Faculty of English Language	30 years	16 years
ISTNU Student	Ms. Nguyen Duc Tu	Student	4 years	4 years
	Ms. Doan Ngoc Diep	Student	2 years	2 years

Source: Desiged by researcher (2014)

Secondary Data

Beside primary data collected from interview, secondary data was also be employed to address the study problems. Secondary data can be defined as data collected by others, not specifically for the research question at hand (Stewart, 1984). In this research, secondary data was gathered from several sources varying from previous surveys, reports and statistical figure of Vietnam government, higher education institutions and other dependent private organizations, which mainly serve the examination of higher education industry in Vietnam.

Results and Discussion

Macro-environment Analysis

Primary data was gathered through semistructured in-depth inverviews to make an overall PEST analysis for Vietnam higher education. The dimensions and sub-dimensions for each mentioned through the interviews are listed in Table 2.

Political Factors

According to interview results, the first key factor affecting higher education in Vietnam is government policy which creates appropriate framework for higher education operations. Besides, the policical stability is considered as a necessary condition for establishment and operation of HEIs in Vietnam.

Table 2: Dimensions and factors for Macro-environment Analysis

Dimensions	Factors
Political Factors	• Government policy for higher education Political Stability
Economic Factors	• Economic development Economic integration
Social Factors	• Demographics Attitudes towards higher education
Technological Factors	• Infrastructure, facilities, equipment Internet Learning resources

Source: Summarized by this study from interview results (2014)

Economic Factors

According to the respondents, the development of Vietnam economy has the supportive influence on higher education industry through a larger amount invested in higher education enrollment by Vietnamese people who become richer, especially people in rural areas. Besides, economic integration brings about more investment from overseas, which incentives Vietnamese people to improve their knowledge and skills through higher education to meet the employment requirements of foreign investors.

Social Factors

According to the statements of the interviewees, Vietnam demographics is a supportive factor for higher education growth. The young population of Vietnam with a high percentage of people from *18 to 35* in the population structure creates the potential for the higher education growth.

Attitudes towards professional career was also mentioned as a influencing factor in higher education. One respondent said that *"When people have better knowledge and awareness of importance of higher education, they tend to pay more attention to selection of HEIs for their study and invest more for higher education"*. Other respondent stated that *"Attitudes towards different professional career affect selection of enrolment. In Vienam recently, because of booming development of economy, candidates tend to choose business related disciplines for their higher education ignoring others such as life science, education or technology".*

Technological Factors

Through the interviews, the advantages of technological factors was agreed to have significant influence on higher education, in which infrastructure, facilities, equipment; Internet and leaning resources were mentioned as the most significantly supportive tools for higher education development.

Micro-environment Anaysis

Rivalry among existing competitors

Within Vietnam higher education industry, HEIs significantly differ from size, influence, recruitement, services, etc, which creates strong differentiation among HEIs. Besides, increasing industry growth rate makes the competition in the industry relatively weak, in which national multidiscipline universities outweigh the small private or semi-private institutions.

Table 3: 2014 Recruitment Qouta for HEIs in Vietnam

Type of HEI	Name of HEI	No. of students	Recruiment Quota
National Multidiscipline	Thai Nguyen University	90,107	11,185
	Hue University	80,416	12,100
	Da Nang University	90,325	12,150
Non-public	Thang Long Univeristy	6,673	1,900
	Dong Do University	5,781	1,500
	FPT University	15,106	1,100

Source: Ministry of Education & Training (MOET) of Vietnam (2014)

According to MOET of Vietnam (2014), there are 424 HEIs in Vietnam, which can be regarded as a quite small number compared to Vietnam population in comparision with some countries with higher education industry of high competition like United States and Singapore.

Table 4: Poplation and Number of HEIs in Vietnam, China, Singapore and United States in 2014

Nation	Vietnam	China	Singapore	United States
Population (million)	92.4	1,300	3	314
Number of HEIs	424	4,000	68	4,495
Rate (HEI per 1 million people)	4.5	3.1	22.7	14.3

Source: Adopted by researcher from giaoduc.net.vn (2014)

Threat of New Entrants

In Vietnam, higher education industry achieves economies of scale which certainly represent formidable barriers to entry. Moreover, Vietnamese government poses extremely strict regulations for establishment of a new HEI. Particularly, for public HEIs, it requires a very appropriate and detailed establishment scheme, an investment and bulding project with clear itinerary, an official agreement of provincial committee where the HEIs would ve located, a head quarter land of at least 5ha, an adequate full-time faculty and facilities; for non-public HEIs, besides the above requirements like for stated-owned HEIs, a minimum registered capital of 250,000,000,000 VND (exclusive land costs) (Prime Minister of Vietnam, 2013).

Threat of Substitutes

In Vietnam, as regulated by Prime Minister of Vietnam(2014), there are high costs to withdraw from one universtity or college (called "*training compensation costs*" or "*phí đền bù đào tạo*" in Vietnamese) depeding on of each HEIwhich isspecifically stated in its offical policy and regulations. Besides, in Vietnam, substitutes for higher education including self-study or other modes of training with third party suppliers which are not associated with HEIs are not fully and officially recognized by government, employers and society. This implies that there is a quite strong barrier for the threat of substitutes.

Bargaining Power of Buyers

Vietnam has a young polulation of 62.8% peope at the age from 15 to 54 (National General Statistics Office, 2014), which are available for higher education. Besides, Vietnamese universities had room for only about 600,000 out of the 1.8 million candidates who took university/college entrance exam (MOET of Vietnam, 2014). Therefore, in Vietnam higher education industry, the power of buyers is not so strong that reduces the competition for the industry itself.

Bargaining Power of Suppliers

"Suppliers" in this case are faculty (provide services of teaching, research) and staff (provide services of management). These suppliers are able to provide their sevices for HEIs as long as they meet the strict requirements regulated by Vietnam National Assembly (2012) in general and HEIs themselves in particular. For examles, a faculty candidate must meet the following requirements to become a faculty of a HEI (1) Qualification of master degree at least and certificate of teaching skill, (2) English efficiency of minimum B2 certificate of Common European Framework of Reference (CEFR) for normal program and minimum B2 certificate of CEFR for advanced programor equivalent and (3) Pass institutional avaluation for academic requirements including knowledge, teaching and research skills (Vietnam National Assembly, 2012). For permanent staff position in HEIs, candidate must fullfil some requirements (1) Qualification of bachelor degree at least and certificate of management skill, (2) English efficiencyof minimum A2 certificate of CEFR and (4) Pass institutional avaluation for management ability (Vietnam National Assembly, 2012).

Besides, the needs for working in HEIs in Vietnam is always high because of stability, quite high and stable income compared to this in other fields, self-reputation, good environment, etc as perceived by most of Vietnamese people. These imply that the suppliers in higher education industry in Vietnam do not have strong bargaining power overally.

ISTNU Strategic Model of Internationalization

According to interview results, Strategic Model of Internationalizationwith effective activities of the ISTNU in Table 5.

Table 5: ISTNU Strategic Internationalization Model

Organizational Development • Links with overseas partner institutions • Links with commerce and industry • Application of technologies	Curriculum Innovation • English as language of instruction • Joint research and curriculum development with foreign experts
Staff Development • Opportunities for staff exchanges • Availability of facilities for staff to learn foreign languages • The recruitment of staff with overseas teaching and business experience • Financial support for conference attendance	Student Mobility • Recruitment of overseas students • Exchange programmes • Field trips as a learning method • Overseas work placements

Source: Summarized by this study from interview results (2014)

Conclusion

Through the study, it can be seen that the higher education industry in Vietnam is experiencing prospect growth in which the competition is still quite lowwith many buyers and potencial buyers, there are some key HEIs which have strong influence on the industry with their competitive advantages in terms of size and service offered. In Vietnam, there are influencing factors that affects the industry among which government policy, growth of economy, technological support, young population and attitudes towards professional career seem to have strongest influence. Analyzing case study of the International School give a practice of international cooperation activities that have been gaining susscess among which there is a concentration in international links establishment, faculty and staff capacity building, technology application in teaching and setting operation system and development of curriculum and student mobility including field trip, student exchange.

Recommendations

Recommendations for Vietnam Government

As the growth of higher education is still quite large, government should build up a long-term funding invested in the industry which can be come strategic plan for not only education but also for the development of Vietnam in general. Besides, Vietnam government need to build up an appropriate consistant legal framework for higher education which enables HEIs to operate more smoothly and effectively. Especially, the government should actively promote internationalization in higher education by both creating legal framework for international cooperation and funding for international cooperation activities in long-term and short-term.

Recommendations for HEIs

As analysis from case study of success of ISTNU in strategic internationalization strategy, HEIs should pay more attention to promote international cooperation activities to develop and survive in the industry in the era of globalization and internationalization. The results of the research imply that HEIs should be active in establishing international links with oversea partners as a leading strategy for interantionalisation. With the cooperation with foreign collaborators, HEIs in Vietnam can build up a range of practical activities such as integrate industry expertise into the curriculum, organizing field trips for students, developing faculty and staff knowledge and skills in teaching and research. Besides, HEIs need to step by step create a effective supporting system for internationalization in terms of facilities, operating procedure and language trainin for staff.

References

1. Cooper, D. & Schindler, P. (2011), Business Research Method (11th ed.). *New York, Mc.Graw Hill/Irwin.*

2. Gupta, A. (2013). Environment & PEST Analysis: An Approach to External

3. Business Environment. *International Journal of Modern Social Sciences, 2013, 2(1): 34-43.* Retrieved from http://modernscientificpress.com/Journals/ViewArticle.aspx?YTDXIp8pwb35qABc+2BV/1WJUQnMuLGNSj0NcUX/H4nrYH2pOUyBFV904kXBzuJV

4. Knight, J. (2006). Higher education crossing borders: A guide to the Implications ofGATS for Cross-border Education. *Paris: UNESCO. Commonwealth of Learning.* Retrieved from unesdoc.unesco.org/images/0014/001473/147363E.pdf

5. Ministry of Education and Training of Vietnam (2014). National Report on Higher Education of Vietnam. *Office of Ministry of Education and Training of Vietnam*

6. National Report on Vietnam Population Struture (2014). *National General Statistics Office.*

7. Porter, M.E. (1985). Competitive Advantage*:* Creating and Sustaining Superior Performance. *New York: The Free Press.*

8. Prime Minister of Vietnam (2014). Higher Education Institution Regulations . *Office of Vietnam Government.*

9. Prime Minister Vietnam (2013).Regulations and procedures for Higher Education Establishment, Operation, Suspension, Merger, Splitting, Disintegration. *Office of Vietnam Government*.

10. Rudzki, R.E.J (1995). The Application of a Strategic Management Model to the Internationalization of Higher Education Institutions". *Higher Education, Vol. 29, No. 4 Higher Education, Vol. 29, No. 4 (Jun., 1995),* Retrieved from http://www.jstor.org/stable/3447627

11. Stewart, D.W. (1984). Secondary Research: Information Sources and Methods (6^{th} ed.). *Beverly Hills: Sage.*

12. Vietnam National Assembly (2012), Higher Education Law. *Office of Vietnam National Assembly.*

13. http://giaoduc.net.vn/Giao-duc-24h/Viet-Nam-co-412-Dai-hoc-Cao-dang-la-qua-nhieu-post101058.gd

Intranet: The examination of Institutional Memory as the basis of Inclusivity Claim

Mateo R. Borbon, Jr. [1], Ma. Leovina Cruz [2], Maria Ana Corazon De Guzman [3]

De La Salle-College of Saint Benilde
[1] jonborbon@gmail.com, [2] ayvi.cruz@benilde.edu.ph, [3] carrie.deguzman@benilde.edu.ph

ABSTRACT

In a growing educational institution with diverse student and personnel population, inclusivity is necessary to address pressures and opportunities from its business environment. Several institutional-wide programs are instigated to promote inclusion and its coherence among the different levels of the community. Over time and several organizational changes later, these programs are concealed from most employees as the institution faces global and local opportunities. As one of the core component in any organization's proactive response to challenges, information technology systems are one of the eventual repositories of these institutional reactions.

Utilizing content analysis of textual and multi-media information generated from five years of institutional operation, indicators of inclusivity such as participation, values, and practices are compared between the different versions of the Institution's intranet systems over the years in order to support the institution's inclusivity claim.

The results revealed an outward movement of sources in institutional memory and that there is an increase in inclusion-laden terminologies in the materials submitted. This study extend the literature on inclusivity by providing evidence on the role of technology artifacts in defining and providing evidence of inclusion in an academic setting.

Key Words: Intranet; Information system; Institutional memory; Inclusivity

Introduction

Educational institutions are composed of diverse set of individuals that cater to students of varying physical, intellectual, cultural, perceptions, and lifestyles. In the global arena where diversity is the norm, understanding and preparing these future workforces is a crucial element in the business of higher education. To cater for such diversity, there is a rich collection of research that deals with the various aspects of inclusivity and of inclusion in the academe. Inclusion standards (e.g. Ainscow et al., 2006; Carrington & Robinson, 2004), measure and tools (Coombs et al. 2013; Mahat, 2008; Hacking & Bates, 2008), learning strategy (Carrington & Robinson, 2004), barrier (Fuller et al., 2004; Shevlin et al., 2004), product design (Clarkson et al., 2014), ideology (Polat, 2011; Gidley et al., 2010), and digital divide (Foley & Ferri, 2012; Emiliani et al., 2011; Livingstone, & Helsper, 2007; Hick, 2006) are some of the research areas that generate considerable amount of interest to researchers.

Drawing away from these general discourses (disability, curriculum development, policies and regulations, product designs, etc.), we make a connection on how the concept of inclusivity are innate in an organization by examining the institutional memory encapsulated within artifacts. According to Carrington & Robinson (2004), the knowledge and understanding of institutional success or failure are reflected in the beliefs, attitudes, and behavior of individuals in the organization. This wealth of information is the accumulation of shared experiences and learning over time. The examination of this collective memory maps out the capability of an institution to provide answers to an array of organizational goals, including inclusivity. According to Weick (1988), varied, plenty, and rich institutional memory is an asset while a limited and inaccurate memory would be a liability (p. 312). In addition, Ainscow et al. (2006) state that school agendas are mediated by the norms, practice, and values of the community which have a tremendous impact on any agenda (p. 305).

As the world of the academe embraces and foster changes brought by technological advances, we examine whether the institutional knowledge provide support to the inclusivity claims of an institution by analyzing the contents of its technology artifact.

Research and Theoretical Framework

Intranet or corporate portals are designed to serve the internal information needs of organizations. It supports discovery, communication, and collaboration (Turban & Rainer, 2009 p. 402; Damsgaard & Scheepers, 1999 p. 333) using an easy and inexpensive browser, a web server, an authoring tool, and database as a central repository. Intranet differs from other information systems since intranets do not address any specific well-defined need, instead, it's the core of knowledge management (Edenius & Borgerson, 2003 p. 124) and team management (Richardson & Denton, 2007 p. 186). In addition, intranet has the potential to help the organization obtain a clearer picture of what is really going on within the organization (Denton, 2007 p. 13).

To give credence to the technology artifact behind this research, we follow the argument made by Orlikowski & Iacono (2001) that researches in information system should not be separated from the context it was developed, implemented, and used to further understand its effect (p. 121). According to Klein & Kleinman (2002), technology artifacts are the product of intergroup negotiations (p. 29) while Orlikowski & Iacono (2001) added that these artifacts are shaped by the interests, values, and assumptions of a wide variety of people (p. 131) and that these are embedded in specific social and historical context of institutional practices that changes over time (p. 132).

By examining this embedded memory, it should become clear whether inclusivity is evident and progressive in the institution despite the leadership, social, behavioral, economic, and organizational changes within which the institution has experienced. To better understand this evolving dynamics, the social construction of technology (SCOT) of Trevor Pinch and Wiebe Bijker is used as the overarching approach for analysis. Klein & Kleinman (2002) noted that there are many structural influences in the original SCOT framework and some integral components were overlooked (p. 37). This research focuses on the structure of interpretation to understand the systems of meaning and the role of meaning in shaping artifacts. According to this structure, relevant social groups may have systems of meaning so codified that they are no longer objects of awareness and that these are manifested in the institutions as cognitive structures (Klein & Kleinman, 2002 p. 38; de Laat, 2002).

This paper will examine how the institution remembers itself and examines its innate inclusivity programs and actions despite the lack of its formal and institutional definition of inclusivity. Figure 1 summarizes the study's framework and is directed by the hypothesis that authentic inclusivity is intrinsic in the community.

Methods and Procedure

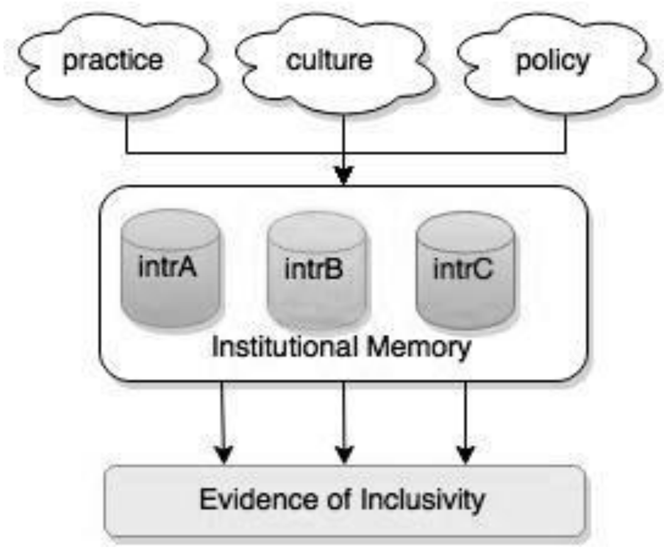


Figure 1. Research Framework

Content analysis is utilized to evaluate video, pictures, and textual data from collection of documents or databases (Conklin & Hayhoe, 2010 p. 358). According to White & McBurney (2012), coding the manifest content involves counting the frequency of some objective measure whereas the alternative method, latent content, requires interpreting materials in the presence of a particular theme (p. 207). Rather than using the index of inclusion (Ainscow et al., 2006; Booth et al., 2000) as a whole to evaluate the content of the intranet, selected variables were used to examine attributes of inclusivity in relationship to the latent evidence embedded within these materials.

The institution's current intranet (*intrC*) was a project initiated on April 2012 to replace the two previous versions and upgrades of the intranet systems (*intrA* and *intrB*) that were running since 2007 and 2010 respectively. The collection of institutional memories for *intrA* was resurrected from the archives and these constitute for the textual data spanning from 2007-2009, data for *intrB* that span from 2010-2012 is also revived while the current database for *intrC* from April of 2012 to June of 2015 is currently in active use. To account for the lost data of the early versions, the textual description of the latter two versions is used in order to have a uniform basis across all three versions. Since most of these data describe the academic life of the institution, consent and access to the data are granted by the data owners provided that sensitive data are not divulged.

To find coherence among the different categories, a parser script (Livan, 2009) was used in order to look for patterns in the collection of data. This initial cluster analysis of articles, pictures, and videos is to find common themes that hope to identify an emerging pattern. The resulting list is the basis for the three coders in interpreting and classifying the data to address the problem of reliability in content analysis (White & McBurney, 2012 p. 207). According to Chen & Wu (2004 p. 2985), keywords is a simple non-recursive noun phrases that is considered as the conceptual entities in textual messages. Drawing from de Laat's (2002) methodology in content analysis of an online community, keywords are then parsed from the titles and descriptions of the different categories of the three databases. These are further reduced by constraining the result set to the first 80 items with the highest word density. The lists are given to coders for further refinement by examining, identifying, and removing key words that doesn't convey any meaning to the topic. Plenary deliberation to include or exclude a keyword from the final result is held in iteration. In case of indecision, the original material is examined to facilitate impartial judgment by the majority.

Ten keywords with the highest density are selected from each of the three intranet versions. Keywords that don't convey any meaning (e.g. *back*) is replaced while terms that don't fall on the selected factor-combinations are likewise replaced. The list is then given to a new set of seven (7) coders for matrix positioning. Borrowing from Shore et al.'s (2010) inclusion framework for uniqueness and belongingness in a workplace (p. 1266), the researchers utilize the modified matrix (Appendix B) in coding the resulting keywords. The goal is to position certain keywords in its proper place in the matrix; *exclusion* for low uniqueness and low belongingness factor, *differentiation* for low uniqueness and high belongingness factor, *assimilation* for high uniqueness and low belongingness factor, and *inclusion* for high uniqueness and high belongingness factor combinations. The resulting themes are then used to ascertain (1) how active the communities are, (2) who are the central participants are and (3) how dense is the participation of the community within each specific context and period.

Results and Discussion

Table 1 details the number of results of querying each version of the intranet's database. Due to the structure of the first version (*intrA*), the researchers found only two categories in which the record or data can be attributed. For the second intranet version (*intrB*), the documented entries are grouped in eight categories regardless of the medium used. The current version (*intrC*) groups the data according to the medium and intent.

Table 1: Category and Contents of the Databases

Database Name	Category	# of records
intrA	Articles	579
	Downloadable content	163
	Total	742
intrB	General Information	1280
	Reminders and Tutorials	12
	News	112
	Promotional/Invitational	814
	Appeal	136
	Memos and Manuals	362
	Official Statement	127
	Holiday/Weather/Class Suspension	23
	Total	2866
intrC	Articles	293
	Banner	212

	Events	382
	Photos	1405
	Polls	67
	Video	209
	Scrolling Banners	215
	Comments	276
	Total	3059

The results of parsing the content of the databases reveal an outward movement of content sources. In *intrA*, the sources of content are centralized to 10 "authors" or accounts that provide information to the community. In the *general information* category where the majority of content of *intrB* is centralized, content is generated from the contributions of 80 different academic programs, offices, or departments. The latest version of the intranet shows a more concrete evidence of content diffusion. Table 2 shows that for the *Articles* category, 44 individuals submitted content. The *Events*, *Photo*, and *Poll* section reveals that there are 55, 75, and 16 users that contribute to the collected data while in the *Video* category; there is only one major contributor. This could be explained by the fact that video contents are harder to produce and requires large storage space, thus, contribution is limited to a certain office or tasked individual. The analysis of the contents of the *Comments* category shows that there are 80 individuals who have shared their thoughts on the different contents shared by others. It should be noted that the result is limited to the top 80 contributors for brevity purposes.

Table 2: User Contribution

Database Name	Category	# of contributor
intrA	Articles	10
	Downloadable content	
intrB	General Information	80
	Reminders and Tutorials	-
	News	-
	Promotional/Invitational	-
	Appeal	-
	Memos and Manuals	-
	Official Statement	-
	Holiday/Weather/Class Suspension	-
intrC	Articles	44
	Banner	-
	Events	55
	Photos	75

	Polls	16
	Video	1
	Scrolling Banners	-
	Comments	80

* - No data was available

Key terms are then combined for each category of each intranet system. The summary is presented in Table 3 where a significant number of keywords are being repeated for the latter versions of the intranet as there are more categories where each term are classified.

Table 3: Keywords processing

	# of combined words	# of unique words after combining	# of repeating words
*intrA**	80	80	0
*intrB***	400	243	53
*intrC****	560	560	94

* - 1 category
** - 4 categories
*** - 5 categories

The result of the coding are presented in Table 4 which shows that for each of the terminologies used in each intranet version, all coders have ranked majority of the presented words highly for belongingness and uniqueness.

Table 4: Coding result

	Belongingness		Uniqueness	
	Low	High	Low	High
intrA	12	52	14	49
intrB	12	53	12	51
intrC	6	60	5	59

Following the coding protocol in Appendix B are the results depicted in Table 5 which summarizes the matrix positioning of each terminology for each intranet version. There is a possible 210 word combinations from the seven (7) external coders but one has failed to correctly position the list in the matrix and is thus excluded. There are 12 terminologies (7%) that are deemed *exclusive* by the coders, 16 (9%) for *differentiation* quadrant, 18 (10%) for *assimilation* quadrant, and 132 (73%) for the *inclusion* quadrant. Given these data, it can be learned that for *intrA*, exclusion accounts for 42%, differentiation at 56%, assimilation at 39%, and inclusion at 29% of the coded list. For for *intrB*, exclusion accounts for 33%, differentiation at 31%, assimilation at 44%, and inclusion at 32% of the coded list. Lastly for *intrC*, exclusion accounts for 25%, differentiation at 13%, assimilation at 17%, and inclusion at 39% of the coded list.

Table 5: Matrix positioning

	Exclusion	Differentiation	Assimilation	Inclusion
intrA	5	9	7	38
intrB	4	5	8	42
intrC	3	2	3	52
Total	12	16	18	132

Conclusions and Implications

The results revealed that the community participation has increased for each version of the intranet. As the need and the interest of the community changes, it puts pressure to the technology to adapt to a larger and more varied set of assumptions and mediums which the different versions tried to address. The control of materials has also shifted from one that is regulated by a handful of administrator accounts to a set-up where everyone is enjoined to submit and manage their own different materials. It also follows that the type of materials embedded also transform from one that is text heavy to multi-media format. Depicting an upward trend in the inclusion quadrant, matrix positioning has shown that the majority of the terminologies prevalent in the materials examined for each intranet version illustrate inherent inclusivity. These results support the theoretical claim that inclusivity practices are embedded in technology artifacts (Klein & Kleinman, 2002; Orlikowski & Iacono, 2001; de Laat, 2002) even if they are not openly stated. Furthermore, the hypothetical assertion that these artifacts can provide evidence of an intrinsic inclusive nature within the community is also validated or supported.

The results of this study should be interpreted with caution in light of a number of limitations. Firstly, the information embedded in images and videos are difficult to decipher as each meaning is subjective to many factors such as time, size, format, extraction method, and personal factors of the person doing the examination. Since most of the image materials in the older versions are already lost, this study resorts to the examination of the existing textual descriptions of every medium and entry. Secondly, the lack of a relevant and exhaustive description of material examined limit the richness and the quality of information that can be learned from it, as such, it is difficult to be certain whether the images and video materials also convey the same quality as those of its textual description.

In closing, this study provides a guidepost which future researches can explore. It highlights the salient role of technology artifacts as a framework and basis for examining institutional knowledge. With the use technology tools in the academe being prevalent, this study demonstrates the importance of owning, protecting, and maintaining the information systems that facilitate the means for each member of the institution to contribute to the institutional memory. These collections of knowledge will eventually serve as a solid foundation in any institutional programs, goals, and claims.

References

1. Ainscow, M., Booth, T., & Dyson, A. (2006). Inclusion and the standards agenda: negotiating policy pressures in England. *International Journal of Inclusive Education, 10*(4-5), 295-308.

2. Booth, T., Ainscow, M., Black-Hawkins, K., Vaughan, M., & Shaw, L. (2000). *Index for inclusion: Developing learning and participation in schools. CSIE, 1 Redland Close*, Elm Lane, Redland, Bristol BS6 6UE, United Kingdom (24.50 British pounds, including UK postage and handling).
3. Carrington, S., & Robinson, R. (2004). A case study of inclusive school de*velopment: A journey of learning. International Journal of Inclusive Education, 8(2), 141*-*153*.
4. Chen, X., & Wu, B. (2004). Assessing student learning through keyword den*sity analysis of online class messages. AMCIS 2004 Proceedings, 362.*
5. *Clarkson, J., Colem*an, R., Dong, H., & Cassim, J. (2012). *Design for inclusivity: a practical guide to accessible, innovative and user-centred design*. Gower Publishing, Ltd.
6. Coombs, T., Nicholas, A., & Pirkis, J. (2013). A review of social inclusion measures. *Australian and New Zealand Journal of Psychiatry*, *47*(10), 906-919.
7. Conklin, J., & Hayhoe, G. F. (Eds.). (2010). *Qualitative research in technical communication*. Routledge.
8. Damsgaard, J., & Scheepers, R. (1999). Power, *influence and intranet implementation: a safa*ri of South African organizations. *Information Technology & People*, *12*(4), 333-358.

9. De Laat, M. (2002, January). Network and content analysis in an online community discourse. In *Proceedings of the Conference on Computer Support for Collaborative Learning: Foundations for a CSCL Community* (pp. 625-626). International Society of the Learning Sciences.

10. Denton, K. (2007). Corporate intranets: how can they give a new meaning to training and development?. *Development and Learning in Organizations: An International Journal*, *21*(6), 12-14.

11. Edenius, M., & Borgerson, J. (2003). To manage knowledge by intranet. *Journal of Knowledge Management*, *7*(5), 124-136.

12. Emiliani, P. L., Stephanidis, C., & Vanderheiden, G. (2011). Technology and inclusion–Past, present and foreseeable future. *Technology and Disability*,*23*(3), 101.

13. Foley, A., & Ferri, B. A. (2012). Technology for people, not disabilities: ensuring access and inclusion. *Journal of Research in Special Educational Needs*, *12*(4), 192-200.

14. Fuller, M., Healey, M., Bradley, A., & Hall, T. (2004). Barriers to learning: a systematic study of the experience of disabled students in one university.*Studies in higher education*, *29*(3), 303-318.

15. Gidley, J. M., Hampson, G. P., Wheeler, L., & Bereded-Samuel, E. (2010). From access to success: An integrated approach to quality higher education informed by social inclusion theory and practice. *Higher Education Policy*,*23*(1), 123-147.

16. Hacking, S., & Bates, P. (2008). The inclusion web: A tool for person-centered planning and service evaluation. *Mental Health Review Journal*, *13*(2), 4-15.

17. Hick, S. (2006). Technology, social inclusion and poverty: An exploratory investigation of a community technology center. *Journal of Technology in Human Services*, *24*(1), 53-67.

18. Klein, H. K., & Kleinman, D. L. (2002). The social construction of technology: Structural considerations. *Science, Technology & Human Values*, *27*(1), 28-52.

19. Livan, Gabriel (2009). How to Create a PHP Word Popularity Script. Retrieved from **http://www.bitrepository.com/word-popularity-script.html**

20. Livingstone, S., & Helsper, E. (2007). Gradations in digital inclusion: children, young people and the digital divide. *New media & society*, *9*(4), 671-696.

21. Mahat, M. (2008). The Development of a Psychometrically-Sound Instrument to Measure Teachers' Multidimensional Attitudes toward Inclusive Education.*International Journal of Special Education*, *23*(1), 82-92.

22. Orlikowski, W. J., & Iacono, C. S. (2001). Research commentary: Desperately seeking the “IT” in IT research—A call to theorizing the IT artifact. *Information systems research*, *12*(2), 121-134.

23. Penney, D., Evans, J., & Taggart, J. (2005, November). Educational codes and inclusivity in physical education. In *Australian Association of Research in Education Conference ‘Creative Dissent: Constructive Solutions*.

24. Polat, F. (2011). Inclusion in education: A step towards social justice.*International Journal of Educational Development*, *31*(1), 50-58.

25. Richardson, P., & Denton, D. K. (2007). Using the intranet to build teamwork. *Team Performance Management: An International Journal*, *13*(5/6), 184-188.

26. Shevlin, M., Kenny, M., & McNeela, E. (2004). Participation in higher education for students with disabilities: an Irish perspective. *Disability & Society*, *19*(1), 15-30.

27. Shore, L. M., Randel, A. E., Chung, B. G., Dean, M. A., Ehrhart, K. H., & Singh, G. (2010). Inclusion and diversity in work groups: A review and model for future research. *Journal of Management*, 0149206310385943.

28. Turban, E., and Rainer, R. K (2009). Introduction to Information Systems: Supporting and Transforming Business 2nd edition. New Jersey:Wiley and Sons
29. White, T., & McBurney, D. (2012). *Research methods*. Cengage Learning.

30. Weick, K. E. (1988). *Enacted sensemaking in crisis situations* (p. 306). National Emergency Training Center.

Appendices

A. Text parser

```php
<?php
function calculate_word_popularity($string, $min_word_char = 2, $exclude_words = array())
{
$string = strip_tags($string);

$initial_words_array  =  str_word_count($string, 1);
$total_words = sizeof($initial_words_array);

$new_string = $string;

foreach($exclude_words as $filter_word)
{
$new_string = preg_replace("/\b".$filter_word."\b/i", "", $new_string); // strip excluded words
}

$words_array = str_word_count($new_string, 1);

$words_array = array_filter($words_array, create_function('$var', 'return (strlen($var) >=
'.$min_word_char.');'));

$popularity = array();

$unique_words_array = array_unique($words_array);

foreach($unique_words_array as $key => $word)
    {
    preg_match_all('/\b'.$word.'\b/i', $string, $out);

    $count = count($out[0]);

    $percent = number_format((($count * 100) / $total_words), 2);

    $popularity[$key]['word'] = $word;
    $popularity[$key]['count'] = $count;
    $popularity[$key]['percent'] = $percent.'%';
    }

function cmp($a, $b)
{
    return ($a['count'] > $b['count']) ? +1 : -1;
}

usort($popularity, "cmp");

return $popularity;
}
?>
```

B. Coding Matrix

	Low belongingness	High belongingness
Low value in Uniqueness	Diversity is not valued and community integration is not supported *(exclusive)*	Integration and involvement to the community is supported but uniqueness/diversity is not supported *(assimilation)*
High value in Uniqueness	Diversity is accepted but integration and involvement in the community is not supported *(differentiation)*	Diversity is accepted and integration and involvement to the community is apparent *(inclusive)*

C.

Assement of Prospective Graduating Deaf High Shool Students: Basis For Inclusive Transition Program

Jordianne P. Gomez

De La Salle – College of Saint Benilde (http://www.benilde.edu.ph)

ABSTRACT

The study involved 55 incoming junior and senior high school students with profound to mild deafness who are enrolled in public high schools with Special Education program for the Deaf under the Department of Education, Division of Manila. The main objectives of the study are (1) to determine the intentions of graduating high school students with profound to mild deafness, (2) to identify potential barriers for the success of their intention, and (3) to identify the factors that may influence their decisions after graduation. The following are the highlights of the results using descriptive statistics: it is found out that 90.91% of the respondents within the 15-19 year old age group (76.36% of the total sample) have the intention to pursue any tertiary education. 58.2% reported that they are the only deaf in their family, with 63.64% of them having limited family members who know sign language. Also, 76.36% are reported to be living in poverty line and have indicated confidence on the opinion of their guidance counselor, ranking first with mean value of 2.48. Despite the respondents' intentions to pursue any tertiary education, it is found out that their hopes will be compromised by their socio-economic status.

Even though their plans of pursuing any tertiary education were hampered, respondents still aspire to be competent by believing that education will increase their possible success. Since respondents indicated confidence on the opinion of their guidance counselors, the proposed inclusive transition program will tap them as catalysts in strengthening inclusion both in education and in the society. This can aid further in harnessing Deaf students' potential to help them succeed regardless of their disabilities amidst heightened global standards.

Keywords: Inclusion, Deaf, High School, Transition Program, Tertiary Education

Introduction

Landing a job in the Philippines is a challenge for everyone including those who have already completed tertiary education; however, it also imposes a great hurdle to those who have only attained their high school diploma, especially those who have disabilities. Hence, this study was conducted to understand the intentions of graduating high school students with profound to mild deafness, to examine their plans after graduation, and to identify potential barriers and other factors that may influence their decisions after graduation. This study also explored the possibility of developing a program responsive to the findings of the study.

Specifically, the researcher investigated the intention of students with profound to mild deafness in pursuing any tertiary education; either pursuing any vocational or professional courses or immediately finding a job after graduation. Intentions, as defined by Eagly & Chaiken (1993), are a function of an individual's attitude toward the behavior and subjective norms surrounding the performance of the behavior.

The researcher then clustered the potential barriers to the success of their intention, which is their demographic, psychosocial and socio-economic characteristics. Age was included as part of the demographic characteristics because it is vital to determine the respondents' readiness to perform any given task. On psychosocial characteristics, the researcher explored their parents' educational attainment, and certain information on family members such as the number of family members who are also hearing impaired, and their knowledge in communicating with use of sign language. These factors are seen important to gauge their exposure to conversational partners. According to Bonds (2003), the lack of meaningful social interactions often cause Deaf children to begin school with poor conversational skills, limited vocabulary and restricted conceptual knowledge. Poverty and lack of access to education are the top-most barriers that impede Deaf individuals from achieving economic stability and independence (Corpuz, 2009). Thus, the researcher included their family's collective annual income to describe the socio-economic characteristics of the respondents.

The researcher also included the factors that are foreseen to influence the pursuit of their intentions after graduation. Factors such as parental involvement, scholastic performance, impact of their hearing difficulties and the opinions they seek when making decisions were also investigated in the study. Parental involvement was considered because family and peer relationship are vital in the identity work for Deaf adolescents for them to face the impact of their hearing loss on communication and educational placements (Israelite, Ower & Goldstein, 2002). In the study made by Furlonger (1998), students evaluate their potential in the world of work according to their family's viewpoint. The scholastic performance of the students with profound to mild deafness is also included in the study because, according to Israelite, Ower & Goldstein (2002), the onstage of their hearing loss where they have identified their deafness and / or its amplification complicates the deaf adolescents. The functional effects of hearing loss and people's negative attitudes have created barriers for many people with deafness (Punch, Creed & Hyde, 2006). Hence, the researcher investigated the possible impact of their hearing disability to themselves. Effects of hearing loss may be perceived by young people and by their parents, teachers, and potential employers as limitation to the accessibility of many occupations (Weisel and Cinamon, 2005). The opinions which the Deaf students seek when making decisions were also included because in the conclusion drawn by Hale et al. (n.d.), belief affects their attitude or their response toward performing behavioral intentions or the observable response in a given situation with the respect to a given target. According to Eagly and Chaiken (1993), the contribution of the opinion of any given referent is weighed by the motivation that an individual has to comply with the wishes of that referent. Negative reactions or lesser expectations coming from parents, teachers or career counselors, according to Laroche et al. (2002), leads to underestimation of potential contribution of these individuals. Furthermore, negative attitudes of the Deaf are mostly harbored on stereotypes and on the lack of educational opportunities to learn about deafness (Zahn and Kelly, 1995). To better understand the direction of the paper, the factors and the overall concept which guided the conduct of the study are presented in Figure 1.

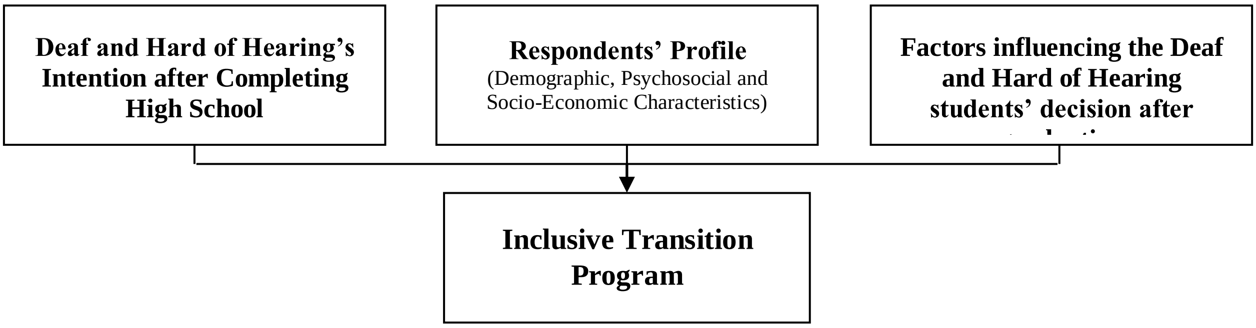


Figure 1: Conceptual Framework of the Study

Methodology

The study involved 55 incoming junior and senior high school students with profound to mild deafness, enrolled in public high schools with Special Education (SPED) program for the Deaf under the Department of Education, Division of Manila for the School Year 2014 – 2015.

The proponent developed a check-list survey to know their intentions after completing high school and identify the potential barriers in achieving their intentions. The tool measures their profile in terms of their demographic, psychosocial and socio-economic characteristics and the factors that influence their decisions after graduation. The quantitative data gathering was administered by the researcher with a qualified sign language interpreter to facilitate further questions and clarifications that the respondents have and to guide them in answering the survey properly. After which, an unstructured interview was also conducted to random respondents to get further breadth and depth on some of the items in the survey. Descriptive statistics was solely used to present the results of the study and were utilized to develop an inclusive transition program.

Results

Initially, the study explored the intentions of junior and senior high school students with profound to mild deafness after graduating in high school. The results showed that 27.27% wanted to proceed in technical / vocational courses and 63.64% stated that they want to proceed with collegiate courses; lumping this up, it can be stated that majority of the respondents (90.91%); wanted to pursue any tertiary education. On the other hand, 3.6 % who honestly stated that they will immediately find a job after completing high school, whereas 5.45 % were still undecided as to whether they will pursue any tertiary education or find a job immediately after graduation. Table 1 shows the data.

Table 1: Respondents' Intention after Completing High School

Intentions	f	%
Stop and Work	2	3.64
Proceed with technical / vocational course	15	27.27
Proceed with professional college course	35	63.64
Undecided	3	5.45
Total	55	100

Despite the good number of respondents having the intention in improving themselves through higher education, it still depends on their profile, specifically their demographic, psychosocial and socio-economic characteristics and the factors that are foreseen to influence their decisions, whether they can actualize their intentions of pursuing any tertiary education or not. It is also found out during the interview that those students who wanted to stop and immediately find a job afterwards are willing to accept any job offer as long as it can help them in meeting the needs of their family.

In terms of the respondents' profile, their demographic characteristics showed that there were 76.36% who belonged to the 15-19 year-old age group, which tells that majority of the respondents needs proper guidance from their parents, family members, and teachers because they are still considered as young adults in the society. In addition, during these years, it is expected that their parents and/or family's involvement is highly present especially for children with disabilities. The study also showed that there were 23.64% who are in the 20 years old and above age group.

Being adults, they may feel empowered to decide for themselves and for their future, but having such disability, involvement of parents and/or family should still be present to properly guide them in making sound decisions in life. Table 2 shows the data.

Table 2: Age as Demographic Characteristic of the Respondents

Age Bracket	f	%
15-19 years old	42	76.36
20 years old and above	13	23.64
Total	55	100

The respondents' psychosocial characteristics revealed that 58.18% of the respondents are the only deaf in their family. Being born as the only deaf in the family is often seen as a burden in terms of communication and may cause them with limited vocabulary and confined worldview. It is also found out that 36.36% of the respondents stated that they have 1-3 family members who are also Deaf and 5.45% stated that they belong to a Deaf household. Table 3 shows the data.

Table 3: Number of Deaf Family Members as Psychosocial Characteristic of the Respondents

Number of Deaf family members	f	%
None	32	58.18
1-3 family members	20	36.36
All family members are Deaf	3	5.45
Total	55	100

In terms of communication, there were 25.45% who expressed that none of their family members can communicate using sign language except themselves. This, when neglected, can cause them trouble in expressing their needs and opinions and can also result to have a confined world view due to the limited access of information. According to Bonds (2003), reduced exposure to conversational partners and lack of meaningful social interactions on acquiring information often cause deaf children to begin school with poor conversational skills, limited vocabulary, and restricted conceptual knowledge. On the bright side, results pointed out that 63.64% expressed that they have at least 1-3 family members who can communicate through sign language but interview results revealed that they are mostly gestural in nature; these numbers depicts that majority of the respondents have an access to some information and can somehow express themselves in a manner understandable by their family members. Lastly, 10.91% of the respondents admitted that all of their family members can interact with sign language. Table 4 shows the data.

Table 4: Number of Signing Family Members as Psychosocial Characteristic of the Respondents

Parents Educational Background	Mother		Father	
	f	%	f	%
Some Elementary (Grade 1-5)	4	7.27	0	0.00
Elementary	4	7.27	3	5.45
Some High School (1st – 3rd year)	6	10.91	8	14.55
High School	12	21.82	10	18.18
Some College (1st – 3rd year)	7	12.73	6	10.91
College	21	38.18	21	38.18
Post-Graduate (Masters / PhD)	1	1.82	3	5.45
No Answer	0	0.00	4	7.27
Total	55	100	55	100

The educational background of the respondents' parents revealed that, collectively, there were only few whose parents both completed collegiate and post-graduate education. Sadly, majority of the respondents' parents were both not able to complete any professional degrees to secure a more stable job to support their family. Table 5 shows the data.

Table 5: Parents' Educational Background as Psychosocial Characteristic of the Respondents

Number of Deaf family members who can sign	f	%
None	14	25.45
1-3 family members	35	63.64
All family members can sign	6	10.91
Total	55	100

On Socio-economic characteristics, it is found out that there were 76.36% of the respondents who belong to the Class E household, whose family's collective annual income is Php 62,000 and below. Surprisingly, some of the respondents stated during the interview that having Php 62,000 is big enough to support their family for a year. They also shared that their parents are often in-between jobs or working part-time as taxi drivers, carpenters, shop mechanics, vendors, manicurists, and some other meager jobs with low salary, which they tightly budget to augment their daily needs. This indicates that the parents or families of which the respondents belong may have a tough time supporting their tertiary education pursuits. There were also 7.27% who stated that their family's collective annual income falls under Class D and 12.73% who stated that they fall under Class C. Additionally, there were 3.64% who admitted that their family's collective annual income falls under Classes A and B. Having the financial capacity to support your child especially those with profound to mild deafness can boosts their confidence in achieving their desired intentions and their aspirations in life. Table 6 shows the data.

Table 6: Collective Annual Income as Socio-economic Characteristic of the Respondents

Family's collective annual income	f	%	Verbal Description
Php 604,000 and above	2	3.64	Class A & B
Php 192,000 to Php 603,000	7	12.73	Class C
Php 63,000 to Php 191,000	4	7.27	Class D
Php 62,000 and below	42	76.36	Class E
Total	55	100	

The income bracket used in the study was based on the SWS survey percentage distribution of socio-economic classes in the Philippines and states that the average family income, according to the Philippine Statistical Authority, was Php 235,000 last 2012. Also, the family income was made collective to include other family members who contribute to augment their needs; this is to gauge their overall financial capabilities in supporting their family, more importantly their child with profound to mild deafness.

Merging the respondents' ranking on the factors that influences them, it is found out that it is their hearing difficulty that drives them to pursue any tertiary education with a mean value of 2.56. It is evident in the study that the respondents see the value of education and how it can help them succeed in the hearing world. The respondents secondly ranked their parents' involvement with a mean value of 2.24. Parental involvement doesn't only involve their commitment in improving the scholastic performance of their child with profound to mild deafness but to understand the uniqueness of the Deaf culture and to increase the quality of the communication and relationship they have at home. Improving further the quality of their communication at home can help boost their child's confidence in expressing themselves, and amplifies further their trust and understanding among each other. The respondents stated that their scholastic performance also somehow influences them to pursue tertiary education, ranking it third with a mean value of 2.07. Given their high regard on education as their chance to succeed, their scholastic performance can be triggered by their limited financial capacity which hinders them to submit projects on time, come to school fully prepared, participate in co-curricular and extra-curricular activities. These can also decrease their chances of getting good grades in school. Finally, respondents ranked the opinions they value as least influential with a mean score of 1.92. Table 7 shows the data.

Table 7: Factors that Influence the Respondents' Decision after High School Graduation

Factors	Mean	Rank
Parents involvement	2.24	2
Hearing difficulties	2.56	1
Scholastic performance	2.07	3
Opinions and Suggestions that matter	1.92	4

Despite the opinions having lesser value, it revealed how big the role of their guidance counselors are for them having the mean value of 2.48, as well as their peers with a mean value of 2.02 and themselves with a mean value of 1.82 as compared to their teachers with a mean value of 1.66 and even their parents with a mean value of 1.64. Table 8 shows the data.

Table 8: Opinions that the Respondents Consider in Making Decisions

Items	Mean	Rank
Parents	1.64	4
Teachers	1.66	5
Peers / friends / classmates	2.02	2
Guidance counselor (s)	2.48	1
Yourself	1.82	3
Overall Mean	1.92	

Empowering the role of the guidance counselors as catalyst for improvement will also help the respondents to improve further their scholastic performance and link parents and teachers to work collaboratively in order to holistically shape the students with profound to mild deafness to become individuals devoid of inhibitions towards their disability. The guidance counselor can also help parents and teachers in sorting out sensible decisions and can act as vital agents in transforming the graduating high school students with profound to mild deafness improve and become fully capable in achieving despite their hearing disability and regardless of their life's decision after graduation.

Conclusion

Based on the analysis of the findings, it can be concluded that majority of the respondents have intentions in pursuing any tertiary education, especially those belonging to the 15-19 year old age group. Also, being the only deaf in their family can be a two-pronged struggle among the Deaf themselves. It entails them towards understanding and adapting to the hearing world and their hearing families in understanding their uniqueness and adapting to Deaf culture. Thus, it can be concluded that the reason why they value the opinion of their peers better is because they share the same language compared to their parents and/or family. For it is found out that family's little knowledge in sign language does not promote good transfer of information at home and may constitute misunderstandings between hearing family members and the Deaf since it is mostly gestural in nature. Also, it is found out that the opinion given by their guidance counselors is what they value most.

Having majority of the participants stated that they belong under the Class E bracket who collectively earn about Php 62,000 and below annually is because most of their parents lack professional degrees, thus affecting the socio-economic status of their family. Despite the respondents' intentions to pursue any tertiary education, it is found out that their hopes will be compromised by their socio-economic status. It can be drawn from the results that most of the respondents have the possibility of not being able to pursue any tertiary education immediately after completing high school. Despite the foreseen setback, it is their hearing disabilities that push them to still aspire to be competent and successful in life, thus their intention in pursuing any tertiary education.

Recommendation

The researcher suggests that family members, more particularly the parents, should learn the basic of sign language not just to promote understanding within their family but to promote good transfer of information to their child with profound to mild deafness. The researcher also advises that they engage themselves in livelihood programs provided by their local government units and/or philanthropic socio-civic groups to cultivate small scale businesses that can help them to further augment their current financial state. Another suggestion is that the respondents should put high value on the opinions of their parents regardless of their perceived capability of deciding for themselves despite the language barriers that impede their communication and understanding because it is their parents and family members that are accountable for them being their legal guardian, as stated by the Constitution.

The researcher recommends the proposed inclusive transition program to be implemented to solidly address the conclusions of the study. The inclusive transition program is created to give emphasis on the 3 basic key players of school: the students, the parents and the teachers, so that the parent and the teacher can help their Deaf students to achieve further.

The program will be implemented in four (4) phases. It is designed using an upward spiral and built to address the factors raised in the study that needed to be improved and intensifies as it progresses. The outcomes will be assessed during the end of each phase. After completing the entire cycle, the program will be evaluated to check if it has achieved its purpose.

This program is seen beneficial for the development of the students with profound to mild deafness for them to function inclusively in the hearing society by offering substantial services that motivate them to work towards enhancement of their lives and to discover their latent potentials by giving them equitable opportunities to be at par with the hearing. This program commits to help them understand themselves, their capabilities, and their rights as persons with disabilities; it can be achieved by helping them discover their advantage through occupational awareness and the possible careers through proper guidance in career exploration, on-the-job training and business opportunities through their Technology and Livelihood Education subjects by turning their classroom activities to potential business opportunities as a potential source of income to ease their financial struggle.

Thus, this inclusive transition program is seen as an aid and hope to students with profound to mild deafness to shape their future, specifically giving emphasis on the following:

1. Appreciate their self and increase their level of consciousness on their rights and privileges as persons with disability, empower them by meeting successful Deaf individuals in schools and professional Deaf individuals to emulate as good role models, and allow them to be affiliated on Deaf organizations and immerse in other Deaf communities through Deaf volunteer service to widen their perspective, have a good sense of belongingness and learn from others.

2. Amplify their parent's involvement as well as their family's support by engaging them in meaningful seminars, workshops, and lectures that will increase their understanding of Deaf culture. Such will include ways on how they can support and help their child to succeed in school and in their chosen endeavors, information on the rights of persons with disabilities and how to avail these rights and privileges for their child, and classes on formal sign language to improve their communication and social interaction at home.

3. Improve positive school-student relationship by providing seminars, workshops, and lectures that will aid the teachers, school staffs, and guidance counselors in proper handling of Deaf students and Deaf students with special learning needs with the help of the experts in the field.

More so, the inclusive transition program seeks to:

1. Increase the students with profound to mild deafness identity by improving their confidence and personality, sense of responsibility, and leadership skills by providing them life skills. Such may include hands-on observations and actual experiences on the rigors of job application, training to help them write effective resume and job application letters, and experience actual in-school service internships, on-the-job training, and volunteer work to give them a first-hand job experience. The program will also provide them exposure trips, school tours and discovery experiences, as well as affiliation to Deaf organizations that will increase their sense of belongingness, pride as Deaf individuals, and profound understanding on their rights as persons with disabilities. These activities is believed to support the idea that after completing high school, regardless of their intention to pursue tertiary studies or immediately apply for work, they will continue to become confident, self-reliant, self-sufficient and highly adaptive citizens of the country.

2. Establish an entrepreneurial mindset and outlook for the students with profound to mild deafness for the improvement of their income sources to support their families and themselves, as well as linking them to local government units in order to utilize financial assistance programs such as capitals for their business.

3. Amplify parental and family involvement on their child by practicing what they have learned on the series of parenting seminars which will improve their communication with their Deaf child through formal sign language classes which can also help them to better

understand the uniqueness of Deaf culture. This is order for them to better share information at home by fostering meaningful social interaction for the entire family. Also, the program aims to inform the parents and/or family members the rights of persons with disabilities and how to properly avail them.

4. Improve positive teacher-student relationship through facilitated activities given by the guidance office that will foster good communication and to establish trust and openness with each other. The program also offers trainings on how they can properly handle the children with profound to mild deafness and to update their teaching methodologies that can proactively respond to the demands of this ever changing society.

With the awareness on the scope of the program and the positive changes it can contribute, as well as the opportunities that can be available for the students with profound to mild deafness for their teachers, as well as for their parents, it is then a must for public schools with Special Education program for the Deaf to implement an inclusive transition program that focuses on the development of students with profound to mild deafness at school. Furthermore, this inclusive transition program is highly recommended to be carried out by the school administrators, along with the guidance counselors, as front-runners to bridge the entire community to holistically help the Deaf maximize their fullest potentials and become competitive, productive, and industry-responsive citizens of the society. Thereby allowing them to succeed amidst the growing standards and demands of education and employment globally.

References

1. Baer, R., Flexer, R., & Dennis, L. (2007). Examining the career paths and transition services of students with disabilities exiting high school. *Education and training in developmental disabilities, 42*(3), 317–329-317–329. Retrieved from Division on Developmental Disabilities.
2. Bat-Chava, Y. (2000). Diversity of deaf identities. *American annals of the deaf*, *145*(5), 420-428. Retrieved from Project Muse.
3. Bonds, B. (2003). School-to-work experiences: Curriculum as a bridge. *American Annals of the Deaf, 148*(1), 38-48. Retrieved from Project MUSE.
4. Committee Daily Bulletin. (2012). Technical Working Group Meeting. Vol. 3, No. 34. Philippine. Committee Affairs Department.
5. Corpuz, M. (2009). Http://www.ide.go.jp/. In *Poverty reduction for the disabled in the Philippines - livelihood analysis from the data of PWDs in Metro Manila* – (Vol. 151, pp. 159-165). Chiba, Japan: Institute of Developing Economies-Japan External Trade Organization.
6. Furlonger, B. (1998). An investigation of the career development of high school adolescents with hearing impairments in New Zealand. *American Annals of the Deaf,143*(3), 268-276. Retrieved from Project MUSE.

7. Israelite, N., Ower, J., & Goldstein, G. (2002). Hard-of-hearing adolescents and identity construction: Influences of school experiences, peers, and teachers. *Journal of Deaf Studies and Deaf Education, 7*(2), 134-148. Retrieved from Oxford Journals.
8. Lang, H. (2002). Higher education for Deaf students: Research priorities in the new millennium. *Journal of Deaf Studies and Deaf Education, 7*(4), 267-280. Retrieved from Oxford Journals.

9. Leung, A. (2008). The big five career theories. In *The Big Five Career Theories* (pp. 115-132). Netherlands: Springer.
10. Martinez, L. (2012, December 1). Primer on Filipino sign language. *Inquirer.net*. Retrieved from http://opinion.inquirer.net/41909/primer-on-filipino-sign-language
11. Mina, C. (2013, January 1). Employment of persons with disabilities (PWDs) in the Philippines: The case of Metro Manila and Rosario, Batangas. Retrieved from http://dirp4.pids.gov.ph/ris/dps/pidsdps1313.pdf
12. Pagliaro, C. (2012). Addressing Deaf culture in the classroom. *Kappa Delta Pi Record,37*(4), 173-176.
13. Punch, R., Creed, P., & Hyde, M. (2005). Predicting career development in hard-of-hearing adolescents in Australia. *Journal of Deaf Studies and Deaf Education, 10*(2), 146-160. Retrieved from Oxford Journals.
14. Punch, R., Creed, P., & Hyde, M. (2006). Career barriers perceived by hard-of-Hearing adolescents: Implications for practice from a mixed-methods study. *Journal of Deaf Studies and Deaf Education, 11*(2), 224-237. Retrieved from Oxford Journals.
15. Punch, R., Hyde, M., & Creed, P. (2004). Issues in the school-to-work transition of hard of hearing adolescents. *American Annals of the Deaf, 149*(1), 28-38. Retrieved from Project MUSE.
16. Rosen, R. (2007). Looking inside or outside? A review of inside deaf culture. *Journal of Deaf Studies and Deaf Education, 12*(3), 406-406. Retrieved from Oxford Journals.
17. Trainor, A., Lindstrom, L., Simon-Burroughs, M., Martin, J., & Sorrells, A. (2008). From marginalized to maximized opportunities for diverse youths with disabilities: a position paper of the division on career development and transition. *Career Development for Exceptional Individuals, 31*(1), 56-64. Retrieved from Sage Journals.
18. Transitioning to college for deaf students? Now what? Resource Manual. (n.d.). Retrieved from http://www.nr.edu/cdhh/resources.htm#templates
19. Weisel, A., & Cinamon, R. (2005). Hearing, deaf, and hard-of-hearing Israeli adolescents' evaluations of deaf men and deaf women's occupational competence. *Journal of Deaf Studies and Deaf Education, 10*(4), 376-389. Retrieved from Oxford Journals.
20. Zahn, S., & Kelly, L. (1995). Changing attitudes about the employability of the deaf and hard of hearing. *American Annals of the Deaf, 140*(5), 381-385. Retrieved from Project MUSE

Factors Affecting Students’ Preference Not to Study Abroad; A Case Study of Business Management International Students

Charly Hongdiyanto

Ciputra University, Indonesia (charly@ciputra.ac.id)

ABSTRACT

Creating World Class Entrepreneurs is Ciputra University Vision. In achieving the vision, Ciputra University tries to internationalize its course and offers one special major that international components are integrated into course content, called Business Management International (BMI). In this class that use English as the medium of all academic activities; international material, resources, assignment and teaching method are implemented. This program attracts students who want to feel international experiences while still staying in Indonesia. The researcher wants to analyze the factors influencing students' preference not to study abroad. Qualitative approached used in this research and in depth interview used to convey information from informants. Here are several factors that could influence students’ preference to stay in their hometown; comfort zone and familiar place, family and personal relationship and also personality factors.

Keywords: Internationalization, Preference, Qualitative approach, Study abroad

Introduction

There are many reasons why students want to continue their education abroad. Gaining new experiences, training for independent living, get a wider networking, encouragement from parents, competition with friends and also prestige; could be the reasons behind the decision. Those reasons, of course, are only the supporting factors compared to the ability of the economic support as the primary factor, because the costs for going abroad is considered quite expensive. Cost of tuition fees, accommodation and daily living needs to be considered. The significant exchange rate differences between the Indonesian Rupiah with foreign currency such as USD, Australian Dollar and Singapore Dollar should also be considered because those countries are the favorite destinations for Indonesian students who want to study overseas. Due to the weakness of the rupiah exchange causing the costs of studying abroad become more expensive. This fact, of course makes consideration of continuing education abroad must be well thought out.

Seeing this, Ciputra University tries to capture the opportunity by providing education in Indonesia with a cheaper cost, yet designed in a special way to give students an international atmosphere for the educational experience. Faculty of Economics provides a special International Class in which the international components are integrated into course content, called Business Management International (BMI). In this particular class that use English as the medium of all academic activities; international materials, resources, assignments and teaching methods are implemented. This could be an option for students who want to experience an international educational atmosphere, but do not want to go overseas.

This research is designed to find out the reasons why students who are financially able to continue their study abroad, decided to study in Indonesia and chose Business Management International (BMI) Ciputra University as their choice. What factors as the reason will be explored in depth and detail, then compared with the other students. By knowing the detail of their reasons, this information will be very useful for the Ciputra University itself to improve and enhance services to the students. By knowing the reason, desires and expectations of the students who have chosen to study at Ciputra University, the right approach could be performed. Listen to consumers is critical for every company, Ciputra University is no exception.

LITERATURE REVIEW

The term Internationalization, especially with its relation to higher education has been a popular term and use more often recently. Definition of internationalization of higher education can be tracked back to years ago as what defined as one of the ways a country responds to the impact of globalization yet, at the same time respect the individuality of the nation (Knight, 1996). It means that globalization is something that we have to face, whether we like it or not. Still related to this term, course internationalization is “a process by which international elements are infused into course content, international resources are used in course readings and assignments, and instructional methodologies appropriate to a culturally diverse student population are implemented" (Schuerholz-Lehr *et al*., 2007). Flow of technology, information, fund, lifestyle, people and education will affect a country in such a major way, sometimes even it cannot be filtered properly. University should be able to graduate students who possessed international/global competency in order to compete in the global environment and competition. As what Kight (2004) shared that having the ability to think and act globally and also have the global perspective is a must for graduate student in recent condition, therefore a proper education to create such character must be considered wisely by the university (Lunn, 2008). The obvious way to get these competences is to go abroad in which students directly feel and experience the global environment (Beelen 2012). Having said that, not everyone can have the education overseas. Cost is the primary reason (Paus & Robinson, 2008; Stoud, 2010) combined with other factors as well. Psychological and personality factor could be the determining factor (Manyu Li, *et al*, 2013). Based on Bakalis and Joiner research (2004), students with a high tolerance for ambiguity and a high degree of openness might likely decide to go abroad while the opposite characters showed the opposite way. Daly (2011) mentioned that among many factors of students’ study abroad decision; gender, ethnicity and intercultural competencies should be put into consideration as well.

Beside factors mentioned previously, there are still other challenges that students have to deal with their decision to study abroad like leaving comfort zones and familiar place, friends and family (Doyle *et al*, 2010). Felling of homesick when leaving home country explained by Fisher (1989) and Frieze & Li (2010). Adding to the negative emotions of homesickness, students may also have to overcome communication problems, because visiting a new country means students have to communicate with different languages, not their mother language (Kim, 2001). Family and personal relationship also considered as a significant component in students’ decision study or not to study abroad (Souto_Otero, *et al*, 2013). Recent research by Forsey, Broomhall and Davis (2012) even found that half of the students of their respondents admitted that the main purpose of studying abroad are to have fun, travel and make friends. They perceived this program is the way to have a break from serious activity hometown.

RESEARCH DESIGN

This is a qualitative research and deep interview is used to gather information from respondents. A semi-structure interview method chose by researcher to get a deep and clear information from respondents to allow them expressing their experience freely. First of all, a list of open ended questions already prepared to convey the information needed. These questions are taken and modified from previous similar studies. All the questions are asked in the same order to assure the validity and reduce misunderstanding during the interview process.

In order to find relevant information why students decided not to go study abroad, a suitable pool of respondents should be chosen properly. They should be economically capable to study abroad, therefore researcher must formulate several economic criteria to list the potential respondents. All batches of International Class students of IBM should be represented in the pool of respondents to ensure data equality. Students from International Class are chosen because they have the capability of foreign language because teaching activity in that particular class using English as the medium of communication; therefore they are more likely to study abroad than students from regular class. The interview is performed in the campus area and each of it last from 30 to 45 minutes. Informants in this research are 9 students of International Business Management (IBM) International Class of Ciputra University. Two are from batch 2014; A and B, four are from batch 2013; C, D, E, F; three are from batch 2012; G, H and I. Given research ethic, name of respondents are not disclosed in this paper.

Before the interview begins, the researcher gives an explanation of the intention of this research to ensure the comprehension of respondents. During the interview session, voice recorder is used to record all conversation. It then converted to verbatim transcript to be analyzed. Respondents are free to give their opinions and share their experiences. The researcher will analyze the transcript based on the criteria previously determined, compare the answer from respondents and give comment to each criteria. As we know that Indonesia is considered as a developing country in which its education system is less advance in quality compared to other developed countries like America, Australia and Singapura. In this paper, researcher do not use quality of education abroad as one of the factors why students decided not to leave their home country because the quality of education could only be determined by those who are exposed to the real education abroad.

Finding and Discussion

At the beginning of the interview process, the researcher gave an explanation about the nature of this research and asked the basic information of respondents such as name, age, batch and address. Before addressing the main purpose, students were asked the reason why they decided to choose Ciputra University in Surabaya for their bachelor degree rather than going abroad. Most of the respondents argued that they chose Ciputra University because they want to learn more about entrepreneurship and because this University is known by its vision to create a world class entrepreneur. As what explained by respondent C; "*My first reason is because UC has a very good entrepreneurship soul, where Mr. Ciputra is an entrepreneur that has a dream to increase numbers of entrepreneurs in Indonesia*". Similar reason also provided by respondent A; "*So I chose UC because from time to time UC is famous with its entrepreneurship and from what I heard, other universities are too focus on theory, while UC is focuses in real business practice*".

Another reason explained by respondent B; "*In fact, I have been accepted in Australia, and I wanted to go, but at the last moment my father did not give permission to do so. From the beginning dealing with university application, there were only me and my mother, so my father did not know much about it. But in the end my father did not give me permission because he was afraid about many things. And there is no family in Australia".* It's quite obvious that family matter is the reason why respondent B decided not to go abroad, because he wanted to be close to home. A combination of family reason and entrepreneurship factor explained by the next respondent, I; "*The first reason is because I am the only child. My father doesn't want me to study too far. My father don't even want if I go to university in the south Surabaya area, so he asked me to pick university that is closer to home. Besides that, I see that UC has different curriculum from other universities, where it practice entrepreneurship*". The same opinion also shared by respondent H; "*Actually, when I was in high school, I studied in department to go abroad, but then my mother got sick so at the end I didn't study abroad and chose to be in Indonesia. I was confused in picking the university, but then there was UC that teaches business and practice it, so I went to UC*". From information gathered from all respondents, there are only two main reasons why students decided to choose Ciputra University, either due to the family reason in which they were asked to go to college closer to home, or because of the entrepreneurial aspect in which Ciputra University is famous with. Some respondents also have the combination of these two reasons.

Comfort Zone

The first factor asked to the respondents why they were not willing to study abroad was the comfort zone, were they so comfortable with the familiar space and reluctant to move anywhere else? Three from all respondents agreed that they were afraid to leave their comfort zone. The first one is mentioned by respondent A; "*Yes, I am afraid, it will be all new there. I am comfortable here*". Respondent H also gave similar respond; "*There is a little comfort zone factor, because I never go outside Surabaya. If I stay at another place I never went for too long*". Respondent G who is the only male among the first three shared that; "*I am afraid, because I am not the kind of person that easy to adapt. I am comfortable in Indonesia, that's why I choose Indonesia*".

Among the respondents who mentioned that reluctant to move from the comfort zone was not the contributing factor why they decided not to go abroad, Respondent C is the first who gave his opinion; "*For me, I am not that afraid, because I am easy to adapt*". Respondent B also shared his reason; "*For me, stepping outside the comfort zone is fine, no problem at all*". Similar opinion also explained by respondent E; "*No, because I think it's challenging to study abroad*". The majority of the respondents agreed that leaving comfort zone was not crucial for them. They even mentioned that they were willing to try something new and consider it as some kind of new challenge as what expressed by respondent I; "*No, I am the kind of person who like to try new things*". Family closeness could be the reason why the first three respondents reluctant to move from their familiar area.

Negative Information from Students Studying Abroad

Sometimes people can be influenced by others when they consider to decide something in their life. For example, when people heard something bad happened to someone they know for a particular condition, they may assume that it will happen to them given the same condition. Based on that argument, the researcher asked question to respondents whether having to hear negative news from someone they knew (or their parents) while studying abroad could be the reason why they did not want to go abroad. Two of the respondents heard the negative news and put little consideration in their decision. Respondent H mentioned that; "*There are a lot of my father's friend's sons that did not success. Maybe only one out of twenty people that become successful after study abroad*". Similar respond expressed by respondent A; "..... *there are a lot of stories from my close friends. I mean, they were fine here, and then they went abroad, free of parents, they became lazy and promiscuity*".

Seven out of nine respondents disagreed. Even though some of them also heard negative news, they didn't use this information as the consideration not to go abroad. Respondent F mentioned that; "*Yes, I have heard that, but my mother said it depends on each individual, it depends on me. I wouldn't be like that abroad*". Similar experience also shared by respondent D; *"Based on my brother's experience abroad, it's not a problem if we can take care of ourselves*". Basically, they all shared the same belief that a person's failure or success is not related to the new environment but based on the person him/herself. The environment could be a contributing factor, but the most important factor is the individual, the person, as what respondent I said: "*I think it could happen if you study abroad, but it is not my primary factor. Because wherever you go, even here, it could happen*".

Family and Friends Influence

In Asian countries, family influence is very crucial in a person's life. The bond of family relations is so thick, even when someone already reaches its mature age and have married, the bond still exist. Moreover, to the students who are relatively still young, family influence is very strong, especially from parent. That is why researcher asked whether the family influence has encouraged or discouraged them in making the decision and maybe friends' influence also take part in some of the cases. Most of students' parents actually encouraged them to study abroad as what explained by respondent I; "*My mother gives me the freedom to study, what's important is my drive to study*". Same thing also experienced by respondent D, as what he said "*From family, actually they pushed me to study abroad for my high school, but I didn't want to. Because at that time I was not brave enough*". In case of respondent C, both family and friends encouraged him to study abroad; *".....family supported, friends also*".

In some cases, parents did support and encouraged students to study abroad, but not for the bachelor degree, master degree is more appropriate in their belief. Respondent H said; "*Well, my father doesn't want me to study abroad for too long. Master degree is shorter in term of time, so it is more preferable*". Similar reason mentioned by respondent F; "*My father said just study here for now and I can study abroad later for master degree. No problem from my girlfriend and friends*". For respondent A is quite different, her feeling for family was the reason why she decided not to leave them; *"Now my brother is studying abroad for master degree, so if I also go, it will be lonely for them*". Even though the parent encouraged her to go with her brother, she still reluctant to go abroad, thinking that her parent would be lonely without. Aside than family, friends could also be another factor, but respondent I did not consider this in her decision; "*I don't see my friends and boyfriend as a problem to study abroad*". Seeing these reactions from all respondents, it is obvious that parents totally supported students to go abroad. It means that family in some way does effect students' consideration to study or not to study abroad.

Personality

Aside from external influences in someone's decision, personality trait is also equally important. Talking about personality, researcher want to find out if a special personality trait could actually be a factor why student not going abroad. Agreed by respondent A; "*Yes,* *because I am a spoil person. So, I go everywhere with my father and mother. I'm not brave enough to live alone by myself now*". Respondent I also shared a similar opinion; "*I am clumsy, so I am afraid to go abroad, I am also forgetful. Here, if I forget something people at home will remind me, but if I'm in another country, I am afraid about little things like where do I put stuffs*". Negative personality also admitted by respondent B could be the reason why he was afraid to leave Surabaya; "*From myself, maybe I'm afraid I can't adapt well there*". Respondent D added his statement; "*I'm afraid because I will be apart from my parent and live by myself, I am afraid of dealing with other people, I'm shy*". Respondent F also shares his personality trait; "*….. sometimes I tend to be royal, so I'm afraid I will spend a lot of money abroad*". Most respondents were having negative responds toward their own personality and consider that this factor could lead them into trouble when living abroad alone.

Respondent G and H on the other hand, belief in their self and ready to leave the family but their parents think the opposite way. As what respondent G said; "*At that time when I was eighteen years old, one of the dominated personality was I 'am very attached to family, so going abroad would not be comfortable. I think I am independent, but maybe my parent don't think I am independent enough to study abroad*". Respondent H gave her opinion; "*To live abroad alone, maybe I am under the impression from my parent that I am not ready. Maybe also from the maturity side because I am still young and always with my parent*". Both of them believe that their independent character could help them stay abroad, but the parents in the other hand did not see this. The parents still consider that they are not mature and independent enough to live alone.

Gender Preference

The question whether the gender difference could be another factor to put into consideration when parent decide to send their son/daughter abroad would be answered in this section. The majority of the society most likely give extra responsibility and freedom to the male and in the opposite would give extra protection to the female. When questions asked to female students, all gave similar responds in which, if they were male, more likely they would be allowed to study abroad as what respondent A said; *"..... my mother said that man supposed to have experience abroad*", and respondent I said; *"..... maybe yes. Because I am female*". Respondent H also shared her opinion; "*I think if I am male, I will definitely be more pushed to be more mature and independent*". Three female respondents agreed that discrimination did exist, female students are more protected by their parents.

Respondent E also gave similar responses on how his parent made their mind; "*I have one sister, the only female in the family. And she's forbidden even to go outside of East Java. So my family is more guarded*". Respondent G' parent agreed with the same principle, *"..... more guarded*". On the other hand, respondent C' parent have a broader point of view as what he said; "*I think the treatment will be the same, because I have a big sister who study and work abroad*". Respondent F has a similar opinion, his parent believes that male and female are equal; "*I think my family would definitely encourage me to study abroad because education is more important. If the place is good and the environment is good, my parent will support it*". So, as long it is important, both son and daughter will have the same treatment. In this case, most of the families still have portion of discrimination to female.

Homesick

Regarding fear of homesick when students travel and study abroad, far from their family and hometown, three of nine respondents admitted that they had that feeling. Respondent A mentioned that; "*A bit, yeah, I am also afraid of being homesick. Well, I will be all alone* *there*". Having similar opinion, respondent I said; "*I am very easy to be homesick. The first time I went for church camping when I was in elementary school, on the first day I could not sleep because I missed home so much*". As the only male among 2 females who afraid of homesick, respondent B expressed his fear; "*Yes, I will miss them. Because if I study abroad, everything will be different*".

Two of the respondents admitted that they might have the fear of homesickness, but it won't be a big problem for them. Respondent G said; "*In the past, my homesick level was high, but after I went to UC, I rented a room here and I seldom went back home and the homesick level is quite low. So if I go abroad, I'm not afraid of being homesick again*". Respondent H mentioned; "*I haven't experienced homesick yet, but it looks like no, I won't be homesick, if I indeed miss home, it will be just ordinary, not too much*". The rest of the respondents strongly believed that they would not experience such things called homesick, as told by respondent D; "*No. I enjoy travelling*" and respondent F; "*No. I like to travel with friends. Leaving home seems more exciting*". It seems like the fear of homesick could be a minor factor only for three respondents, while the remaining didn't think that it would become a big problem for them, some even say that it will be a good and exciting thing.

Culture Shock

Culture shock describes as a disease that people suffer when they move to a new cultural environment (Chapdelaine, Alexitch, 2004). In this case, students may experience culture shock when they study abroad. To some students, dealing with something new could be an exciting experience while to others, it may lead to something scary. Respondent A and B both gave a strong answer to this question; "*No*". They totally had no fear dealing with something new and didn't think that this factor influenced their decision not to study abroad.

Not as optimistic as others, Respondent I said something different; "*Yes, it can be taken into consideration because there will be gap abroad. I also imagine the possibility of me not having friends there*". Sharing similar opinion, respondent G said; "*Yes, it is a factor for me because if we haven't got the knowledge of the culture in that country and what's troubling is you think you are right but that's not the case there*". It can be concluded that this factor is partially taken in consideration when decide go or not to go abroad. Some respondents will think absolutely the opposite side compare to others. It may cause by the willingness to try and experience something different and it may vary among different person.

Education System

Different education system and learning atmosphere between Indonesia and other countries might also be a problem for some students. Question about this matter is asked to know whether student might be scared facing different atmosphere in education and decide not to deal with it. Having the answer from respondents, this factor is quite similar with the previous factor, in which they did not consider different education system as a big problem. Some even mentioned that it is fascinating and interesting as what respondent G said; "*With different educational system, on the contrary, it make me interested to study abroad*". Similar answer given by respondent B; "*I have fear about that, but my intention is to survive no matter what*". Two of the respondents, A and H admitted that they had some fear related to this factor, but it wouldn't be something to scare off too much. H; "*I'm not either, because since high school, I get used to international education system*", while A said; "*Well, my high school is not an international school. So I am afraid with the adaptation of new educational system.*

Cost of Living

All nine students as the respondents in this research have been carefully chosen that their parents have strong financial condition to support their children to study abroad. So, based on economic factor, all respondents able to study abroad and get full support from the parents. Six of the respondents mentioned that according to their parents, money was not the problem because education is more important, represented by Respondent F; "*No, my father and mother said that education is necessary so it is okay to study abroad*". Having the same question, respondent I had a different responses; "*They often said that their friend's son study abroad but then goes home and open a shop. So what's the point of study far away from home and also expensive if they come back to open a shop. It is better to study here and go abroad for holiday*". Similar answer given by respondent H; "*My father said that the money can be used to invest in business capital instead*". Different opinion shared by respondent G; "*….. if I think for myself, I have brothers and sisters, so I think if I study abroad for four years, it will cost quite a lot of money, so it rather be used for them*". He realized that money spent for a four years education will be a lot, consider he has little siblings, he better use the money in the best way possible. Summarizing all the responds, even though all the students' parents able to support respondents to study abroad, it seems there are other consideration with the use of the money.

Foreign Language

All respondents are taken form the International Class in which English is the formal academic language. Having said that, conversation using English in class during limited schedule is totally different than to use English or foreign language all the time in every activity. Researcher thinks that some students might be afraid facing this problem, therefore they decided not to go abroad. But from the responds, all respondents agreed that it was not the problem at all. Respondent G said; "*I am not afraid because language can be learned*". Respondent H added that; "*I am not afraid of the language factor, on the contrary, if there is an opportunity to learn other languages, I want to*", she sees this factor as the opportunity to become better not as a thread. Other respondents also feel confident with his English capability, respondent C said; "*I am not afraid because the international class, have a minimum TOEFL score and has lecturers who are good in English*". Same belief and confidence also shared by respondent E; "*I think even if in the beginning we can't do it, by time we will learn by ourselves*". The language barrier for sure is not a determinant factor why students refused to leave their hometown. Having said that, the use of the English medium program for International Class in the non-English speaking country is not as effective as the real immersion program overseas would provide. Therefore the improvement of students' English capability also different comparing these two options.

Conclusions and Suggestions

There are many factors that put into consideration when students that financially wise able to study abroad, decided not to. Those factors might have a different effect on each student who came from different family backgrounds. Starting with the reason why respondents chose to study in Ciputra University other than going abroad, there are two main reasons. The first one is related to the family influences. Most of the parents just not ready to let their children to leave them even though explicitly they encouraged respondents to go to and students also still feel reluctant to leave their family. The second reason is related to what Ciputra University is famous with. Respondents specifically chose this University because they want to learn more about entrepreneurship and they can find what they are looking for in Indonesia. When talking about the fear of leaving the comfort zone, most of the respondents said that it wasn't the factor. They expressed that they are willing to leave the comfort zone.

Only few of respondents who never left Surabaya for too long and has a low ability to adapt confirmed that leaving comfort zone is frightening to them.

Sometimes, hearing negative news from students who study abroad could also be the determinant factor. In this case, the majority of respondents denied it. They believe that a person' success of failure is not depending on external factors of having to live in different country but mostly depend on the person itself. Relating with family influences, even though most parents advised their children to study abroad, respondents still able to feel that somehow they are just not ready yet. Therefore, they also feel reluctant to leave home with various reasons. Some parents obviously postpone this activity for the master degree. While talking about friends' impact, they didn't consider this to be something to be considered with. Different personality might result in different point of view of each respondent. The majority of respondents admitted that in some way they possessed unique personality trait that might discourage them to go abroad; range from spoil, clumsy, shy, big spender and not independent. Having those personality traits, they afraid, going abroad will get them in some difficulties. As to what might have been expected when talking about gender in Asian countries, the female is not equal with the male. Most of respondents replied that male child is more likely to be encouraged by his parent to study abroad than female. They either sensed this belief by family member experience or directly spoken by parent. Feeling of homesick or missing something attached to in the hometown is not a big problem for the respondents. Six students strongly express that they didn't believe that they will feel it or might feel it but nothing to be afraid to.

Having to deal with cultural shock when visiting a new place is something unavoidable. One thing that may be different is how someone dealing with this problem. A person who has a high level of adaptation capability might face cultural shock more smooth compared with the opposite. In this factor, opinions were equally spread. Some said that they totally can see this thing as a future problem while others believed they are able to adapt to a new environment. Different education system between Indonesia and destination country also didn't have enough impact to the decision making. Some students in fact think this problem as something fascinating. Even though all respondents are financially wise able to be sent abroad, three of the parents have different thought about the use of fund. Considering the money could be spent in business capital instead. As for the language barrier, respondents are taken from the International Class which means English proficiency should not be a problem. But one thing to be considered, speaking English in campus area for limited hours daily is something different with having to use it every time in every occasion. Luckily, all respondents have a high level of confident that they have enough language competency, therefore this factor was not relevant to their decision.

By knowing that each student has a different point of view when decide not to go abroad, this complex consideration should be presumed as an excellent opportunity to attract more students who want to experience international education but not ready to leave Indonesia. University should aware of potential students who are willing to take this path by providing an excellent service in terms of internationalization of the course. By providing an integrated international aspects into the program, feeling of being a part of a global education atmosphere could be experienced by students. For the future research, different models of approach could be performed using a quantitative model. Despite this research only uses nine respondents in which 5 to 25 or at least 6 respondents are considered enough for qualitative research (Cresell, 1998 and Morse 1994 in Mason, 2010), future research should use bigger size of respondents selected based on objective criteria. Adding other factors should also be considered to be used in order to understand overall contributing factor.

References

1. Bakalis, S. & Joiner, T (2004). Participation in tertiary study abroad programs. *International Journal of Educational Management*. V 18 n4 286-291

2. Beelen, J. (2012). The long wait: research the implementation of internationalization at home. In J. Beelen & H. de Wit. (Eds.) *Internationalization Revisited: New Dimensions in the Internationalization of Higher Education* (pp. 9-21).

3. Chapdelaine, R.F. & Alexitch, L.R. (2004). Social skills difficulty: Model of culture shock for international graduate students. *Journal of College Student Development, 45*(2), 167-184.

4. Daly, A. (2011). Determinants of participating in Australian university student exchange program. *Journal of Research in International Education, 10,* 58-70

5. Doyle, S., Gendall, P., Meyer, L., Hoek, J., Tait, C., McKenzie, L., & Loorpang, A. (2010). An investigation of factors associated with student participation in study abroad. *Journal of Studies in International Education, 14,* 471–490

6. Fisher, S. (1989). *Homesickness, cognition, and health.* East Sussex, UK: Lawrence Erlbaum Associates.

7. Frieze, I. H. & Li, M. (2010). Mobility and personality. In S. Carr (Ed.), *The psychology of mobility in a global era* (pp.87-104). New York: Springer

8. Forsey, M., Broomhall, S. & Davis, J. (2011). Broadening the mind? Australian student reflections on the experience of overseas study. *Journal of Studies in International Education, 16,* 128-139

9. Kim, Y. Y. (2001). Becoming intercultural: An integrative theory of communication and cross-cultural adaptation. Thousand Oaks, CA: Sage.

10. Knight, J. (1996). Internationalization of Higher Education: A Schared Vision. CBIE, Ottawa

11. Knight, J. (2004). Internationalization remodeled: definition, approaches, and rationales. *Journal of Studies in International Education, 8,* 5-31

12. Manyu L., Josephine E. Olson, Irene H. F. (2013). Students' Study Abroad Plans: The Influence of Motivational and Personality Factors. Frontier; the Interdisclipanary Journal of Study Abroad, 13, 73-89

13. Mason, Mark. (2010). Sampe Size and Saturation in PhD Studies Using Qualitative Interviews. Forum: Qualitative Social Research, Vol 11, No 3

14. Paus, E., & Robinson, M. (2008). Increasing study abroad participation: Faculty make the difference. *Frontiers: The Interdisciplinary Journal of Study Abroad, 17,* 33-49.

15. Schuerholz-Lehr, S., Caws, C., van Gyn, G., & Preece, A. (2007). Internationalizing the higher education curriculum: An emerging model for transforming faculty perspectives. Canadian Journal of Higher Education, 37(1), 67-94.

16. Souto-Otero, M, Huisman, J, Beerkens, M, de Wit, H, Vujic, S (March, 2013). Barriers to international student mobility: Evidence from the Erasmus program. *Educational Research*. 42: 70-77

17. Stoud, A.H. (November, 2010). Who plans (not) to study abroad? An examination of U.S. student intent. *Journal of Studies in International Education.* Volume 14: 491

Theme 4:

Realizaing Internationalization and Inclusivity through Institutional Research

Evaluation on the academic activities toward Internationalization of Higher Education from the view of Advanced Education Program in Thai Nguyen University of Agriculture and Forestry

Olivia Magpily[1], Luong Thi Mui[2], Nguyen Thi Huyen Trang[3]

[1]*Thai Nguyen University of Agriculture and Forestry (olivia.magpily@itctnu.edu.vn)*
[2] *Thai Nguyen University of Agriculture and Forestry (emilyluong1191@gmail.com)*
[3] *Thai Nguyen University of Agriculture and Forestry (nguyenthihuyentrangtn@gmail.com)*

ABSTRACT

Internationalization of Higher Education (HE) has been an ongoing trend among developed and developing countries that opens variety of opportunities as well as challenges for development. The dissemination of knowledge on an international scale has the potential to transform peoples' lives in significant approaches. In this context, Advanced Education Program (AEP) is one of the different kinds of approaches to internationalization, which is a typical model that has been piloted in Viet Nam since 2006. At institutional level, this model creates global environment for universities to improve academic quality by cooperating with foreign partners, lecturers and integrate an international dimension into teaching research and student exchange. However, whether AEP has been bringing the real effects and impacts to students and the host universities is a questionable issue when specific standards for internationalization of HE has not yet been developed and the experience in building AEP is limited. Therefore, the research aims to evaluate the academic activities toward internationalization of higher education from the view of advanced education program in Thai Nguyen University of Agriculture and Forestry. By focusing on the academic and program activities such as curriculum, student/faculty exchange, technical assistance, and international students, one can overlook the process value as this approach is one of the most prevalent criteria of internationalization.

Keywords: Internationalization of Higher Education, academic activities, Advanced Education Program

Introduction

Internationalization in higher education is an emerging trend that has been a topic attracting many scholars in the world to define and research. Some researchers linked to its scopes, its means, its content while others focused on its activities when look at the rhetoric and practice of internationalization. Four different approaches to internationalization of higher education identified by J. Knight are activity, rationale, competency and process. The activity approach describes internationalization in terms of categories or types of activities such as curriculum, student/faculty exchange, technical assistance, and international students (Knight. J, 1999a). This approach focuses mainly on the content of the activities and this is one that has been most prevalent and is characteristic of the period when one described the international dimension in terms of specific activities or programs. Traditionally, internationalization at the institutional level has often been thought as a series of different strategies or activities, including study – abroad experiences, curriculum enrichment via international studies major or areas of studies, strengthened foreign – language instruction, and sponsorship of foreign students to study on campus, though it may enhance the competitiveness, prestige, and strategic alliance of the college. According to Knight J. (1999), in most cases, the elements of internationalization are different types of academic activities. Although it is essential to take into consideration the important role of other factors such as organizational, by only focusing on the academic program activities one can overlook the process issues, which are important to ensure that the different activities reinforce each other, that they become central to the mission of the institution and that strength lies in the whole being greater than the sum of the parts, especially for impact, benefit and leverage. The following table provides a summary of academic activities and programs identified by different researchers.

Table 1: Institutional – Level Program

Research	Academic programs and activities
Harari 1989	• Curriculum development • International exchanges • External partner ships
Audas 1991	• Integrate international and intercultural context in curriculum
Aigner et al 1992	• Curriculum • Foreign language • International internships and exchanges • Foreign students and scholars • Technical cooperation and international development • Public service
Norfleet and Wilcox 1992	• Recruiting international students • Creating global awareness • Internationalizing the curriculum • Study abroad and faculty exchange • Community involvement
Knight 1994	• Student exchange program • Foreign language study • Internationalized curricula • Academic or thematic studies • Work/study abroad • International students • Teaching/learning process • Joint and double degree programs • Cross – cultural training • Faculty/staff mobility program • Visiting lecturers and scholars • Link between academic programs and research, training and development assistance

British Columbia Centre for International Education Francis 1993	• Curriculum • faculty and staff development • international student program • study/work abroad and exchanges • international projects • institutional linkages • community linkages

Source: Knight, J., (1994), Internationalization of Higher Education: Elements and Checkpoints, Canadian Bureau for International Education, pp. 05-06

Researchers now divide internationalization of higher education into two different streams of activities (Lambert, J. & Usher, A., 2003; Knight & de Wit, 1999;Vangelis Tsiligiris, 2014). One stream includes internationalization activities that occur at the home campus and the other stream relates to those activities that happen abroad or, in other words, across borders.

In their view,internationalization is described in terms of activities such as study abroad, curriculum and academic programs, institutional linkages and networks, development projects, and branch campuses. This activity includes, mostly, what Jane Knight defines as "internationalization abroad", which takes the form of the movement of programs, people and institutions across national borders such as internships, field work and research, placements and practical, credited coursework abroad, student exchanges, and study tours. Internationalization activities also take the form of efforts to enhance the international dimension of home provision and these activities are summarized as "internationalization at home". Concepts related to educational curriculum and academic programinclude creating new academic programs with international themes, incorporating international, cultural, and global aspects into existing academic courses and programs, allocating time to activities such as learning foreign languages and undertaking regional studies, and establishing join-degree programs and other similar cooperative projects (Knight. J, 2004).

Methodology of study

The primary aim of the study was to examine the scopes of academic activities and programs toward internationalization of higher education at institutional level. Therefore, the research used some methods of study as follows:

Theoretical study: This study involves searching for and synthesizing other authors' research from available books, publications, research studies, articles, journal, and websites on the internationalization of higher education, especially on academic activities and programs toward HE.

Practical study: This involves primary research which is an analysis of data from the online questionnaire of nearly 300 students in the AEP.

A case study research: The research mainly focuses on evaluation of two main streams: internationalization at home and abroad in Advanced Education Program of TUAF since this is an outstanding model and example of internationalization of higher education by academic activities.

The context of internationalization of higher education in Vietnam

Contributing to the intellectual advancement of the nation, human resource training, and to a number of socio-economic improvements, higher education in Vietnam has developed significantly since 1986 with the DoiMoi process. The number of higher education institutions has increased dramatically, from 153 in 1999 to 322 in 2007. Enrollment numbers have followed suit, with 1,540,201 students enrolled in the 2006-2007 academic year, a 172.4 percent increase from 1999. There are 183 colleges and 139 universities, of which 275 are public and 47 are private (MOET, 2006). The developing demands of the population have been served better by the variety of the types of institutions and the form of education dispensedwhich also help create new spaces of higher learning.

In 2008, MOET launchedtheproject namely 'Implementation ofadvancedtraining programs at a number ofVietnameseuniversities in the 2008-2015 period'. The aim of implementing some advanced programs at institutional level is to create conditions for building and developing some training programs, faculties, universities, which achieve regional and international standards, contributing to improving the quality and implementation of basic and comprehensive reforming programs of higher education in Vietnam. It was also expected that thisprojectcould lead to the result of having"someVietnamese universities being ranked in thetop200 of the world universities by 2020" (MOET, 2008). Currently, there are 35 programs in 23 training universities and research institutes, with 22 international partners, most of them are in the top 200 according to the US News ranking. More than 7,000 students have been participating in the program and over 1,500 graduate students had good studying results. After four years of implementation, the number of enrollment students in the faculties is very different: economic branches have attracted a fairly high number of students, averaging from 60 to 80 students per course; technical branches have an inadequate number of 30-45 students /course. Some majors recruited only 20-30 students /course such as physics branch of the University of Science (University of Hue) or material science branch of the University of Science and Technology, branch of energy systems in Ho Chi Minh National University. Among the universities implementing advanced training programs, some universities have attracted foreign students such as the National Economics University, Can Tho University, Hanoi University of Science and Technology, Hanoi Agriculture University, VNU University of Science (Hanoi National University), Thai Nguyen Agriculture and Forestry University (TNU). The important thing is that the quality of advanced training programs has significantly improved as a large number of students have reached the minimum 550 TOEFL or 5.5 IELTS; the number of students reaching good and distinction degrees accounted for over 75%. In addition, many students get the scholarships when they are studying at the program, many graduates of these programs have continued to enhance academic programs at home and abroad after graduating; most graduated students have jobs straight after graduation and they are highly appreciate by the recruitment agencies.So far, the Ministry of Education and Training estimated that most of the advanced training programs had achieved good results, most of foreign lecturers involving in teaching advanced programs come from the US, UK, Australia and other countries, and they have good qualifications and modern teaching methods. Therefore, the Vietnamese lectures have good opportunity to familiarize with advanced teaching technology and enhance the professional and English capacity. However, since 2015 these programs have been no longer received supported funds from Ministry of Education and Training, so an important challenge is to seek new sources of finance to maintain good relationships with international partners.Another challenge is that the objective of the first course to have 100% subjects taught by foreign lecturers has not achieved when most advanced training programs at universities have invited only 30-40% of the faculty involving in teaching not only because of too high budget but also because lecturers and scholars cannot arrange the schedule. Some universities have had to arrange joined teaching of foreign and Vietnam lectures or invite foreign lecturers in the school holidays of the partner universities to overcome limitations.

Evaluation on effects of Advanced Education Program

It would be wrong to understand that the advanced training program is only an advanced joint training program with foreign partners. Advanced Program is the whole imported program from the United States or the developed countries into the leading universities of Vietnam. Advanced training programs are explainedbyMOET as "properly designed andestablishedby universities on the basis of thecurriculacurrently used at prestigious universities intheworld, including content, teachingmethod,organization and training managementprocesses and are taught in English". This is one of the outstanding models of internationalization of higher education in Vietnam, where both internationalization at home and internationalization abroad are implemented in different types of academic activities such as curriculum innovation, recruiting international students and lectures, teaching and studying by properly using English, as well as student exchange, internship programs. The Advanced Education Program (AEP) in Thai Nguyen University of Agriculture and Forestry (TUAF) has been approved on 15th October 2008 by Ministry of Education and Training, Vietnam and it is evaluated by MOET to be one of the most 5 successful advanced programs in Vietnam. The major in the Advanced Program is Environmental Science and Management which focuses on the very high quality teaching and learning. The Environmental Science and Management program is a joint–degree program, which was adapted from the formal training course of University of California at Davis (UC Davis) which is ranked as a high educational quality in the world. The program is implemented using the curriculum of BSc. in Environmental Science and Management which currently has been used at UC, Davis. Graduate students will receive the graduation certificate of the TUAF and the completing course certificate of California Davis University, US.

Opportunities

At institutional level, the implementation of this advanced education program has been bringing many positive effects to the university as well as students.

Firstly, this is an effective way to enhance the quality of education and achieve regional and international standards as the aim of internationalization of HE in Vietnam is not only to improve quality of the system but also to help better integrate into the region and in an international context. A current reality shows that most students Vietnam have been studying in the traditional educational model which emphasizes the role of theory, so that the proportion of unemployed graduates is still high because of lack of knowledge and practical skills. According to the report of MOET in 2015, more than 40% of students who graduated after 3 months could not find a job. Therefore, internationalization in HE among countries in the regions and the world, between the universities to create new models of high-quality education environment is essential during this period. Advanced programs have been opened to provide opportunities for teachers and students accessing to the international education environment through the 100% imported curriculum from prestigious universities in the world. These programs offer very good opportunitiesfor studentstostudyadvanced education programs,allowinggreateraccesstomodernstudy environments and international knowledge. Staffs, lecturers and students gain benefits through the program while better their qualifications via curriculumand technology transfer, acces sing and attaining international knowled geand teaching materials, learning experiences from education system development, teaching methods, aswell as management skills. It is undeniable that building the advanced education program can help the TUAF develop its regional recognition and access to international standards while introducing international curriculum and attracting more and more international students. The participation of international students gives contribution to enhance the multicultural learning environment where the primary teaching language is English, at the same time, helps domestic students improve language ability and strengthen international understanding. The AEP has attracted a significant number of students from countries in the region such as the Philippines, Indonesia and Laos with a number of 50 full-time students (accounting for 20% of total number of students at AEP) and 12 exchange students in 2015. Among them, Filipino students have good English skills and they are very good human resources, engaging in teaching English for students. Many students at AEP Vietnam have recognized that international friends helped them develop effective skills of their English and the presence of international students is not just a good factor promoting the use of English in the classroom but also brings good image and reputation for the university. In addition, they help to improve cultural exchanges between students as well as the youth of the nation. Byincreasing the number of internationalstudents,universities can expect to “improve thequalityand cultural composition of the studentbody,gain prestige, and earn income” (Altbach, P.G. and J. Knight, 2007).Thesestudents often bring with them morefundingbut also higher demands, expectationsandneeds. Thus they urge for the change inHEIstoward the development and adoption ofbetterteaching practices as well as higherqualityservices to meet the demand ofinternationalstudents (Tran ThiTuyet, 2014).

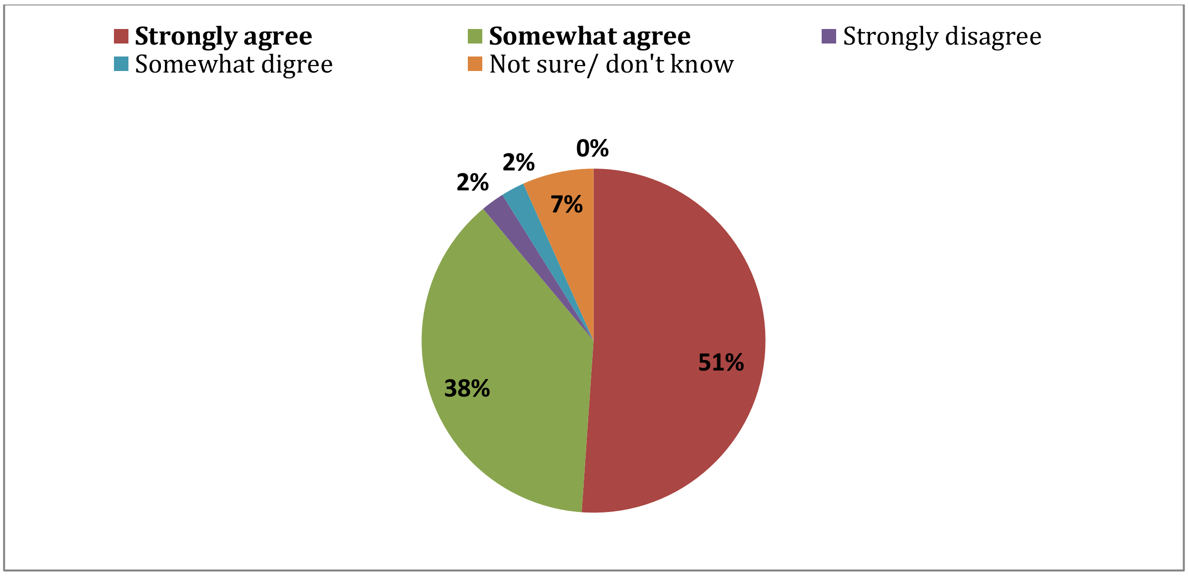


Figure 1: International students help to improve the reputation and image of the advanced education programs and the university?
Source: Advanced Education Program (TUAF), (2015), Survey of students at TUAF about effects of advanced education program.

As is shown in the figure 1, a half of students investigated totally agreed with the idea that international students have been helping to improve the reputation and image of the university and 38% of them agreed in some extent. Moreover, in the figure 2 below, it is seen that the participation of international students considerably enriches the learning experience and environment of the classroom with more than 90% of survey students agreeing. This proves that international cooperation is definitely an effective way to develop the university in particular and the education system as a whole.

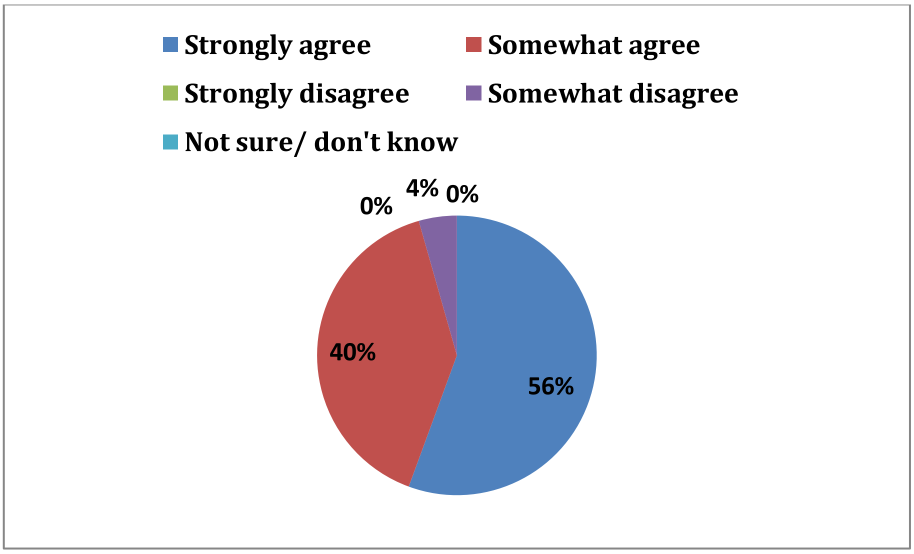


Figure 2: Have the international students considerably enriched the learning experience and environment of the classroom?
Source: Advanced Education Program (TUAF), (2015), Survey of AEP students at TUAF about effects of advanced education program.

Moreover, the AEP as a kind of internationalization at home or we call “study abroad at home” provides more offers for Vietnamese students to access to modern technology and education by staying and studying in their home country. The joint program to some extent also helps Vietnam to train more graduates with international perspectives more quickly and cheaply (Tran ThiTuyet, 2014). While oversea students have to pay a huge amount of money for tuition, accommodation and other fees (except they receive scholarships from organizations or governments) in compared to the average revenue of people in Vietnam, studying at an advanced program is another good choice to enjoy an international learning and teaching environment. Apartfrom seeking to study in a moreadvancedsystem, many keep the hope of findinganopportunity to settle in the host countries(Altbach, P.G., 2002)

In addition to joint activities with partners in enrollment and student exchanges, AEP also promote activities inviting foreign lecturers and scholars from Germany, Australia, USA, Indonesia, Philippines to teach and organize seminars with topics relating to science and environmental management. In 5 years, AEP had been developing existing and establishing new relationships to invite more than 30 foreign lecturers from universities around the world to participate in teaching major subjects. This is a precious opportunity for the faculty and students in Vietnam to access to technical knowledge and practical, modern world. On the other hand, although the school fees for this cohort of students are often much higher than the fees contributed by the main stream students, students have experienced the advantages that the program brings to learners. In addition, opening advanced programs is also considered a good way of earning income for the University besides gaining reputation and high quality. The survey among students about the benefits they get when studying at the AEP as below:

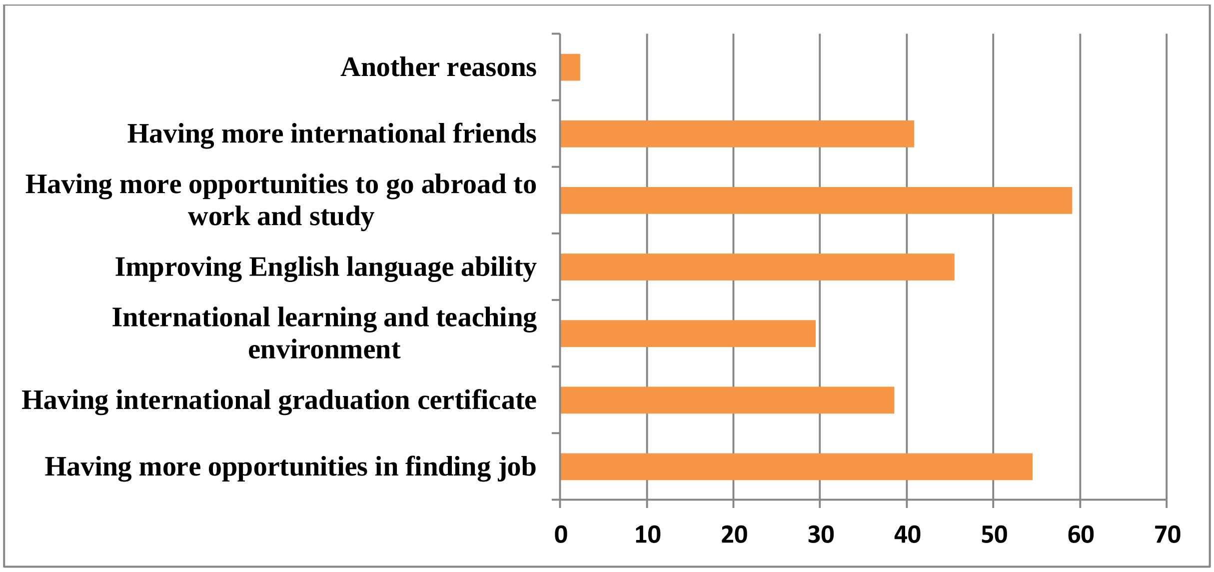


Figure 3: In your opinion, what are the advantages of studying in Advanced Education Program?
Source: Advanced Education Program (TUAF), (2015), Survey of students at TUAF about effects of advanced education program.

We can see from the chart that the main purposes of students when choosing to study at AEP are finding more opportunities to go abroad to work and study and have a good job after graduation, with more than 50% of people completing the survey. In addition, they have other reasons such as improving English language ability and making more international friends, constituting more than 40%. Other preferable choices are to get international graduation certificate and enjoy international learning and teaching environment at AEP.

Another activity implementing at AEP is internationalization abroad in forms of internship programs, student exchange programs. For some domestic students, experiencing internationalization involves pursuing part of their university studies in a foreign country. This is a form of career internship in the developed countries like the US, Japan, China, Taiwan, where students experience the modern, active working environment abroad. The purpose of this program is to transfer technical skills to help students contribute skills, learning experience to economic development in their countries. Each student participating in the international training and internship programs also has private purposes, including the development of language skills through communication with native speakers, professional skills development and personal working experience, increase of income for individuals and families etc.

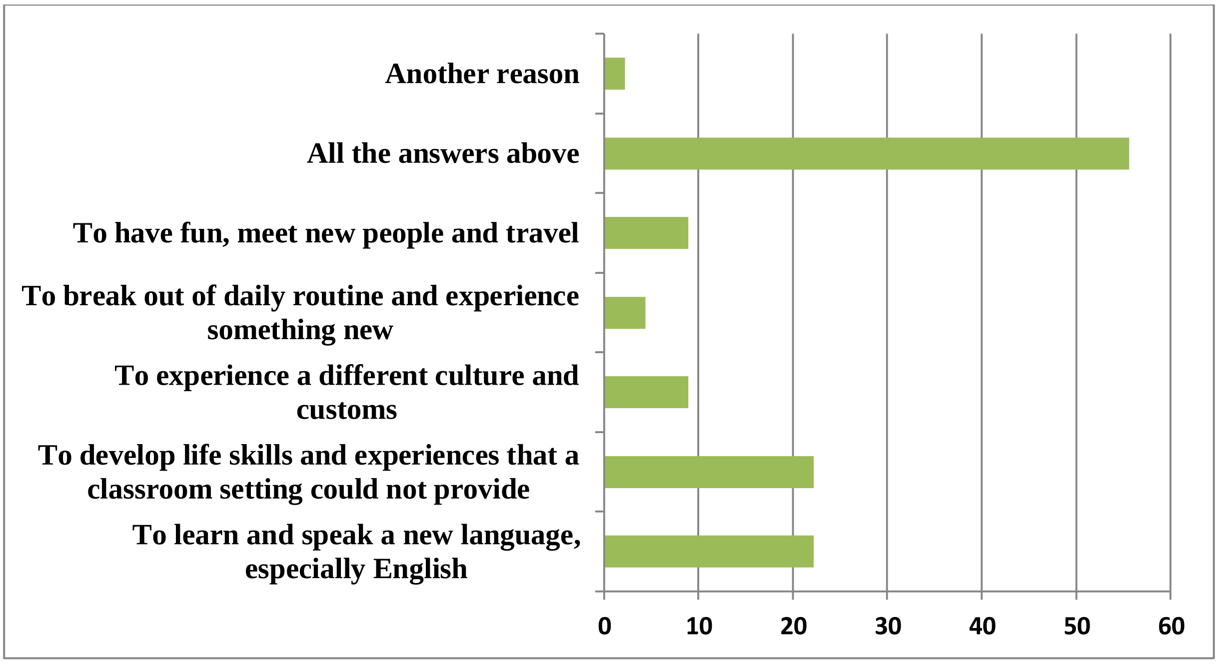


Figure 4: What are the reasons for applying abroad internship (among those already applied internship abroad or planning to do so)
Source: Advanced Education Program (TUAF), (2015), Survey of students at TUAF about effects of advanced education program.

Joining the internship programs, participants are instructed by experts to enhance professional capacity and contribute to the socio-economic development through the use of skills and experience they get when returning to the country. The trainees will contribute to the reform of quality management, work habits, raising public awareness. At the international level, the program brings benefits for the implementing partners, through strengthening relations with foreign organizations, management internationalization, and improvement to increase competitiveness and enhance economic efficiency. From 2013 to March of 2015, there have been 69 exchange and internship students at the universities in the US, Australia, Indonesia, the Philippines, Taiwan, Germany and Canada, etc. Students participating in the exchange programs are fully or partially funded by its partners or, under various forms of scholarships.

Challenges

Internationalization of HE undoubtedly has openedupmany good opportunities for Vietnamese education system as a whole and for the advanced programs in particular, however, it alsoimposesa number of challenges for adevelopingcountry like Vietnam. Whenadoptinginternationalization in an unbalancedworld,Vietnam has also accepted the risksassociatedwith a weaker party in internationalinteraction.The relationship between developedcountriesand developing countries in the processofinternationalization of education isoftendescribed as the process ofexporting-importing, of selling-buying orselling-receiving, of globalizer–globalizingeducationalpolicies and services (Altbach, P.G., 2004). A fact shows that many universities in developed countries cooperated with the partner universities in developing countries not because of the need and interest, just because they are interested in gaining prestige and profit. This status also occurs in the AEP implementing in TUAF.

The first problem that the program is facing is the lack of facilities. The bare minimum

Vietnamese staff and lecturers are qualified in teaching properly in English. Moreover, the number of professors from prestigious universities fromitspartner institutions are invited is not sufficient to meet the needs of students. The reason is not only because of the lack of financial resources, but also due to the tightschedules of these professors that the university has difficulties in arranging time. Therefore, their teaching time in Vietnam is very short, from 2 to 3 weeks, leading to the pressure on students as they have to study in a dense schedule in order to complete the course with the professor.

One of the difficulties most frequently reported when import an international program is the English ability of theVietnamese teaching staff and their students, which is not yet adequate for them to teach and study inEnglish. As our survey of AEP students, 36.2 % answered that sometimes they have difficulties in understanding the lectures when using 100% English in classes. This can be a barrier in ensuring the quality of teaching and learning although using English is a good way to access to international knowledge and materials. In addition, students in AEP face problems when the graduation requirement is quite high with 5.5 score of IELTS (International Language Testing System), with 27.7% survey students agreed that. The fact is that the entrance quality of English ability of AEP students generally is low because their major is not English and almost of them have no much interest in English. So that, after 5 years of studying in AEP, achieving 5.5 IELTS is not easy for them. In 2014, among student finishing the course, there were only about 20% of them met the requirements of the program and graduated.

Financial problem is also necessary to take into consideration. Even with the financial support from the government, the university is stillfacing many difficulties in running the program, especially in terms of attracting both local and international students to these programs. According to Nguyen ThuyAnh (2009), the passive import of curricula from theso-called-prestigious universities, the lack of Englishability of both the Vietnamese academic staff and local students, the high entrance requirements with high tuition fees and the domestic degrees granted at the end of the programs all make these programs lessattractive compared to numerous jointprogramsoffered elsewhere in Vietnam. Furthermore, the higher tuition fees that students have to bear may also discour age them and their families to take partin theseadvanced program seven when they area cademically qualified. Especially, in the next years when the Government stops supporting finance for the advanced program and they have to be financial autonomy, this could be a more burden on student fee and impact to the enrollment of the program.

Besides, questions can be raised about the appropria tenes sandattractivenessof the programin comparison with double degree programs operated by Vietnamese institutions and foreign partners. Graduating from theseprograms, students areguaran teed to received grees from the foreign universities which are internationally recognized. Mean while, the current advanced program can justoffer domesticdegrees by the University and a certificate from the partner University.

Conclusion

Currently, although it is difficult to compare the quality of the advanced program to other programs because it is only at the initial stage, we can clearly see from the program that we have obtained many benefits in improving the quality and prestige of education system, changing learning and teaching environment in Vietnam as well as labor resource. In addition, it can be said that advanced program is a breath of fresh air that we should embrace as it has potential in innovation and improvement the quality of training, capacity building of teachers, officials and employees.

References

1. Altbach, P.G. (2002). Perspectives oninternationalhigher education.*The MagazineofHigher Learning*.
2. Altbach, P.G., & Knight, J. (2007). Theinternationalization of highereducation:Motivations and realities. *Journal of StudiesinInternational Education*.
3. Altbach, P.G., Globalisation and theUniversity:Myths and Realities in an Unequal World.Tertiary Education and Management, 2004.
4. Knight, J., &Altbach, P., G. (2007), The International of Higher Education: Motivations and Realities.
5. Knight, J.(2004). Internationalization Remodeled: Definition, Approaches, and Rationales. Journal of Studies in Higher Education; 8 -5.doi: 10. 1177/1028315303260832
6. Minh-Quang Duong (2013). Internationalization of the Curriculum in Vietnamese Higher Education: Evidence from Vietnam National University of Hanoi. University of Social Sciences and Humanities of Ho Chi Minh City.doi: 10.7813/jes.2013/4-2/21
7. MOET (2005a). Vietnam Higher Education Renovation Agenda: Period 2006-2010.Hanoi: MOET.
8. MOET, (2008). Project for training byadvancedcurricular in some Vietnamese universities:Period2008-2015.
9. MOET (2005). Report on total of students abroad.
10. MOET (2008) *Project for training by advanced curricula in some Vietnameseuniversities: Period 2008-2015.* Hanoi:MOET.
11. MOET, Report on total of students abroad.2005,MOET:Hanoi.
12. Nguyen ThuyAnh, 2009. The Internationalization of Higher Education in Vietnam: NationalPoliciesand Institutional Implementation at Vietnam National University.*Hanoi College of Economics - Vietnam National University,Hanoi*.
13. Tran ThiTuyet (2014) Internationalization of HE in Vietnam: Opportunities and Challenges. *Language Education and Quality Assurance ResearchCentre, VNU University of Languages and International Studies, Pham Van Dong, Hanoi,Vietnam.*
14. Subrata Kumar Mitra (2010). Internationalization of Higher Education in India: Emerging Trends and Strategies. *Institute of Management Technology*.Retrieved from Asian Social Science database.
15. ZhaQuang, (2003), Internationalization of Higher Education: toward a conceptual framework. *Ontario Institute for Studies in Education, University of Toronto, Canada.*
16. International Training and Development Center (2014). Closing study year report 2013 – 2014.*Advanced Education Program, Environmental Science and Management, International Training and Development Center*.

Innovative Teaching Strategies in Legal Profession

San Dar Wynn

Inti International University, Malaysia (san.darwynn@newinti.edu.my)

ABSTRACT

In order to equip students for a more global workplace, educators can provide learning opportunities for students to interact with their peers, lecturer, and content by introducing blended learning into their classroom. Game based learning, technology integration, flipped classroom, etc. are available tools to implement blended learning. The objectives of this paper are to provide knowledge of some teaching tools used in law subjects and to share the experiences gained from blended learning practice in the classrooms.Blended learning was introduced in three of my subjects: International Trade Law in the Bachelor Degree in International Business Programme and Public International Law and Company Law in the UK Degree Transfer Programme, INTI International University,in 2013. First, online games such as Crossword puzzles, Ordering, Matching, Climb-the-Peak, Race-the-Car, Catch fast, Hang man, provided by Raptivity are used in the classroom. In addition to these games, e-books, 3D museum, flash cards from Raptivity are used to make readingfun for the students. The flipped classroom is alsoused to promote student centered learning, whilst Camtasia is a tool whereby students can learn inside and outside of the classroom. Meanwhile, Blackboard is used as a learning platform for students to interact with their peers, lecturer and the content. It is observed that more initial preparation time is required to design a blended teaching model. However, I find using these valuable tools in the classroom an exciting experience since students are able to achieve better exposure, to engage more actively in learning and enjoy greater time flexibility.

Keywords: Innovative teaching, Raptivity, Camtasia, Blackboard, Flipped classroom

Introduction

In order to equip students for a more global workplace, educators can provide learning opportunities for students to interact with their peers, lecturer, and content by introducing blended learning into their classroom. Technology plays a vital role in the contemporary world, especially for Gen-Y and Gen-Z. As academicians, we have to catch up with the changes in the education industry and meet the needs (requirements) of the generation for whom we are going to facilitate learning. In order to be in line with holistic education, educators should focus on innovative teaching in which blended learning is considered as a major element.

Pankin et al. (2012) defined blended learning as “structured opportunities to learn, which use more than one learning or training method, inside or outside the classroom”. Blended learning can be implemented using different learning methods (lectures, discussion, games, case study etc.), different delivery methods (face-to-face instruction, flipped classroom or computer based learning opportunities) and different levels of guidance (individual, lecturer led or group learning).In blended courseslecturers are able to use a variety of instructional techniques which combine face-to-face and computer based learning opportunities. The Association for the Advancement of Computing in Education (2007) stated that computer based technologies can be used to selectively present case studies, tutorials, self-testing exercises, simulations, or other online work in place of some lectures or lab material.

Alammary et al. (2014) identified three distinct design approaches. These include low-impact blending which adds extra activities to an existing course, medium-impact blending which replaces activities in an existing course, and high-impact blending which builds the blended course from scratch.

Garrison and Kanuka (2004) addressed administrative and leadership issues such as policy, planning, resources, scheduling, and support and presented the outline of an action plan to implement blended learning approaches. At the author's university, the use of blended learning in our teaching is highly encouraged and supported since a blended learning model provides the students with greater time flexibility and improved learning.Since June 2015 implementation of blended learning has been required in all modules for at least an hour a week. Appropriate training and required computer based technology, namely Raptivity, Camtasia and Blackboard,have been provided since 2013. The university assists learners and instructors to develop a flexible format with the ability to time-shift. The objectives of this paper are to provide knowledge of some teaching tools used in law subjects and to share the experiences gained from blended learning practice in the classrooms.

Methodology

Blended learning with medium-impact blendhas beenused in International Trade Law for the Bachelor Degree in International Business Programme and Public International Law and Company Law for the UK Degree Transfer Programme, at INTI International University since 2013.International Trade Law is offered in Year 3, Public International Law and Company Law are offered in Year 2.

Teaching tools used in students' centered learning approaches includeRaptivity, flipped classroom, online discussion board and Camtasia.Raptivityis known as an innovative do it yourself tool for blended learning that offers a rich collection of 190+ templates which range across categories such as games, simulations, brainteaser, interactive diagrams, virtual words and many more (http://www.raptivity.com/). It enables you to create e-learning interactions quickly and easily with customizable e-learning templates without any programming. Games such as Crossword puzzles, Ordering, Matching, Climb-the-peak, Race-the-car, Catch fast and Hang man, are used in the classrooms. Students are able to test their knowledge and do revision by playing such games. In addition to the games, e-book, 3D museum, flash cards are used to make reading fun for the students. Students can practice them at home without compromising class time.

Flipped classroom is another type of blended learning that reverses the traditional classroom arrangement by delivering the subject matter outside of the classroom and moves homework or assignments into the classroom. In a flipped classroom model, students watch online lectures or video or carry out research at home and discuss the concepts in the classroom with the guidance of the lecturer. This design allows for more interaction between the students and lecturer.

Camtasia is also another valuable tool for attractingthe student’s attention. Camtasia is software, like raptivity, which records on-screen activity into an audio and web cam video file and allows the lecturer to edit and distribute it (http://www.techsmith.com/camtasia.html).

Blackboard is also a platform for e-learning which provides online tests, discussion boards, reflective journal, blog, wi-ki and others. These are useful methods for students to understand the topic better especially for the complicated areas, cases, case studies and principles. By using the discussion board, for example, students can exchange ideas with each other and the lecturer can also guide them to have better understanding and approaches towards the topic.

Results

Raptivity

Games such as Crossword puzzle, Climb-the-peak and Race-the-car were given as examples in this study.

Among others, the easiest and most popular model in Raptivity is a *crossword puzzle* which is implemented in clarifying the relationship between International Law (IL) and Municipal Law (ML) in the Public International Law course. There is a restriction on creating crossword puzzles in Raptivityas it provides only a 12×12 table. So the instructor can create a puzzle of no more than 6 or 7 words. Alternatively crossword puzzles can be created without using special software. The website‘http://www.theteacherscorner.net/’provides the facility to make crossword puzzles of up to 35 words. Figure 1 shows an example of a crossword puzzle used in the above mentioned topic.The advantage of making crossword puzzles in Raptivity is that students can do them online. By completing such a crossword puzzle, students can become familiar with legal terms such as imputability, non-justiciability which are mainly used in Public International Law. Students very much enjoy participating inthis exercise.

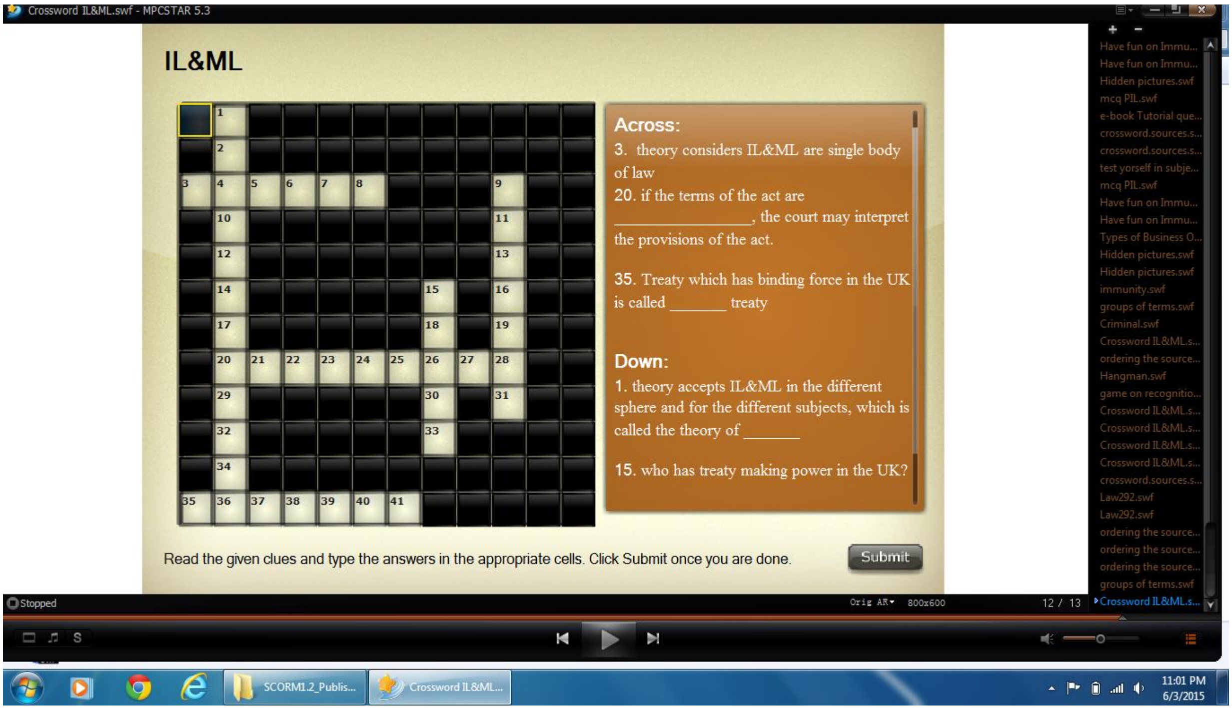


Figure 1: Showcase of crossword puzzle used in clarifying relationship between International Law and Municipal Law

One of the popular games among students is *Climb-the-Peak,* which is applied in State Jurisdiction in Public International Law. Students must climb the mountain to reach the peak by reading all the complicated principles regarding state jurisdiction. On top of the mountain, some questionsare posted for students to test their understanding on the said topic. Figure 2 provides the showcase of game based learning in Public International Law. This exercise triggered the interest of students in reading complex principles which they need to understand in Public International Law. Students preferred to read the material provided in this game rather than reading from lecture notes or traditional style textbooks.

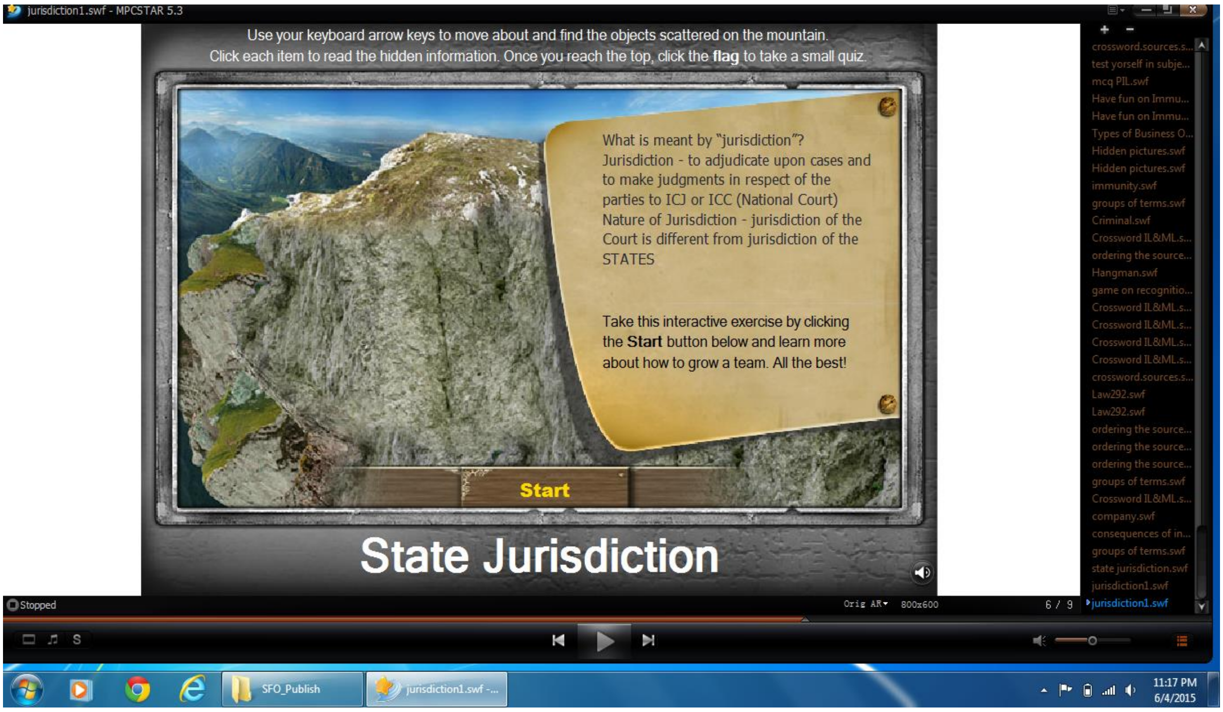


Figure 2: Showcase of Climb-the-Peak used in State Jurisdiction in International Law

One of the most popular templates is a *Race-the-Car*game. Students mustwatch a video before they come to the class and answer multiple choice questions on basic knowledge about public international law along the way until they reach the finish line of the race. Figure 3 represents the showcase of the game *Race-the-Car*in Public International Law. This game suits the generation Y students very well since they are adventurous. It is observed that students were engaged and motivated by the games. It helps students to understand the introduction to Public International Law.It created awareness of the subject and students were well-prepared on the first day of the class for the unfamiliar subject of Public International Law. It is again an alternative approach to traditional teaching methods.

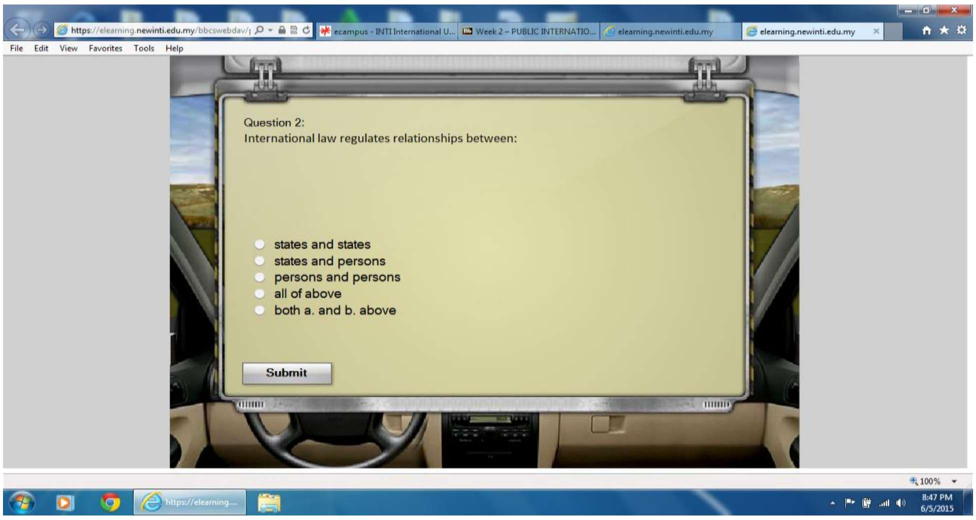


Figure 3: Showcase of Race-the-Car game in Public International Law

One of the well-liked software in Raptivity is*e-book*since it is simple and easy to understand. E-book is implemented in the course on Company Secretary in Company Law. Figure 4 presents the showcase ofthe template used in Company Law. This template was attractive to students since it provided images which are related to the text. Students had fun reading the test together with the images and this stimulated their interest rather than reading from plain text.

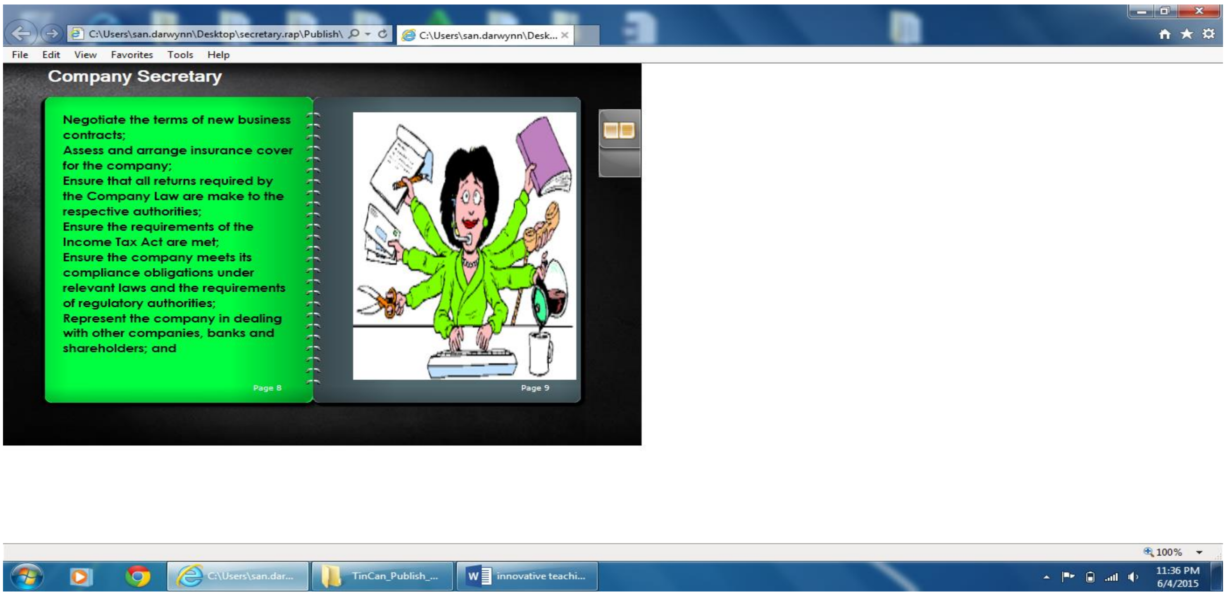


Figure 4: Showcase of e-book in Company Secretary in Company Law

Raptivity provides *3D Museum* which is a very useful tool for topics that are quite dry. The attention and motivation of students are triggered by 3D models. Therefore Raptivity, in particular 3D Museum, was used in INCOTERMS 2010 in International Trade Law since INCOTERMS were explained together with illustration and text. Figure 5 shows the showcase of 3D Museum.This was also very popular with generation Y students, who are very interested in 3D images. It is available only in online teaching methodology.

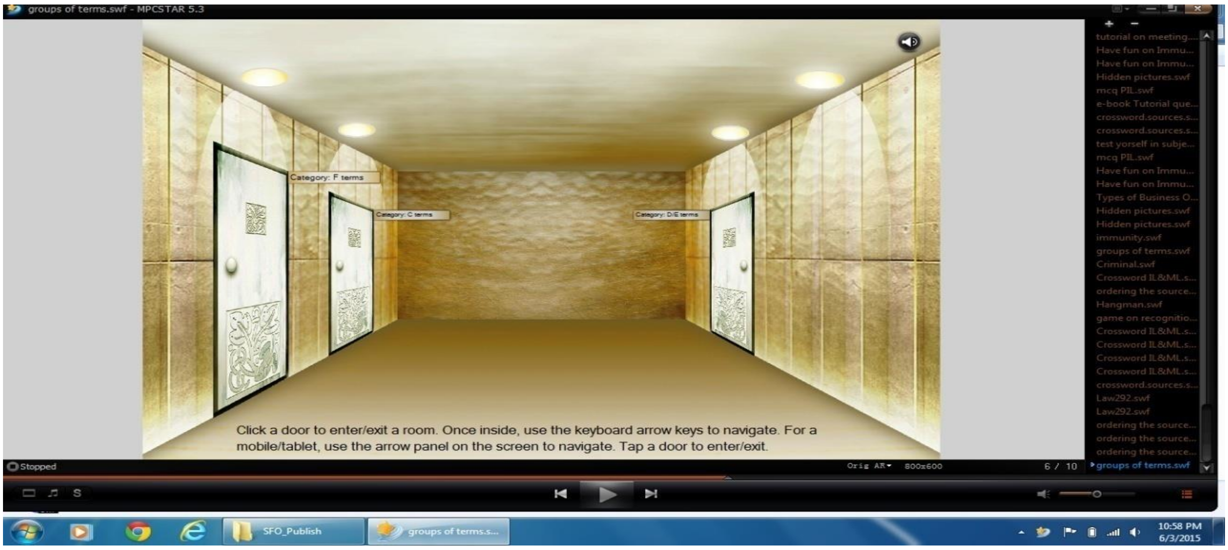


Figure 5: Showcase of 3D Museum used in INCOTERMS 2010

Another interesting template is *Pros-and-Cons*. It is very attractive,especially to law students, since the symbol of justice is presented in the template. It is the most applicable template to describe the advantages and disadvantages of particular laws or principles. This is deployed in the topic of consequences of incorporation in Company Law. Figure 6 provides the showcase of a template used in Company Law.

Figure 6: Showcase of Pro-and-Cons used in consequences of incorporation in Company Law

Flipped classroom

Flipped classroom is used in International Trade Law and Public International Law.Before they came to the classstudents from International Trade Law were asked to watch a video on the changes in INCOTERMS 2010 which was produced by the International Chamber of Commerce. A link to view the video was given to them a few weeks in advance. A discussion on the five major changes in INCOTERMS 2010 took place in the classroom with the lecturer and peers. For the latter subject, students were asked to carry out research on the recent Edward Snowden issue by reading articles and watching the news on international broadcasting stations. In the classroom the students then discussed the said issue in accordance with State Jurisdiction principles under public international law. The outcome of this implementation is re-purposed class time. Students had more opportunity to discuss and analyze the problem based questions with the lecturer face-to-face in the classroom.

Blackboard

One of the tools used in my classes was online assessment quizzes. Students must complete the quizzes within the time frame given by the lecturer. The advantage of this method is that students obtain their score immediately and are generally allowed to have multiple attempts. It was implemented in the Public International Law course. Figure 7 describes online assessment on Blackboard.Students were exposed to various styles of quizzes such as matching, hierarchy, jumble the sentence. Furthermore, Blackboard allows the lecturer to have great control over the quizzes by setting randomized appearance and one quiz at a time, unlike in traditional multiple choice questions.

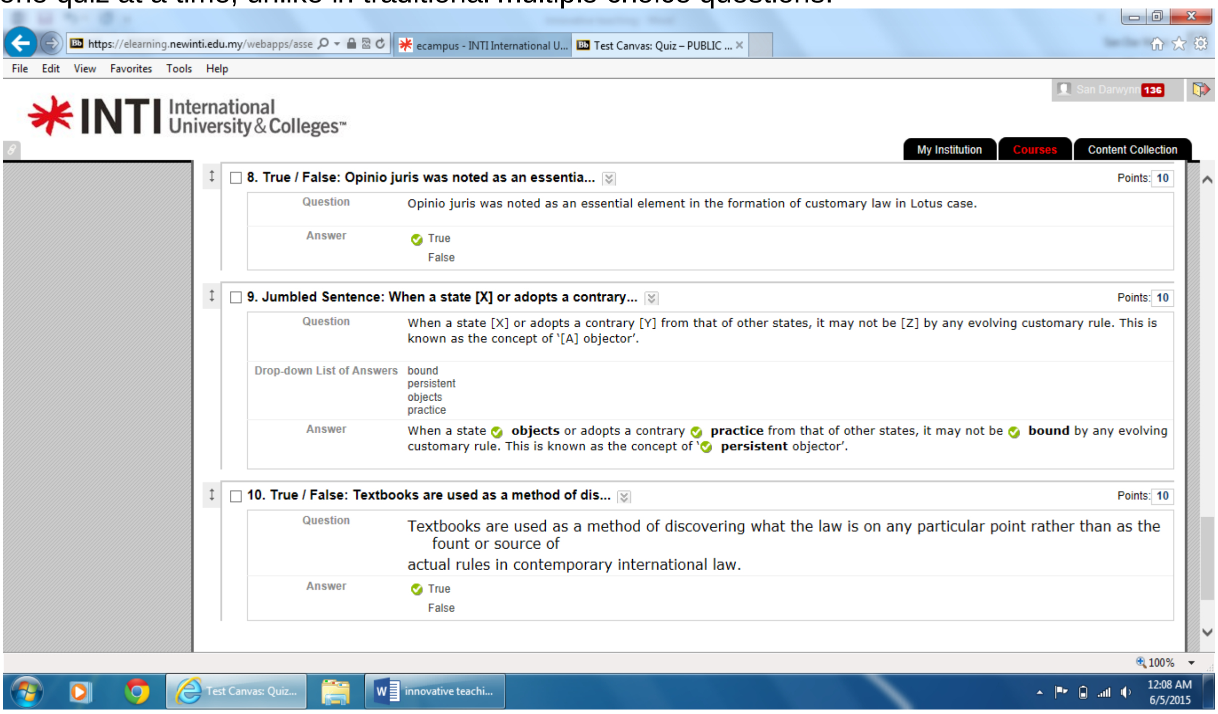


Figure 7: Showcase of Online Assessment of Quizzes
on Blackboard in Public International Law

Discussion board in Blackboardis a powerful tool forenabling students to understand the topic better, especially for complicated areas, cases, case studies and principles. Students exchange their ideas on the discussion board andthe lecturer provides constructive comments on their discussion online. Another useful tool in blackboard is the reflective journal. Students are asked to write a reflective journal at the end of the chapter to reflect what they have learned. Both tools are used for Public International Law and International Trade Law.

Turnitin assignment on Blackboard can be used as an eco-friendly way of doing assessments since the student can submit and the instructor can mark online. Students can also check plagiarism on their own and get their own originality report.

More initial preparation time is required to design a blended learning model. However, I find creating game based learning with Raptivity, choosing the suitable topic for flipping classroom, using tools on the Blackboard exciting and rewarding. Among these tools mentioned above, game based learning is the most enjoyable tool for students. It is observed that students are more active in learning and having fun at the same time, able to acquire a deeper understanding of the content since interaction increases and students learn from one another.

Conclusion

Based on my experience in blended learning, I draw the following conclusions.

It is found that the effectiveness of blended learning depends on good modelling of face-to-face and online communication. More initial preparation time is required to design a blended learning model. However, response and feedback can be given to students consistently, quickly and helpfully through computer based technology.

As for the students' experience, they find it easier to remember important points and they can get ideas from peers. At the same time they learn and have fun in their learning.They have time flexibility since they can work from home.

As a result, students are able to achieve better exposureto their peers, lecturer, and content of the course so that the level of active learning is increased.

References

1. Alammary, A., Sheard, J., and Carbone, A. (2014). Blended learning in higher education: Three different design approaches. *Australasian Journal of Educational technology*, 30(4), 440-454.
2. Association for the Advancement of Computing in Education (AACE), (2007). Perspectives on blended learning in higher education. Retrieved from ablendedmaricopa.pbworks.com
3. Garrison, D.R. and Kanuka, H. (2004). Blended learning: Uncovering its transformative potential in higher education, *Internet and Higher Education*, Vol. 7, 95-105.
4. Pankin, J., Roberts, J. andSavio, M., (2012). Blended Learning at MIT. Retrieved from http://web.mit.edu/traing/trainers/resources/blended_learning_at_mit.pdf
5. http://www.theteacherscorner.net/
6. http://www.raptivity.com/

7. http://www.techsmith.com/camtasia.html

Internationalization of Higher Education Institutions: The Case Of Four HEIs in the Philippines

Ma. Florecilla C. Cinches[1], Ruth Love V. Russell[2], Maria Loida Faye C. Borbon[3], Judith C. Chavez[4]

[1]*Liceo de Cagayan University, Philippines (maflorcortescinches@gmail.com or fcinches@liceo.edu.ph)*
[2]*Xavier University-Ateneo de Cagayan, Cagayan de Oro City, Philippines (rrussell@xu.edu.ph)* [3]
*La Salle Green Hills, Metro Manila, Philippines (*loidsborbon@gmail.com)4
Lourdes College, Cagayan de Oro City, Philippines (jchavez302003@yahoo.com)

ABSTRACT

The last decades saw universities from all over the world experiencing increased pressure from the external environments because of globalization. It is a common understanding that internationalization is an institution's ready response and/ or a reaction "to cope with the global academic environment" (Bernardo, 2003; Altbach and Knight, 2007). Many Higher Education Institutions' (HEI) leaders in the Philippines like their international counterparts internationalize their institutions. This paper studied internationalization in four selected HEIs in the country. It reviewed their internationalization practices and /or approaches and its impact to faculty and students. The mixed method design through the case study approach was utilized where each HEI represented a case of internationalization in their respective institution. An interview guide on internationalization adapted from Hill and Green (2008) provided mainly the qualitative information; most quantitative data were taken from Student and Faculty Survey Questionnaire on Internationalization (Iuspa, 2010). Data were also gathered from document analysis. Findings of the study revealed that HEIs in the study varied in their range of internationalization practices, but intentions to internationalize were commonly academic and economic. Attitude of faculty and students toward internationalization was generally positive. However, there were some observed gaps that need to be addressed especially in maximizing faculty members' and students' opportunities for internationalization. Result of this study can offer the HEIs' decision makers valuable information about their respective internationalization processes to guide them further in their strategic planning specifically in sustaining the thrust on internationalization.

Key words: Globalization, Internationalization motives, Internationalization approaches, Internationalization processes

Introduction

The last two decades saw universities from all over the world experiencing increased pressure from the external environments because of globalization. This globalized pressure is recognized as forces acting on educational institutions which are tied to culture, economics, politics, business and power "pushing 21st century higher education toward greater international involvement" (Altbach and Knight, 2007; Bond, 2006). It is an irreversible reality of contemporary human life and its impact has seeped into the educational sector in many complex and paradoxical ways and has challenged traditional institutions (Tullao, 2003). Higher education institutions (HEIs) engage in a variety of international initiatives in response to this growing globalized village and have launched into several approaches to become global educational institutions. Scholars and experts regard the process of internationalization as a prompt response to the widespread phenomenon of globalization (Altbach and Knight, 2007; Chan and Dimmok, 2008; de Wit, 2009; Knight, 2004; Ninomiya et al., 2009). It is a "natural and inevitable consequence of the continued globalization of economies" and a response inclusive of policies and practices embarked by academic systems and institutions and even individuals and the purpose is "to cope with the global academic environment" (Bernardo, 2003; Altbach and Knight, 2007).

Additionally, internationalization of higher education institutions is a growing focus of many studies. Other than being a subject of interest to academic institutions, policymakers are now paying attention to this phenomenon because economic performance is affected by the growing cross-border flows of knowledge, knowledge-workers, and students (OECD, 2008; Pama, 2013). In the Philippines, the Commission on Higher Education (CHED) has similarly recognized the need for internationalization as it gears up to support significant researches on this innovation considering the thousands of HEIs comprising both state and private institutions. CHED's mandates include enhancement of institutional quality assurance and directs all HEIs to institute the necessary mechanisms that ensure graduates can competently cope with the standards of a rapidly changing globalized world and be mindful of global competitiveness (CMO 46, s. 2012, art. 1, sec. 2). The internationalization of higher education is not only an internal requirement in the country, it is also seen as a strong component for economic development.

This study looked into the internationalization motives and processes of four selected HEIs in the country. It further studied their specific approaches to internationalization. There is a dearth of studies conducted on the internationalization processes in the country. The value of this study lies primarily on assessing what potential of the observed processes in the involved HEIs' internationalization activities can offer in higher education. An in-depth understanding of internationalization is essential for management to sustain the internationalization effort. Findings of this study may provide the HEIs' decision makers valuable information about their respective internationalization processes to guide their strategic planning.

Framework

Internationalization has increased asymmetrically among HEIs during the past decades and Altbach et al. (2007) noted that international activities have expanded in universities not only in terms of volume and scope, but also of complexity. International activities in the Philippines are varied and they range from the education and training of student and faculty abroad to internationalizing the curriculum, research collaboration and international networks (Bernardo, 2003; Gonzales, 2006; Karim and Maarof, 2013). International activities in HEIs are driven by the motives of internationalization. This section discusses the varied motives that propel HEIs in undertaking internationalization. It also delves on the different approaches to internationalization commonly undertaken by HEIs. The study likewise explores the impact of these approaches on the institution at the level of faculty and students.

Motives. HEIs must have a clear understanding of "why" internationalization is significant for the institution. A decisive motive should underlie the logic of a truly global academic institution which is not to *teach the world* but to *learn from the world* in order to enhance the institution's capacity to create new knowledge and develop truly global citizens (Hawawini, 2011). Knight (2004) and Stier (2004) identified categories of rationales or motives that drive HEIs to internationalize. These are *academic* (achieving international standards for both teaching and research)*; economic* (finding new sources of revenues and growth); *political* (influencing potential and actual opinion leaders to enhance the political standing of the institution's country of origin); and *religious* (spreading the faith of a particular religious organization). This study focuses only on *academic* and *economic* motives since these are higher education institutions based where benefits from internationalization are more apparent. Academic internationalizing rationales goes by the reasoning that "by encouraging greater internationalization across teaching, research, and service activities, the quality of higher education can be enriched" (Ghasempoor et. al, 2011). These are driven to fulfill the institution's educational mission; to remain academically relevant in an interconnected world that is becoming increasingly global and to attract the best students and faculty worldwide. With the current labor market requiring graduates to have international, foreign language and intercultural skills to be able to interact in a global setting, institutions are placing emphasis on internationalization. Another aspect to this reality is the competitive pressures from peer institutions that established international dimensions to their programs (Van der Wende, 2007; OECD, 2012; CHED, 2012).

Analyzing the HEIs motives to internationalize may start with its reason for being. Hill and Green (2008) suggest that questions like: "Is internationalization part of the vision, mission, or goals of the institution?" "Is internationalization needed to achieve its mission?" Beyond accomplishing one's mission through relevant programs and experiences for students are academic realities that HEIs need to address. For continuing relevance, the demand from stakeholders especially the faculty and students for courses, programs, and research topics that deal with global issues need to be appropriately addressed (Hill and Green, 2008; Iuspa, 2010). Iuspa (2010) likewise indicated that while the central role of the faculty could not be questioned in internationalization, students are also expecting an undergraduate education that will prepare them to be competitive in a more globalized world (Van der Wende, 2007; OECD, 2012; CHED, 2012). Motives to internationalize among institutions are basically academic if the drive is to achieve global standards to enrich the quality of higher education. To sustain this momentum also indicate the need for the steady support of the administration, budget and manpower to encourage greater internationalization across teaching, research and service activities.

Alongside the academic rationale is the economic motive of internationalization which is driven ultimately by a need to find new sources of revenues and growth. Altbach and Knight (2007) said that "earning money is a key motive for all internationalization projects in the for-profit sector and for some traditional nonprofit universities with financial problems." These authors claimed that many countries host new private universities with overseas links with some in the for-profit sector where international students are recruited to earn profits by charging high fees. In other cases where enrollment in some programs drop as a result of changes in economic conditions or the supply has exceeded demands, offering a program abroad can shield revenues from these domestic sources of risk because revenues from educational markets around the world do not vary synchronously: countries are at different stages of economic and technological development and have different demographic profiles. These differences, in turn, produce different levels of demand for education around the world and create opportunities for HEIs for sources of revenue (Hawawini, 2011). Funding is crucial to the internationalization of higher education to sustain the academic motives. Even if the main motivation is not financial, the issue of internationalization's sustainability requires funds side by side with the constant commitment to succeed (Knight, 2007); hence, there is a need to invest in advanced internet networks to enable collaboration in research, provide access to specialized instrumentation and encourage collaboration for teaching and learning (OECD, 2012).

Furthermore, within the academic and economic motives are stakeholders that influence the HEIs' rationales for internationalization. Iuspa (2010) noted that within the institution there are three subgroups: "the institutional level, the academic and their departments, and the students" (de Wit, 2000, p. 12). These subgroups have their own motives for internationalization. As these subgroups interact, their motives may overlap leading to the internationalization process of the institution.

In review, motives serve as the founding pillars of the internationalization process. Since these motives are not mutually exclusive, HEIs must have a clear understanding of "Why" internationalization is significant for the institution. Which rationales HEIs decide to follow, will depend on the institution's history, resources, and the stakeholders' influences (Iuspa, 2010).

Approaches. HEIs' motives for internationalization are evident in the practices and/ or processes also called approaches. An approach to internationalization reflects or characterizes the "values, priorities, and actions that are exhibited during the work towards implementing internationalization" (Knight, 2004). Identifying the institution's approach will assist the school in assessing its internationalization processes.

At the institutional level, Knight (2004) espoused six approaches to internationalization such as (a) activity (b) outcomes; (c) rationales; (d) process; (e) at home; and (f) abroad. Specifically, the *activity* approach covers study abroad, curriculum and academic programs, institutional linkages and networks, development projects, and branch campuses. The *outcomes* approach refers to desired outcomes such as student competencies, increased profile, more international agreements, and partners or projects. The r*ationales* approach consists of the primary motivations of internationalization. In relation to the *process* approach, internationalization is considered a process where an international dimension is integrated into teaching, learning, and service functions of the institution. The *At home* approach understands internationalization as the creation of a culture or climate on campus that promotes and supports international / intercultural understanding and focuses on campus-based activities. The *Abroad (cross-border)* approach refers to the cross-border delivery of education to other countries through a variety of delivery modes (face-to-face, distance, e-learning) and through different administrative arrangements (franchises, twinning, branch campuses, etc.).

Similarly, Bernardo (2003) reflected Knight's approaches to internationalization in his models of international higher education clustered into *internationalism*, and *open market transnational education*. Under internationalism, the activities encompass: (a) international student mobility, (b) faculty exchange and development, (c) research collaboration, (d) foreign language study, (e) building international perspectives, and (f) international networks. Examples of open market transnational education are: (a) distance education, (b) locally supported distance education, (c) twinning programs, (d) branch campuses, (e) franchising agreements, and (f) international quality assurance systems.

Three dimensions were identified by other authors as a component to academic mobility namely: student mobility, program mobility, and institution mobility (Do and Pham, 2014). First, student mobility denotes students' leaving their respective home countries to study in another country either through governmental scholarships or by self-finance mode. Second, program mobility entails joint degree programs through partnerships programs offered overseas by one institution or jointly by two or more. This program mobility comes through collaboration with foreign institutions either through franchising or twinning agreements.

Approaches to internationalization in this study discussed of activity; outcomes; process; at home; and abroad (Knight, 2004); internationalism, and open market transnational education (Bernardo, 2003) and student mobility, program mobility, and institution mobility (Do and Pham, 2014). Synthesizing what they espouse yields the following common approaches to internationalization namely: *international student mobility* (Bernardo, 2003; Knight, 2004; Do and Pham, 2014; Rudzki, 2000)); *faculty exchange and development* (Bernardo, 2003); *institutional linkages, networks and research collaboration* (Knight, 2004; Bernardo, 2003); *and partnership programs* or *cross-border delivery of education to other countries through a variety of delivery modes using strategies* such as face-to-face, distance, and e-learning (Bernardo, 2003; Do and Pham, 2014); *building international perspectives by having the international dimension integrated into teaching, learning and service functions* (Bernardo, 2003; Knight, 2004). Models of Knight (2004), Bernardo (2003), and Do and Pham (2014) served as guide to analyze the motives, approaches, and impact of internationalization of the HEIs under study.

Crucial to the actualization of internationalization at the level of the HEI functions are the faculty. Iuspa (2010), however, indicated that while the central role of the faculty could not be questioned in internationalization, students also expect an undergraduate education that will prepare them to be competitive in a more globalized world (Van der Wende, 2007; OECD, 2012; CHED, 2012). Faculty and students understanding of internationalization in their institutions are central to the "process of integrating an international, intercultural and/or global dimension into the goals, function (teaching/learning, research, service) and delivery of higher education (Knight, 2003). It is, then, very important to assess their general attitudes to internationalization, their view of support for internationalization in the learning environment and their perceived benefits.

Methodology

This study was conducted in three universities and one college. Three HEIs are from Cagayan de Oro City (Xavier University, Liceo de Cagayan University and Lourdes College) and one from Manila (De La Salle University). A total of 928 randomly sampled college students, 150 faculty members, and 18 administrators were the sources of quantitative and qualitative data. From the three HEIs in Cagayan de Oro, the researchers agreed to limit their focus on the three colleges of their respective institutions (College of Arts, College of Business, and Teacher Education) while respondents from Manila were from the colleges of Engineering and Science only since the institution was on a special term owing to the institution's change in its academic calendar. These colleges were specifically chosen because of their "traditional" or established courses for the last fifty years at the least. Respondents of the study were the school administrators, faculty and students. Table 1 shows the distribution of the respondents. Administrators included the deans, chairpersons, vice presidents (academics and finance), and internationalization officers.

Table 1: Respondents of the Study

HEI	Students	Faculty	Administrators
A	328	50	6
B	362	44	6
C	75	29	2
D	165	27	4
Total	928	150	18

The study used the concurrent mixed method research design where quantitative data were collected parallel to the gathering of qualitative information (Creswell, 2011) using the case study approach. The Student and Faculty Survey Questionnaires on Internationalization (Iuspa, 2010) was the main source of quantitative data and the Questions to Guide the Internationalization Review (Hill and Green, 2008) was the main source for the qualitative data. Specifically, the 29-item questionnaire sought the opinions of the respondents on their general attitude towards internationalization (items 1-12), perceived support for internationalization in the learning environment (items 13-19), benefits of internationalization (21-26), and three questions answerable with yes or no (27-29). On the other hand, the questions to guide the Internationalization Review consisted of open-ended questions that included articulated commitment, strategy, structures, manpower, curriculum and co-curriculum, education abroad, analysis and recommendations. Quantitative data were analyzed separately from qualitative data. Results were compared and were combined.
To gather the qualitative data, focus group discussions, key informant interviews and individual interviews were utilized. Analysis of documents was utilized such as college reports, outcomes based curriculum and syllabi for each course offered in the colleges under review, to determine if graduate attributes, program/learning outcomes reflected internationalization. The researchers gathered data from their own HEIs to develop their case studies, after which the four individual cases were summarized into one presentation.

Findings and Discussions

Motives. HEIs recognized the need to respond earnestly to "a rapidly changing globalized world and be mindful of global competitiveness" (CHED, 2012) to sustain the institution's relevance. The present vision, mission and goals of HEIs under study, subtly or explicitly, emphasized enhancing the quality of education within the internationalization perspective. These are stated as "preparing global leaders" (LDCU, 2014), "forming leaders that serve the global community" (XU, 2014); "…that become global citizens, who think globally while acting locally" (DLSU, 2012) and "leaders in varied socio-cultural settings." (LC, 2013). For these HEIs, the VMG justify their processes and approaches to learn from the world and achieve international standards. Furthermore, such commitments to internationalization have permeated in the institutions' view of their graduates and of their program outcomes expressed in general as preparing students for global work. Specifically, these are exhibited as "globally competitive graduates"; "excellence through global standards" and globally responsible leaders" (HEI A); "man and woman of the 21st century" and "a person committed to understanding of his/her self and of his/her duties …to the world" (HEI B); "to attain global presence in scholarship and international engagement" (HEI C) and HEI D, "engaging in lifelong learning .. keeping abreast with national and global development" are evidently articulated.

Institutional responses to globalization's challenges and opportunities also include the creation of offices that oversee internationalization concerns. For example, HEI A has the Office for External Relations and Internationalization manned by a Vice President and HEI B established an Office for International Networking and Cooperation since 2006. HEI C can trace its internationalization effort back in 1968, but it was in 1996 and 1997 when more academic linkages were put up to serve both faculty and student foreign exchange exposure of the university. In 2011, a fully dedicated internationalization office was established with two centers: The Global Engagement for academic relations and linkage programs and The International Center for global education and exchange programs, linkages with embassies, program development, service management and advisory for international students. Meanwhile, the organizational structure of HEI D provides an external affairs office. This is supported by the deans and the research, planning and development coordinators who are also entrusted the responsibility to engage in internationalization initiatives.

Currently, the economic motive for internationalization is also seen with the responsibility of the offices to obtain and increase development funding for internationally focused research initiatives. Nonetheless, all three HEIs (A, B, D) claimed that most internationalization initiatives, for now, are financed by the institution with the end view to be self- sustaining in the long run.

From the preceding discussions, the academic and economic motives of the University to internationalize are clear. Document analysis revealed that it is not only in the VMGs where the intention to internationalize is evident; these were also articulated in their respective graduate attributes as well as in the program outcomes. Establishing a formal structure to oversee internationalization activities further support the motive of the HEIs to internationalize. All these efforts of the HEIs go by the reasoning that "by encouraging greater internationalization across teaching, research and service activities, the quality of higher education can be enriched" (Ghasempoor et al., 2011).

Approaches. The four higher education institutions under study manifest similarities and variations of their approaches ranging from activity, outcomes, and processes and at home as espoused by Knight (2004). For *activity,* all the institutions highlight curricula and academic programs as well as networks and linkages. Other than embedding internationalization in the program of studies, and offering of foreign language studies, varied activities were launched by the four institutions. HEI A, in particular, forges partnerships with the Federal Republic of Germany through Goethe-Institut Philippinen under the PASCH program "Schools: Partners of the Future; HEI B links with the Association of Jesuit Colleges and Universities- Asia Pacific (AJCU-AP) Association of Jesuit Colleges and Universities in the Asia Pacific (AJCU- Asia Pacific), Goethe Institute (German), Instituto Cervantes (Spain), Japan Foundation (Japan), Alliance Francaise (French) and the French Embassy; HEI C networks with Gammasonic Institute for Research and Calibration of the University of Wollongong in Australia, Chung-ju National University, South Korea, California State University in Hayward, California, and Universidad La Salle, Mexico, Eindhoven University of Technology, Netherlands, National University, Singapore, Arkansas Tech University, USA, and Ritsumeikan University, Japan. In one hand, HEI D links with Intellectbase International Consortium in the publication of its research outputs, and St. John University in New York in the Dunn and Dunn Learning model. These linkages are geared toward upgrading the quality of higher education as espoused by Knight (2004) and Bernardo (2003).

The *outcomes* approach, likewise, in focusing on the desired outcomes such as but may not be limited to student competencies, increased profile, more international agreements, and partners or projects (Knight, 2004). These are reflected in the graduate attributes stemming from the respective HEIs' core values and program/course outcomes. Institutional linkages locally and abroad complement the development of student competencies encompassing their openness to cultural diversity. Around 28% of students in HEI A and 10% students of HEI D engage in international internships which are currently limited to Southeast Asian countries and the United States. HEI B, in one hand, has provisions of fieldtrips abroad to supplement the "international" courses. HEI C reports on the presence and the opportunity of the inbound and outbound student exchange, as well as the visiting professors who have helped the university achieve some of its desired student attributes. For the school year 2013-2014 for example, the university was able to cater to 546 graduate international students and 235 undergraduate international students across the seven (7) colleges of the university.

Meanwhile, internationalizing through the *process approach is* actualized through the integration of international dimensions into teaching, learning, research and service. All the HEIs under study embed international studies in their respective programs. HEIs A, C, and D for instance, have courses in the Arts college like 'International Relations Theories and Issues,' 'International Economics', 'World Civilization and Literature', "Introduction to Global Society" to name a few; HEIs B has 42% of its subjects with international content. HEI A, furthermore, is currently in research collaboration with the Chinese Academy of Sciences in China and had collaborations with the National University of Singapore; Singapore Botanic Gardens, and Chulalongkorn University. For HEI B, there is also evidence of faculty research collaboration with its counterparts abroad (CAS & OICN, 2015). HEI D likewise engages in benchmarking in Asian institutions, research presentation in international fora, publication in international journals, and attendance of some faculty in international conferences.

The *at home* approach on the other hand, consists "of creation of a culture or climate on campus that promotes international/intercultural understanding and focuses on campus-based activities" (Knight, 2004). Cine Europa, the largest foreign film festival, is an offshoot of the partnership between HEI A and the European Union. For HEI B and C, international arts and culture are shown through films, exhibits and performances; the adaptation of Western classics in the context of Filipino reality. All four HEIs in this study engage in co-curricular activities such as cultural presentations; film shows, dance festivals, celebrations of international events; and international fora. HEI C further engages in International Center Buddy Pairing. Their international office facilitates welcome orientations for outbound and inbound students as reported earlier to almost a thousand graduate and undergraduate international students in the past school year.

The activities just discussed are corollary to the arguments that international activities in the Philippine HEIs under review are varied that ranged from the education and training of student and faculty abroad to internationalizing the curriculum, research collaboration and international networks (Bernardo, 2003; Gonzales, 2006; Karim and Maarof, 2013).

To measure *impact,* Iuspa (2010) Survey Questionnaire was the main source of the data. Table 2 shows the overall mean of the survey results for the combined faculty's and students' attitude on internationalization. Generally, the mean scores show that the respondents expressed positive outlook towards internationalization as shown in their responses on the general attitude, support of learning environment and perceived benefits.

Table 2: Combined Mean of the Mean from the Attitude Survey Questionnaire (Scale of 1-4)

Impact Variable	HEI				Overall
	A	B	C	D	
General Attitude	3.14	3.06	3.10	3.31	3.18
Support of learning environment	2.96	2.78	3.05	3.10	2.97
Perceived Benefits of Internationalization	3.38	3.24	3.54	3.46	3.41

General Attitude. In all four HEIs, the faculty members were more aware of the University's direction towards internationalization as seen by their responses on "internationalization as a component of the strategic plan" and "university's mission-vision supporting internationalization." This was revealed by the faculty-respondents' mean scores which were generally higher than the students' mean scores. HEI A interviews revealed that students were unaware of the content of the strategic plan of the university. Some students further claimed they had not seen the restated vision, mission and goals of the University (FGD, July 27, 2015). Gleaned from a key informant, HEI B said that "since internationalization is a recently set goal of the university, its direction, efforts and results are not yet firmly evident" nonetheless, "it is undeniable that internationalization opportunities are also made available by the university for the faculty and the students" (Interviews, July, 2015). In an interview, for HEI C, only two out of ten students were aware of the internationalization mission found on the university webpage (FGD, July 28, 2015). Yet, there was a consistently high positive attitude on "foster internationalization of instruction, research, and service learning", "learning about people from different cultures is a very important part of education", "study abroad programs are the best way for students to encounter another culture" and "understanding of international issues is important for success in the workforce." However, both students and teachers of the four HEIs viewed "contact with individuals whose background differs from my own is not an essential part of education" rather low. It is said that some local students are not keen to interact with international students due to language, cultural or perceptual barriers (Jiang and Carpenter, 2014). This might be taken as a point of reflection by the entire community since this rating counters their core competence on "engender nurturing environment." In a nutshell, the general attitudes of respondents toward internationalization were fairly high implying favorable orientation of faculty and students toward responding to globalization.

Support of Learning Environment. Both faculty and students groups rated the items the lowest on the average of 2.97 for the four (4) HEIs. The support category had the lowest mean for both groups. It showed that communication and promotion of internationalization activities need enhancement (noted comments on survey, 2015). Generally, the respondents felt that "encouragement to study abroad, researching about international topics, attending international symposium/lectures in the campus or taking courses with internationalization were least perceived as a prominent support for integration into teaching, research and service.

Perceived Benefits. Perceived benefits of internationalization were rated highest among the three aspects of the survey (3.41). In HEI A, both groups regarded "international learning as a means to prepare for global citizenship and to appreciate other cultures" as highly beneficial. Students also generally expressed that among the many benefits gained from the three-month experience outside the country included enhancing their sense of independence, time and budget management, higher self-confidence, and respect for other culture. Many of them expressed their wish for their other classmates to also participate in similar experiences. Others said that "the OJT in US made me a better person because I have become more patient and understanding of other people;" and there were also "actual experiences learned where these were purely theoretical in our courses" (FGD, July 15, 2015). For HEI B and C, the item on "International education helps me recognize and understand the impact other cultures have on Filipino life and vice versa" was rated highly positive by both students and the teachers. One student wrote on his/her questionnaire that "my reflection on the how other culture works helped me value and appreciate our own culture." This reflects also the high rating on "the more we know about other countries, the better we will understand our own". This item was rated highly positive by teachers and students. A respondent teacher wrote "internationalization will help the individual appreciate other people-which include their way of life, their conduct of business, etc." On the other hand, HEI D students who experienced international practicum disclosed from key informant interviews (July 20,2015) that *their encounter with different cultures enable them to practice independence, exercise greater responsibility, gain confidence in speaking English and feel affirmed of their good works and communication skills.* These experiences enhance reflection, and enrich self-understanding among faculty and students (Stier, 2010*).*

Conclusion

The discussions are evident of the conscious efforts of all HEIs in this study to give flesh to this commitment given the observed existing internationalization structure, policies, activities and processes. An analysis of the effect of these approaches shows that overall, students and faculty have positive attitudes toward internationalization. International learning, for both students and faculty, is relevant as an element of the educational process. Faculty and students are convinced that internationalization is highly beneficial to education. For the most part, not many faculty and students of the colleges under review have opportunities to experience these activities and processes. In the earlier discussion, it cited only a very small percentage of student mobility and very minimal faculty exchange and research collaboration because of funding constraints. Also, in the process approach, while there is a degree offered on internationalization, opportunities for other students in other courses are minimal since there were only few subjects in internationalization and globalization; other teachers likewise claimed to integrate global context in their lessons but they also admitted that these are oftentimes very sporadic. Believing in the potentials of international exposures for faculty and students learning experiences, institutions need to go back to the drawing board and map out strategies to maximize faculty and student internationalization activities, processes and other related approaches in response to its commitment on internationalization. Likewise, the issue of revenue generation to sustain the commitment of preparing global leaders as reflected in the VMG has to be intently considered by the HEIs involved in this study.

References

1. Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of studies in international education*, *11*(3-4), 290-305.
   http://www.uni-kassel.de/wz1/mahe/course/module6_3/01_altbach07.pdf

2. Bartell, M. (2003). Internationalization of universities: A university culture-based framework. *Higher Education.* (45)1, 43-70
   https://scholar.google.com.ph/scholar?q=bartell+2003&btnG=&hl=*en&as_sdt=0%2C5*

3. Bernardo (2003) in Tullao, T. S. (ed) *Education & globalization* (pp. 213-272) Philippine APEC Study Center Network. Retrieved July, *2015* @ http://dirp4.pids.gov.ph/ris/books/pidsbk03-education.pdf

4. Bond, S. (2006). Transforming the culture of learning: Evoking the international dimension in Canadian university curriculum.
5. http://international.yorku.ca/global/conference/canada/papers/Sheryl-Bond.pdf

6. Chan, W. & Dimmock, C. (2008). The internationalization of universities Globalist, internationalist and translocalist models. *Journal of Research in InternationalEducation*, 7(2), 184-204. Abstrac*t* retrieved July 20, 2015, from Sage Journals database.

7. CHED (2012). Policy-standard to enhance quality assurance (QA) in Philippine HigherEducation through an Outcomes-based and typology-based QA. Retrieved from
8. http://www.ched.gov.ph/wp-content/uploads/2013/07/CMO-No.46-s2012.pdf

9. Creswell, J. W. (2011). Controversies in mixed methods research. *The Sage handbook of*qualitative research, 4, 269-284.

10. De La Salle University. (2014). External Relations and Internationalization Office. Retrieved from http://www.dlsu.edu.ph/offices/evperi/default.asp

11. De Wit, H. (2010). Internationalisation of higher education in Europe and its assessment, trends and issues. Netherlands: Nederlands-Vlaamse Accreditatieorganisatie. http://www.obiret-iesalc.udg.mx/sites/default/files/adjuntos/internationalisation_of_higher_education_in_europe_de_wit.pdf

12. Do, T. T., & Pham, D. N. (2014). Academic Mobility in South East Asia: Challenges and Opportunities in the Coming Decades. *International Education*, *44*(1), 28. *h*ttp://search.proquest.com/docview/1636358070?accountid=28547

13. Elkin, G., Farnsorth, J., & Tempier, A. (2008). Strategy and the internationalisation of universities. *International Journal of Educational Management*, *22*(3), 239-250.

14. Ghasempoor, A., Liaghatdar, M. J., & Jafari, E. (2011). The internationalization of higher education: An effective approach for Iran higher education. *Higher Education Studies*, http://www.ccsenet.org/journal/index.php/hes/article/view/13280/9146

15. Gonzales, A. (2006). The Philippines. (Ed.) Higher Education in South-East Asia (pp. 137 – 158) Bangkok: UNESCO Asia and Pacific Regional Bureau for Education.

16. Haigh, M. (2008). Internationalization, planetary citizenship and higher education Inc. Compare, 38(4), 427–440.

17. Hawawini, G. (2011). The internationalization of higher education institutions: A critical review and a radical proposal. *Social Science Research Network*. doi:10.2139/ssrn.1954697

18. Hénard, F., Diamond, L., & Roseveare, D. (2012). Approaches to internationalisation and their implications for strategic management and institutional practice. *2013-03-20). www. oecd. org/edu/imhe/Approaches 20to 20internationalisation: 20-M 20final: 20-20web. pdf*. Retrieved July, 2015 from http://search.oecd.org/edu/imhe/Approaches%20to%20internationalisation%20final%.pdf

19. Hill, B. A., & Green, M. F. (2008). *A guide to internationalization for chief academic officers*. American Council on Education.

20. Iuspa, F. E. (2010). Assessing the effectiveness of the internationalization process in higher education institutions: A case study of Florida International University. http://search.proquest.com/docview/858857253?accountid=28547

21. Jiang, N., & Carpenter, V. (2014). A case study of emerging challenges and reflections on internationalization of higher education. *International Education Studies*, *7*(9), p56.

22. Karim, F. & Maroof (2013). Towards understanding the internationalization of higher education and its challenges. Internationalizing higher education in Malaysia : understanding, practices and challenges. Singapore: Institute of southeast asian studies.

23. Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of studies in international education, 8*(1), 5-31. https://tru.ca/__shared/assets/Internationalization-Remodeled29349.pdf

24. Marsella, A.J. (2001), “Essay: Internationalizing the psychology curriculum”, Psychology International, Vol. 12, No. 2, pp. 7-8

25. Misra, S., & Bajpai, A. (2011). *Implications of globalization on education*. Rochester: Social Science Research Network. doi:10.2139/ssrn.1800740

26. Nimomiya, A., Knight, J. & Watanabe, A (2009). The past, present, and future of internationalization in Japan. *Journal of Studies in International Education*, 13(2), 117-124. Abstract retrieved July 20, 2015, from Sage Journals database.

27. Pama, R. P. (2012, November). The role of education in the pursuit of globalization and internationalization. In *Seminar on Leveling Up to ASEAN 2015. Building Linkages and SecuringGrants* (pp. 22-23).

28. OECD (2012). Global knowledge flows and economic development. Retrieved from http://www.oecd.org/leed-forum/publications/Global%20Knowledge%20Flows%20and%20Economic%20Development.

29. Rudzki, R. E. (2000). Implementing internationalisation: The practical application of the fractal process model. *Journal of Studies in International Education*, *4*(2), 77-90.

30. Sporn, Barbara (1999). *Adaptive university structures: An analysis of adaptation to socioeconomic environments of US and European universities*. *Higher Education Policy Series 54.* Philadelphia: Taylor and Francis, Inc.

31. Stier, J. (2004). Taking a critical stance toward internationalization ideologies in higher education: Idealism, instrumentalism and educationalism. *Globalization, Societies and Education*, 2 (1),1–28.

32. Van der Wende, M. (2007). Internationalization of higher education in the OECD Countries: Challenges and Opportunities for the Coming Decade. *Journal of studies in international education*. 11(2-3), 274-289. Abstract retrieved July 20, 2015, Sage Journals

Theme 5:

Accomplishing Internationalization and Inclusivity through Effective Institutional Management

Inclusive Education: In or Out, a challenge for a post AEC 2015 HEI

Teay Shawyun

King Saud University (jerry192122@yahoo.com)

ABSTRACT

The Salamanca Statement 1994 calling for "recognition of the need to work towards "schools for all" - institutions which include everybody, celebrate differences, support learning, and respond to individual needs" can be deemed a fundamental mission of all HEIs towards its societal responsibility. Post AEC (ASEAN Economic Community) 2015, ASEAN HEIs(Higher Education Institutes)are still struggling to be competitive while facing its own traditional HEI challenges in creating and delivering quality value added education to meet students' and market needs and expectations within resources limitations. Catering to inclusive education, which leans towards special needs students rather than marginalized or poor students, will pose greater challenges and constrain further the scarce resources. In addition to the traditional financial, human and infrastructure resources, catering to "*right to education of every individual, as enshrined in the 1948 Universal Declaration of Human Rights"* seems an insurmountable and tall order for any HEI. The key research question is, "should the post AEC 2015 HEI opt in or out of inclusive education?" While seemingly impossible, this paper will explore the spectrum of "inclusivity", the appending challenges, and provide some practicalities in chipping in and continued contribution to the larger societal accountabilities beyond what NGOs or government can do.

KEYWORDS: Inclusive education, AEC 2015, Higher Education Institute

Introduction to Inclusivity

While all HEIs have an overarching mission of community services, or social responsibility or societal responsibility, a key question is what these mean to the HEIs and how they can address the scope of such lofty missions.Under the *Criteria for Performance Excellence* of MBNQA (Malcolm Baldrige National Quality Award) (NIST, 2013), a pragmatic definition of "Societal responsibility"has an implication of going beyond a compliance orientation. Opportunities to contribute to the well-being of environmental, social, and economic systems and opportunities to support key communities are available to organizations of all sizes. The level and breadth of these contributions will depend on the size of the organization and its ability to contribute.This would mean that inclusive education is a part of this all embracing societal responsibility.

Research (Baker, Wang and Wahlberg 1994; Fisher, Pumpian, & Sax, 2000; McDonnell, Thorson, Disher, Mathot-Buckner, 2001; Waldron and McLeskey, 1998) supports the following benefits of inclusion:

- Inclusion benefits all students in the classroom
- Inclusion increases the rate of learning (Causton-Theoharis&Theoharis, 2008).

- Including students with disabilitiesin the general education classroom strengthens theclassroom as a whole(Kasa-Hendrickson & Ashby, 2009)when students with disabilities are included not only does achievement rise, but learning opportunities are strengthened for all (Causton-Theoharis, Theoharis, Bull, Cosier, Demph-Aldrich, 2011).

While inclusivityand inclusive education perspectives vary, basic principles of inclusivity and inclusive education include the following:

- **Salamanca Statement on Principles, Policy and Practice in Special Needs Education (Salamanca Declaration) from 1994 (UNESCO, 1994) –** This Statement which is also based on the Universal Declaration of Human Rights and the World Declaration on Education for All has normally been treated as the cornerstone of understanding the practice of inclusive education, disseminates the philosophy of inclusiveness, mutually with the philosophy of humanism (Spasovski, 2010). Its key statement by Federico Mayor "All concerned must now rise to the challenge and work to ensure that Education for All effectively means FOR ALL, particularly those who are most vulnerable and most in need" (UNESCO, 1994).Within this understanding, inclusive education is understood as a developmental approach aiming to meet the educational needs of all children, youth, and adults, and emphasizing those who are subjected to marginalization and exclusion.This means the inclusion of all children in all classroom and out-of-classroom school activities, and that all children should have equal opportunities to reach their maximum potential and achievement, regardless of their origin and abilities or disabilities, and regardless of their physical, intellectual, social, emotional, or linguistic differences. It upholds the Salamanca Clause 2 "every child's right of unique characteristics, interests, abilities, and learning needs" and educational systems should be designed in a way that takes into account the wide diversity of these characteristics and needs (Lindsay 2003).

- **From students with disabilities perspectiveas part of the Salamanca Declaration (1994)–** Internationally, inclusive education is widely accepted as having benefits for students with disabilities as well as those without disabilities. This is the situation where inclusive education teaches students with disabilities alongside students who do not have disabilities in regular classroom settings, instead of segregating them in special classrooms. The Salamanca Clause 1 principle of inclusion is based on the idea that every child has a fundamental right to belong and to be included in the school communityand achieve an acceptable level of learning(Lindsay, 2003). Under this definition, two main types of inclusive education exist. In regular inclusion or partial inclusion, children with disabilities are taught in the regular classroom for most of the day. Occasionally, these students may be provided with specialized services that require special equipment or that might be disruptive to the regular classto provide diversity of needs with a child centered pedagogy under the Salamanca Clauses 3 and 4. In full inclusion, students with disabilities receive all special services they need in the regular classroom and stay there all day. Full inclusion is considered most practical when a child's disabilities are relatively mild. However, the success rates of inclusion programs vary, depending on how well they are implemented. This calls for the degree and level of capacity and capability to support such a program by a HEI (Giffen, 2014). An inclusive learning environment and special needs education system within this definition is a school or classroom where students of every ability level receive teaching in the same place under the Salamanca Clause 4. This means that particularly able students learn alongside those who have special educational needs, such as dyslexia, dyspraxia and attention deficit disorder.In terms of teaching methods, teachers differentiate between students of different abilities by giving them tasks of varying difficulty and complexity. A single activity may pose different levels of challenge and have different outcomes depending on the student, or a teacher may give a different task to each student, according to his or her ability (Koenig, 2014).

The above clearly states that inclusivity means a holistic inclusion of all who are marginalized and potentially excluded through social or economic deprivations; cultural and traditional idiosyncrasies; family or personal paucities and shortages and political deficiencies and dearth. This does not mean that inclusivity is restricted to those with disabilities or need special care or facilities.

The HEI, knowing its mission of societal responsibilities, and knowing its own scarce resources would need to determine strategically its position dealing with this social dilemma. It is a question of whether the HEI should be “in or out or indifferent” to this socially sensitive inclusivity. If the HEI is a socially responsible citizen, then it has to crystalize its mission to contribute to this inclusivity issue. But the degree of responsibility is a heavy burden on the HEI’s scarce resources, and it can claim that its sole mission is in education, and social issues are the key responsibilities of the government.

Based on the above, it is the aim of this paper to review the strategic options open to an HEI with a balanced framework to fulfill its basic mission of education and also education to all, inclusive of those with disabilities. This does not mean that its “all-inclusiveness” is a “must do” that include the medical models perspectives (Hawkridge, 1991 and Lindsay 1997) of the special needs.

Post AEC HEI Inclusivity Challenges

Education is listed as one of the 10 services to be liberated in the AFAS (ASEAN Framework on Agreement of Services) (ASEAN Secretariat, 2009 and 2010). In its 7th package of the AFAS emphasizing “Free Flow of Skilled Labor” and the MRA (Mutual Recognition Agreement) on qualifications, these will have a high impact of mutual recognition of education and the free flow of skilled labor and professionals across the ASEAN economies. ASEAN claims in its ASEAN Economic Scorecard (ASEAN Secretariat, 2012) that 67.5% of targets have been achieved (65.9% in liberations of free flow of goods, services, investment, skilled labor and capital; 67.9% in foundations for competitiveness; 66.7% of equitable economic development; and 85.7% integration with global economy).

In terms of GDP per capita, other than Brunei, Singapore, Malaysia and Thailand, 6 economies of Laos, Myanmar, Cambodia, Philippines, Indonesia and Vietnam are in the low range of 1,500 to 5,500 US$ PPP (UNDP, 2014). According to the UNDP Multidimensional Poverty Index, 6 of the 10 ASEAN economies are below accepted levels with Cambodia and Laos topping the list with an MPI Index of 0.212 and 0.174 and high percentage of population near multidimensional poverty at 20.4% and 18.5% respectively, with no data for Myanmar, followed by Indonesia (0.066), Philippines (0.064) and Vietnam 0.017) with percentage of population near multidimensional poverty at 8.1%, 12.2% and 8.7 respectively (Alkire and Santos, 2010). In terms of Human Development Index of 2013, these 6 economies are in the medium and lower human development percentile of the 187 nations surveyed.

Corruption is still endemic in ASEAN. Corruption is being fought on all fronts. But corruption still persists as it is part and parcel of the power of the politicians, daily lives of "karmic" acceptance in ASEAN life (Wescott, 2003). While many governments have prioritized eradication of corruption as part of their election promises, these had come and gone. Futility of these and acceptance of these are weaved into the life blood and culture of the ASEAN people who are marginalized, and does not have the power to fight while they struggle to make the daily ends meet. Out of the 174 countries surveyed by Transparencies International in the 2014Corruption Perception Index, 8 of the ASEAN economies are below the 50% percentile with 5 in the lower ranking of greater than 100 (Transparencies International, 2014).

While AEC 2015 do claim that it has made progress based on its scorecard, key education indicators from the 2014 Global Competitive Report of the ASEAN economies (Schwab and Sala-i-Martin, 2014)tell a different story of the overall quality of education in their countries:

1. ***Higher Education and Training –*** All of them with the exception of Indonesia (61), Malaysia (46), Philippines (64) and Thailand (59) lies above the 50 percentile, but even these are nearer to the 50 percentile than in the higher end percentiles.

2. Enrolment and Quality in HE and Management Schools – Other than Malaysia (72), Singapore (10) and Thailand (54), all the other economies are below the 50 percentile which could mean that there is lack of HE facilities that contributes to the needed knowledge workers in contributing to the development of the nation. On the other hand the quality of HE are higher for the economies of Indonesia (32), Laos (60), Malaysia (10), Philippines (59) and Singapore (4), with the rest hovering below the 50 percentile. For Quality of Management Schools that can contribute to the management cadre and knowhow and skills, Indonesia (49), Malaysia (25), Philippines (40) and Singapore (6) performs better at above the 50 percentile.

3. Availability of Research and Training – Indonesia (50), Malaysia (13), Philippines (49), Singapore 12) and Thailand (69) does show that 5 of these main economies emphasized on the importance of research and training that underscores the development of the nation.

From the MDG 1.1, 1.3, 1.4 and 1.5 statistics (ADB, 2014), it appears that a high proportion of ASEAN family are "struggling" and have very low to possibly low to median SES. Coupled with the "escaping the poverty trap" noted earlier, Morgan et al., (2009) indicated that children from low SES households have slower academic skills development. The lower SES and poverty status due to financial constraints affects students' academic progress leading to inadequate and increased dropouts that affects academic achievements which perpetuates the low SES status (Aikens and Barbarin, 2008). The low SES affects the students' psychological health and emotional distress that aggravates their academic performance and outcomes (Mistry et. al., 2009) as not belonging to the school and have higher intention to drop out (Langhout, Drake and Rosselli, 2009).

Within the ASEAN context, most households still hover in the very low and low to median SES, the above statistics could range higher. Though the cost of a university education (ADB, 2012) has increased and with most students having loans hovering at 60% in the US (based on US statistics of College Board, 2014), it is still the beliefs of ASEAN families to invest in the "future" of their children to improve their family incomes and SES. This is especially true for the typical ASEAN households' beliefs to get their children out of their low SES and the poverty strata by investing in their children education as a "future guarantee" by all means.

With all these intervening factors of low GDP, HDI, MPI, Corruption Index, high cost of education and poor SES, the post AEC 2015 HEI scenario does not paint a rosy scenario as a lot of the children are still marginalized and deprived of access to HEI education. These technically mean that there are groups that are excluded from the mainstream HEI education, which is part of the "inclusivity" strategic issue to be discussed in this paper.

Discussion of Strategic Issue of Inclusivity in HEI

While ASEAN governments and each of the national government harps on and glorifies through its propaganda machines of eradication of corruption, reduction of poverty, increasing access to education, people-centered government with lofty National development plans, ASEAN countries have still a long way to go. Corruption is still pervasive and weave into the cultural heritage of "given and acceptance". In most ASEAN countries, education up to K12 levels is better but accesses to HEI education are still for the privileged few or those that are willing to go into the vicious debt cycle. While waiting for the government to do something, a key question that can be raised to each of the individual HEI is their strategic intent to contribute to their societal responsibility mission.

As noted earlier, "inclusivity" can be looked at from two main perspective of, 1) provision of education to all, which includes the marginalized and under privileged due to their low SES or MPI level and 2) provision of education to the disabled in a general or specialized environment. As such, the HEI within its strategic direction to be "in or out of this inclusivity" societal responsibilitymission and concern needs to ponder and decide on two main issues of:

1. **Degree of Strategic Commitment (DSC) –** Defining its "inclusivity" mission will lead to the development of strategic goals and SMART objectives are the first steps to its level of strategic commitment. Stated and defined carefully and appropriately, this conscientiously lead to a set of action plans that can be implemented and monitored for actions, accomplishment and achievements. This will also guide the HEI as to its degree and level of commitment to achieving what it intends to do as part of its strategic commitment to societal responsibility. This could be a balance of provision of education to all for the marginalized or under privileged or just provision of education to the disabled or those needing special help.

2. **Level of Committed Resources (LCR) –** For the lofty plans of the HEI to be successful, it needs to be activated and supported by resources of finance, human and facilities. The level of these committed resources is dependent on the strategic intent noted in (1). In the case of provision of education to the marginalized and under privileged, the main invested resource is the financing of scholarships, loans without interest, partial scholarships or partial loans with low interest rate. For public universities, it can be a full or partial scholarship provided by the government, NGOs or academic-business strategic partnerships. For private universities, a percentage of its revenue can be set aside for scholarships or interest free loans as it is just moving money from the left to the right pocket while accomplishing its societal responsibility, endowments from alumni or academic-business strategic partnerships. For the case of provision of education to disabled or special needs, this could call for higher investment in special facilities, specially trained faculty, dedicated and special resources for the more challenging cases. With normal blind or deaf, the case on inclusion is less costly, but it needs understanding and interested faculty to support and facilitate without undermining or compromising educational quality.

While the HEI main mission is in teaching and learning supported by research, it cannot forgo its societal responsibility mission which normally takes a back seat in terms of commitments and invested resources due to scarcity of resources which it normally claims. But it does need to assure the public, the community and society that it is socially and societally responsible. If each HEI within the post AEC scenario invest part of its profits into these caring for society, these will amount to a lot instead of waiting for governments or NGOs to act. This will help alleviate part of societal ills and help the marginalized and under privileged.

Framework for Strategic Inclusivity

The strategic decision of the HEI to be "in or out of this inclusivity" societal responsibility mission can range from a total indifference with no commitment to a total involvement with full commitment and invested resource. Where the HEI decide to stand on this spectrum of action needs to be defined in its mission, strategic goals and objectives which guide its actions. This will be based on the two issues of "Degree of Strategic Commitment - DSC" and its "Level of Committed Resources - LCR" as shown in the Figure 1.

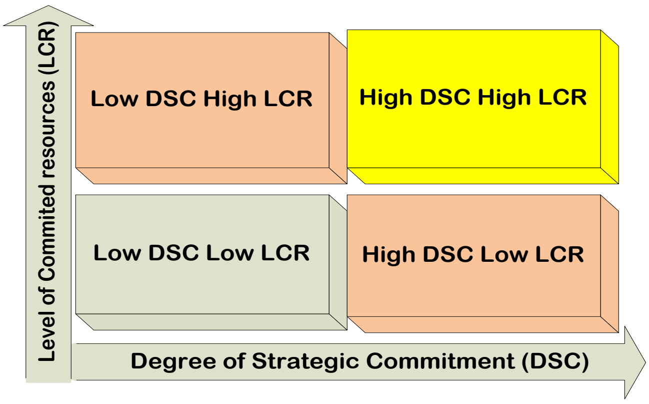


Fig. 1: Proposed degree of Strategic Commitment and Level of Commited Resources

Within this definition, a High DSC would mean a high degree of commitment to inclusivity of both types of inclusion of "education to all" and "education to special needs group". A medium to low DSC would mean a choice of either one or partial inclusion in either one to very little care to such types of education provision. A high LCR would mean that a substantial portion of the HEI revenue is invested in supporting the provision of both types or invested in specialized facilities or center for the education to the special needs group by specialist groups. A low LCR would mean that it is just providing resources just to fulfill its minimal societal requirements as part of its accreditation requirement. Within this framework, this will bring about 4 quadrants and 4 different set of actions or activities where the HEI can decide to act as:

1. **High DSC and High LCR –**In this quadrant, the HEI's mission of its strategic inclusivity is clearly defined in its mission and strategic goals, with its strategic objectives and action plans all mapped out as part of its daily work. With these specific strategies clearly mapped out, specific and dedicated resources like full scholarships, partial scholarships, low or no interest loan for the provision of education to the marginalized and under privileged. For the special needs, this would include specific and dedicated resources and facilities or dedicated center with specialized manpower to provide a high level of dedication to this education provision to the special needs.

2. **High DSC and Low LCR –**In this quadrant, while the mission of inclusivity is clear, due to its priorities or scarcity or resources, the HEI would need to balance out its own strategic needs first rather than societal needs, but it attempts to show the society that it is not indifferent to society cares. In this case, the easiest choice for the HEI is to provide a certain level of scholarships to the marginalized or under privileged. This is easily catered to as the HEI is strategically working the massifications principles or Economies of Scale and Scope where the same overheads cost covering a few more students without additional costs is used, as it cost the same when a course taught by one instructor reaching 10 or 100 students at the same time using the already available facilities and infrastructure. In this case, the HEI will steer clear of the education provision to the special needs group which needs higher investment of dedicated resources.

3. **Low DSC and High LCR –**In this quadrant, while the HEI does not reflect its inclusivity mission or define strategic goals or targeted objectives in its strategic plan; it is always ready to reach out to society to provide education to include all. This is normally the HEIs that are missionary or religious based or NGO groups that are providing specific education not only to the marginalized but also the special needs groups. These HEIs would normally be financed or founded by a special organization and operates through philanthropy or endowments, or fully public government owned.

4. **Low DSC and Low LCR –**In this quadrant, the HEI is indifferent to inclusivity as it claims its true mission to be teaching, learning and research, and cannot cater to nor have they the resources to cater to these groups of marginalized or special needs group. Once in a while, they might accept minimal special needs students like having a blind student join a normal class, but would provide minimal committed resources to support such. It is their viewpoint that these are best handled by the government or charitable or special needs organizations and the ultimate responsibility of the government to take care of the people by using the taxpayers' monies.

Conclusion

The Salamanca declarations of 1994 has set forth a lofty push of "education for all" that includes the marginalized, the under privileged and the special needs. While the special needs have been specifically catered to with special needs facilities and centers, it is rather doubtful that the marginalized and under privileged are still outside of this "inclusivity" radar. Based on the 4 quadrant strategic framework projected above, any HEI can contribute to the inclusivity issue and make it part of their strategic missions to cater to the group that is marginalized or under privileged. It is a matter of conscientious choice.

It is actually within their resources but dependent on the degree of commitment, each HEI can easily accommodate or support a few of these marginalized and provide them with free or supported education based on its revenue. Though such action or programare claimed to lower the HEI's profits, it is high on "rich heart and true conscientious actions" to contribute to society. When we add all these up, it can amount to a huge collaborated and conscientious force to alleviate these social ills within the post 2015 AEC education priorities and efforts.

As aptly noted by Lindsay, (2003) in the Gulliford Lecture, "Regular schools with this inclusivity orientation are the most effective measures of combating discriminatory attitudes, creating welcome communities, building an inclusive society and achieving education for all; moreover,they provide an effective education to the majority of the children, and improve the efficiency, ultimately the cost effective of the entire education system".

In conclusion, these actions are not beyond the HEIs, but a question of whether it wants to be “in or out of this inclusivity” societal responsibility mission, and it is a simple and conscientious choice by the HEI.In all the 4 quadrants above, it does not call for bearing the full burden of society, but to chip in and contribute conscientiously to lessen the overwhelming burden of society towards a better and livable society.

Reference

1. ADB (Asian Development Bank), (2014), “Poverty in Asia: A Deeper look”, Key Indicators of Asia and the Pacific 2014, 45th Edition, Asian Development Bank, The Philippines, http://www.adb.org/publications/key-indicators-asia-and-pacific-2014 retrieved 10 January 2015

2. ADB, (2012), Counting the Cost: Financing Asian Higher Education for Inclusive Growth, Higher Education in Dynamic Asia, Asian Development Bank, Manila, Philippines, www.adb.org retrieved 10 January 2015

3. Aikens, N. L., &Barbarin, O. (2008). Socioeconomic differences in reading trajectories: The contribution of family, neighborhood, and school contexts. *Journal of Educational Psychology, 100*, 235-251.

4. APA, (2013), Education and Socioeconomic Status, American Psychological Association, Washington, D.C. USA, http://www.apa.org/pi/ses/resources/publications/fact-sheet-references.aspx retrieved 10 January 2015

5. Alkire, S. and Santos, M.E., (2010), Acute Multidimensional Poverty: A New Index for Developing Countries, OPHI Working Paper No. 38, Oxford Poverty & Human Development Initiative (OPHI), Department of International Development, Oxford, UK

6. ASEAN Secretariat (2010), ASEAN Economic Scorecard: Charting Progress towards Regional Economic Integration, Public Outreach and Civil Society Division, ASEAN Secretariat, Jakarta, Indonesia, March 2010, http://www.aseansec.org/wp-content/uploads/2013/07/AEC-Scorecard.pdf retrieved 11 January 2015

7. ASEAN Secretariat (2010), ASEAN Roadmap for the attainment of the Millennium Development Goals, ASEAN Secretariat, Jakarta, Indonesia, http://www.asean.org/archive/documents/19th%20summit/MDG-Roadmap.pdf retrieved 11 January 2015

8. ASEAN Secretariat (2009), Roadmap for ASEAN Community (2009 – 2015), ASEAN Secretariat, Jakarta, Indonesia, April 2009, http://www.aseansec.org/wp-content/uploads/2013/07/RoadmapASEANCommunity.pdf retrieved 10 January 2014

9. Baker, E.T., Wang, M.C., & Walberg, H.J. (1994).The effects of inclusion on learning.*Educational Leadership,* 52(4), 33-35.

10. Causton-Theoharis, J. &Theoharis, G. (2008).Creating Inclusive Schools for ALL Students.*The School Administrator*. September, 24-30.

11. Causton-Theoharis , J. , Theoharis , G. , Bull , T. , Cosier , M. , &Dempf-Aldrich , K. (2011). Schools of promise: A school district- university partnership centered on inclusive school reform. *Remedial and Special Education ,32* (3), 192 – 205 .

12. Fisher, D, Pumpian, I, & Sax, C. (1998).High Sc*hool Students' attitudes about* and recommendations for their peers with significant disabilities.*Journal of the Association of Persons with Severe Handicaps*, 23, 272-280.

13. Giffen. M, (2014), The Definition of Inclusive Learning, http://www.ehow.com/about_6460867_definition-inclusive-learning.html, retreived 27 February 2015

14. Hawkridge, J. (1991), *Uphill All the Way*. London: Michael Joseph

15. Kasa-Hendrickson, C., Ashby, C (2009). Strength based classroom: How the presence of students with disabilities enhances the general education classroom. Paper presented at the Ninth Annual Second City Conference on Disability Studies in Education, Syracuse, NY.

16. Koenig, D., (2014), What Is an Inclusive Learning Environment? http://www.ehow.com/facts_7305062_inclusive-learning-environment.html, downloaded 27 February 2015

17. Lindsay, G., (1997), "Are we ready for inclusion?" in G. Lindsay and D. Thompson (eds) *Values into practice in Special Education*, London: David Fulton

18. Lindsay, G., (2003), The 2002 Gulliford Lecture on Inclusive Education: A critical perspective, *British Journal of Special Education*, Vol. 30, No. 1, 2003. pp 3 – 12.

19. Langhout, R. D., Drake, P., &Rosselli, F. (2009). Classism in the university setting: Examining student antecedents and outcomes. *Journal of Diversity in Higher Education, 2*, 166-181.

20. McDonnell, J., Mathot-Bucker, C., Thorson, N. &Fister, S. (2001). "Supporting the Inclusion of Students with Moderate and Severe Disabilities in Junior High School General Education Classes: The Effects of Classwide Peer Tutoring, Multi-Element Curriculum and Accommodations."*Education and Treatment of Children*, 24 (2), 141-160.

21. Mistry, R. S., Benner, A. D., Tan, C. S., & Kim, S. Y. (2009). Family economic stress and academic well-being among Chinese-American youth: The influence of adolescents' perceptions of economic strain. *Journal of Family Psychology*, 279-290.

22. Morgan, P. L., Farkas, G., Hillemeier, M. M., &Maczuga, S. (2009). Risk factors for learning-related behavior problems at 24 months of age: Population-based estimates. *Journal of Abnormal Child Psychology, 37*, 401-413.

23. NIST (2013), *2013 – 2014 Baldrige Criteria for Performance Excellence: Category and Item Commentary*, National Institute of Standards and Technology (NIST) • United States Department of Commerce http://www.nist.gov/baldrige/publications/education_criteria.cfm. pp3

24. Schwab, K. and Sala-i-Martin, X., (2014), The Global Competitive Report, World Economic Forum, www.weforum.org/gcr, Retrieved 4 January 2015

25. College Board, (2014), Trends in College Pricing 2014, Trends in Higher Education Series, College Board Advocacy & Policy Center, http://trends.collegeboard.org retrieved 11 January 2015

26. Spasovski, O., (2010), Principles of the Inclusive Education and the Role of Teachers and In-School Professional Staff, The Journal of Special Education and Rehabilitation, Vol 11 Issue 1/2

27. Transparencies International (2014), Corruption Perceptions Index 2014, http://www.transparency.org/cpi2014/results, Retrieved 4 January 2015

28. UNDP (2014), ASEAN Finance and Macro-economic Surveillance Unit Database, ASEAN Merchandise Trade Statistics Database, ASEAN Foreign Direct Investment Statistics Database submission, (compiled/computed from data publications and/or websites of ASEAN Member States' national statistics offices, central banks and relevant government agencies, and from international sources)as of 15 August 2014 as published by UNDP

29. UNDP (2014), Human Development Report, http://hdr.undp.org/en/content/table-6-multidimensional-poverty-index-mpi retrieved 5 January 2015

30. UNDP (2014), Human Development Report, http://hdr.undp.org/en/content/table-2-human-development-index-trends-1980-2013 retrieved 5 January 2015

31. UNESCO (1994), The Salamanca Statement And Framework For Action On Special Needs Education. World Conference on Special Needs Education: Access and Quality, Salamanca, Spain. UNESCO; 1994.

32. Waldron, N. &McLeskey, J. (1998). The effects of an inclusive school program on Students with mild and severe learning disabilities. *Exceptional Children*, 64(2), 395-405.

33. Wescott, C., (2003), Combating Corruption in South East Asia, in Kidd, J.B. & F. J. Richter (Eds.), *Fighting Corruption in Asia: Causes, Effects and Remedies*, pp. 237 – 269. Singapore: World Scientific Press.

Life management strategies of teaching and non-teaching personnel in the Province of Rizal

Evelyn Pasamba Magdalena

University of Rizal System Morong Campus, Philippines (evelyn_pasamba2002@yahoo.com)

ABSTRACT

The study determined the extent of life management strategies and its effect to the life management index of the 384 teaching personnel from the DepEd and 360 non-teaching personnel from the LGU who were chosen through stratified sampling utilizing the descriptive- evaluative research design. The result of regression analysis revealed that life management indices of both respondents were found with very satisfied pattern of life in emotional, mental/intellectual, social and spiritual dimensions while average only in the physical dimension. On life management strategies, the respondents' lifestyle and time management affected their physical and emotional life management index while their values affected the social dimension and their life management index with regard to mental/intellectual and spiritual dimensions are affected by the respondents' values and priorities.

Therefore, the result revealed that teaching personnel were found to have better life management strategies which also contributed to a better life management index than the non-teaching personnel while their career or profession contributed with the way they managed their lives and life management strategies influenced their life management index. Thus arriving at the following recommendations; DepEd and the LGU's should strengthen through a sustainable, systematic and sufficient financial provisions the Health and Wellness Program of their employees, and a need also to integrate in their plans and programs, provisions for their personnel to have annual team-building activities and recollections anchored from the concept of achieving quality and balance life and similar studies may be conducted using other indicators and variables on life management which were not used in this study.

Key words: Life management strategies, Life management index, Department of education, Local government unit

Introduction

It is said that the lifeblood of every organization is its human resource for without them no one will perform nor accomplish the task. Their role is significant which could not be easily replaced by modern technologies like computer and the like because they are the ones who manipulate such man-made machines thus, making them indispensable in every aspects of life's endeavor.

According to Rajeev (2011), overall good health and wellness are inter-dependent on five dimensions, namely physical, intellectual, emotional, social and spiritual. She said that every human body and mind are tuned to send signals for any nonfunctional activity, generally called symptoms which is important to read and understand in time, to ensure balance of mind, body and spirit. These dimensions are important in every person if they want to live in a holistic manner. It is an important data to find if they are incorporating each of these dimensions so that they will feel that their life has balance or there is an area of their life that need more of their attention and more growth.

In a study conducted on the life quality index (2012) among 51 countries, the Philippines is placed fourth to the last in terms of Quality Life Index which is -3.77 against 194.11 of Switzerland's quality life index and safety index of 46.91 while Japan has the highest safety index of 94.25. However, according to the World Health Organization's report, (2011), people who were unable to manage their emotional or financial problems commit suicide. A statistics disclosed that as over one million people die by suicide worldwide each year. The global suicide rate is 16 percent for every 100,000 population and on average one person dies by suicide every 40 seconds somewhere in the world. 1.8 percent of worldwide deaths are suicides which have increased 60 percent in the past 45 years.

In the Philippines, the country is shocked by sudden deaths of known personalities in the government. In an article of Sojo, (2011), the Filipinos will never forget the suicide of Angelo Reyes during the heated graft and corruption case allegedly involving him and another ill-fated death happened again when Benjamin Pinpin, the mid-level lawyer at Development Bank of the Philippines (DBP) also committed suicide who was allegedly driven to depression after he received successive letters from the bank's board of directors threatening imminent legal action for his role in a purportedly anomalous loan to a businessman this was according to a report made by Yamsuan and Lucas in the Philippine Daily Inquirer (2011).

Such grave incidents among public officials almost defy Article XI, Section 1 of the 1987 Philippine Constitution (2012)**,** on the accountability of public officers that: "Public office is a public trust. Public officers and employees must, at all times, be accountable to the people, serve them with utmost responsibility, integrity, loyalty, and efficiency; act with patriotism and justice, and lead modest lives." This only means that government employees are required by law to be role models in every aspects of their life management which means that they have to be of service to people without asking something in return neither to amass wealth nor abuse power or authority.

Furthermore, in every organization like the Department of Education (DepEd) the employees are categorized into three types the administrative, teaching and office staff and in the Local Government Unit (LGU) the employees are categorized into two types: the administrative who are composed of the elected officials and the office staff. With respect to their roles and responsibilities, they greatly differ. Those who are in the administrative post are in-charge of managing and leading the organization with the office staff who helped them in carrying-out their administrative functions however, when they end their terms or failed to be elected, their non-civil service exam staff will be co-terminus with them while the teachers in public school are in-charge of instruction and other students' academic undertakings.

It is perhaps what made teaching to be a challenging profession since it would require a teacher to do a lot of paper works like, preparing lesson plans, developing instructional materials, computing students' grades, checking of the projects and the like. Despite of all these, they do not get extra compensation even they worked at the wee hours of the night in the school or at the convenience of their own homes. This is notwithstanding the fact that others have to perform other quasi functions in some of the schools extra-curricular activities and as mandated by the civil service commission that both the teaching and non-teaching personnel will have to render nine (9) working hours for five (5) days every week regardless of the nature of each other's task. This mandate may imply that both of them have to find ways on how to manage or balance their time with their family and their work without sacrificing quality of working life.

The researcher being a faculty member of a state university for 25 years and being a wife of an elected Barangay Captain, may have not experienced emotional difficulty or social adjustment in dealing with her colleagues, her superiors and her constituents but she had experienced financial difficulty when she is sending her four children in college and in her case, she has somehow tried to balance motherhood with her work, her family and her desire for professional development. It is for the aforementioned situations which somehow led her to find how the teaching and the non-teaching personnel both from the Department of Education (DepEd) and Local Government Unit (LGU) respectively manage to live their lives despite the intricacies of their personal concerns and the nature of their tasks.

Furthermore, the researcher would like also to enlighten the school administrators and elected government officials to scheme plans and programs that focus on their employee's need to achieve a balance quality working life and activities that will promote a healthy well-being in all aspects of their every endeavor.

The study specifically tried to answer the following sub-problems:

1. What is the extent of life management strategies of the teaching and non-teaching personnel in the province of Rizal with respect to:

1.1. lifestyle;
1.2. goal setting;
1.3. priorities;
1.4. values;
1.5. resource management; and
1.6. time management?
1.7.
2. What is the life management indices of the teaching and non-teaching personnel with respect to :

2.1. physical;
2.2. emotional;
2.3. social;
2.4. mental/intellectual; and

2.5. spiritual dimensions?

3. How do the life management strategies of the teaching and non-teaching personnel with respect to the different aspects differ?
4. How do the life management strategies affect the life management indices of teaching and non-teaching personnel?

Conceptual Model and Research Methodology

The conceptual model used in the study is illustrated by three circles: The innermost circle shows the life management strategies these are; lifestyle, goal-setting, priorities, values, resource management and time management as independent variables (see figure 1).

Figure 1: Conceptual Model Showing the Interplay of the Variables on the Life Management Strategies of Teaching and Non-Teaching Personnel in the Province of Rizal

The second circle refers to the five dimensions necessary in life's management which are the physical, emotional, social, mental/intellectual, and spiritual dimensions as the dependent variables while the outermost part of the circle refers to the expected output of the study which are the Life Management Index (LMI) and a Proposed Life Management Enhancement Program (LEAP).

The movement of the arrows further signifies the relationship that exists among the variables that after the conduct of the study, this may lead to the development of an instrument called the Life Management Index (LIM) and a Life Management Enhancement Program (LEAP) that the variables and the dimensions created a significant impact to the development of the said output of the study while the green color signifies a positive and fruitful result.

The study made use of descriptive-evaluative research design utilizing a researcher's-made and an adapted and modified questionnaire-checklists from Optimal Health Questionnaire (2012).

According to Padua (2006), descriptive method is the best method of describing the status of events, people, or subjects as they exist. Furthermore, he said that this is useful in obtaining the prevailing status and conditions of the problems which are essential in understanding the present and future conditions while a total of 384 teaching personnel from the Department of Education and 360 non-teaching personnel from the Local Government Unit were the respondents of the study and were chosen through stratified sampling technique and determined through the Slovin's formula at 5% margin of error.

Results and Discussions

Table 1: Composite Table on the Extent of Life Management Strategies of the Teaching and Non-Teaching Personnel in the Province of Rizal

Criteria	Teaching		Non-Teaching	
	Mean	VI	Mean	VI
Lifestyle	3.19	MM	3.10	MM
Goal Setting	3.48	HM	3.29	MM
Priorities	4.11	HM	3.85	HM
Values	4.52	VHM	4.27	VHM
Resource Management	3.61	HM	3.44	HM
Time Management	4.16	HM	3.99	HM
Overall	3.85	HM	3.66	HM

Legend:

Scale	Range	Verbal Interpretation (VI)	
5	4.20-5.00	Very Highly Managed	VHM
4	3.40-4.19	Highly Managed	HM
3	2.60-3.39	Moderately Managed	MM
2	1.80-2.59	Slightly Managed	SM
1	1.00-1.79	Poorly Managed	PM

It is seen from the table that overall garnered mean in all aspects is 3.85 from the teaching personnel and 3.66 from the non-teaching personnel and both are verbally interpreted as *highly managed*. The aspects with similar verbal interpretation of *highly managed* are priorities, with 4.11 obtained mean from the teaching respondents and 4.27 mean from the non-teaching respondents, *resource management* with 3.61 and 3.44 and *time management* with 4.16 obtained mean from the teaching respondents and 3.99 obtained mean from the non-teaching respondents.

Lifestyle on the other hand, is an aspect which is verbally interpreted as *moderately managed* with a mean of 3.19 from the teaching respondents and 3.10 from the non-teaching respondents while the aspect which shows differences in the verbal interpretation is *goal setting* wherein the mean gain is 3.48 from the teaching respondents and verbally interpreted as *highly managed* while to the non-teaching respondents, the mean gain is 3.29 and verbally interpreted as *moderately managed.*

In addition, the result also reveals that the teaching personnel got the highest mean gain in all of the said aspects which may mean that they slightly differ in their strategies relative to life management which is perhaps attributed to the nature and status of their work, their work-values and the kind of people they mingle with.

Table 2: Composite Table on the Life Management Indices of the Teaching and Non-Teaching Personnel

Criteria	Teaching		Non-Teaching	
	Mean	VI	Mean	VI
Physical Dimension	2.33	A	2.37	A
Emotional Dimension	3.01	E	2.94	E
Mental/ Intellectual Dimension	3.29	E	3.15	E
Social Dimension	3.42	E	3.21	E
Spiritual Dimension	3.45	E	3.15	E
Overall	3.10	E	2.97	E

Legend:

Scale	Range	Verbal Interpretation (VI)
4	2.67-4.00	Excellent (E)
2	1.34-2.66	Average (A)
0	0.00-1.33	Poor (P)

It is seen from the table that the overall mean gained by the teaching respondents along the five dimensions of life management is 3.10 and verbally interpreted as *excellent* while the mean gained by the non-teaching respondents is 2.97 and verbally interpreted as *excellent*.

As reflected from the result, the overall mean obtained by the teaching personnel is higher than the obtained mean of the non-teaching personnel though, they have the same verbal interpretation of *excellent*. This may imply that between the two groups of respondents, the teaching respondents have a seemingly balanced life management index.

Furthermore, the result reveals that *physical dimension* got the lowest mean which is 2.34 and verbally interpreted only as *average*. On the other hand, the life management indices of the teaching and non-teaching personnel is found admirable considering emotional, mental/intellectual, social and spiritual dimensions while an *average* life management index when it comes to *physical dimension*.

The result implies that the respondents may have properly addressed other dimensions in managing their lives except on the *physical aspect*. Perhaps, they might be taking 3 square meals a day yet, it may not be a balance meal or they may not have regular exercise to keep them physically fit and this include the expensive cost of medical or physical check –up.

Table 3: Significant Difference on the Life Management Strategies of the Teaching and Non-Teaching Personnel with respect to the Different Aspects

Aspects	Agency	Mean	Sd	t	df	p-value	H_O	VI
Lifestyle	Teaching Non-Teaching	3.1888 3.1018	.62229 .54266	1.526	296.161	.128	FR	NS
Goal Setting	Teaching Non-Teaching	3.4752 3.2904	.79323 .84125	2.293	479	.022	R	S
Priorities	Teaching Non-Teaching	4.1065 3.8518	.54472 .71306	3.814	213.249	.000	R	S
Values	Teaching Non-Teaching	4.5212 4.2676	.46447 .69589	3.984	196.006	.000	R	S
Resource Management	Teaching Non-Teaching	3.6109 3.4351	.62153 .73171	2.516	232.785	.013	R	S
Time Management	Teaching Non-Teaching	4.1641 3.9914	.55686 .76265	2.418	201.367	.017	R	S

Legend: **Sd**-Standard Deviation **t**-computed t-value **df**-degrees of freedom
p-value- Probability Value **H_0**-Null Hypothesis **VI**- Verbal Interpretation

FR-Failed to Reject **R**-Reject

As can be seen from the table, the teaching and the non-teaching personnel differ significantly in their life management strategies with respect to goal-setting, priorities, values, resource and time management with an obtained p-values of .022, .000, .000, .013 and.017 respectively which did not exceed at 0.05 level of significance thus, rejecting the null hypothesis. However, with regard to lifestyle, the respondents do not differ significantly thus, the null hypothesis is failed to reject. On the other hand, the table further reveals that the two groups of respondents have different goals, priorities, values, resource and time management but they have the same lifestyle.

This may be due to the fact that the two groups of respondents differ in the nature of their work and this could be the reason on the differences in their life management strategies. On the other hand, the significant difference that exists among the five aspects which are goal-setting, priorities, values, resource management and time management can be attributed to the respondents differences in the nature and demand require in their jobs and it seems that the result further connotes the essence of individual differences.

Table 4: Significant Difference on the Life Management Indices of the Teaching and Non-Teaching Personnel with respect to the Different Indicators

	Agency	Mean	Sd	t	df	p-value	H_O	VI
Physical Dimension	Teaching Non-Teaching	2.3303 2.3725	.64157 .66122	.650	472	.516	FR	NS
Emotional Dimension	Teaching Non-Teaching	3.0065 2.9386	.63360 .62477	1.064	467	.288	FR	NS
Mental/Intellectual Dimension	Teaching Non-Teaching	3.2904 3.1535	.60940 .71525	1.975	226.171	.050	R	S
Social Dimension	Teaching Non-Teaching	3.4230 3.2128	.66579 .73845	2.906	239.107	.004	R	S
Spiritual Dimension	Teaching Non-Teaching	3.4543 3.1548	.63927 .72652	4.210	229.781	.000	R	S

Legend: Sd-Standard Deviation t-computed t-value df-degrees of freedom
p-value- Probability Value H_0-Null Hypothesis VI- Verbal Interpretation

On the other hand, mental/intellectual, social and spiritual dimensions are found to have significant difference on the respondents' life management indices which obtained p-values of .050, .004 and .000 respectively which do not exceed at 0.05 level of significance, thus the null hypothesis is rejected. The result implies that the two groups of respondents have managed to carry out their task despite physical or emotional concerns for as long as these do not affect their performance.

Table 5: Regression Analysis on the Effects of the Life Management Strategies on the Life Management Indices of the Teaching and Non-Teaching Personnel with respect to Physical Dimension

Indicators	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Ho	VI
	B	Std. Error	Beta				
(Constant)	1.279	.237		5.397	.000	R	S
Lifestyle	.183	.051	.176	3.555	.000	R	S
Goal Setting	.048	.044	.061	1.105	.270	FR	NS
Priorities	-.030	.069	-.029	-.428	.669	FR	NS
Values	-.129	.068	-.118	-1.906	.057	FR	NS
Resource Management	.043	.048	.044	.887	.376	FR	NS
Time Management	.205	.061	.206	3.349	.001	R	S

F = 8.456, Sig. = .000, r-square = .090

It can be gleaned from the table that only two among the six variables is found significantly correlated to the respondents' life management strategies with respect to physical dimension. These are *lifestyle* and *time management* both of which obtained p- values of .000 (Beta=.183) and .001 (Beta=.205) respectively. This may imply that how one manages his/her time and lifestyle influences the way he/she manages his/her physical life and as an individual reached the middle-late adulthood stage, their lifestyle changes wherein they tend to prioritize one's health by taking extra time to exercise, eat balance diet and refrain from vices to be able to live longer and achieve their goals in life.

Table 6: Regression Analysis on the Effects of the Life Management Strategies on the Life Management indices of the Teaching and Non-Teaching Personnel with respect to Emotional Dimension

	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Ho	VI
	B	Std. Error	Beta				
(Constant)	1.078	.232		4.651	.000	R	S
Lifestyle	.124	.050	.121	2.484	.013	R	S
Goal Setting	-.032	.042	-.041	-.750	.454	FR	NS
Priorities	.115	.067	.114	1.715	.087	FR	NS

Values	.070	.066	.064	1.055	.292	FR	NS
Resource Management	.076	.047	.079	1.612	.108	FR	NS
Time Management	.136	.060	.137	2.281	.023	R	S

F = 12.632, Sig. = .000, r-square = .129

It can be seen from the table that with respect to emotional dimension, four aspects have no significant correlation to the respondents' life management index. These are g*oal-setting, priorities, values* and *resource management* while *lifestyle* and *time management* are significantly correlated to the *emotional aspects* of life management with an obtained p-values of .013 (Beta=.124) and .023 (Beta=.136).

The results imply that having varied emotions is innate to every individual regardless of the situations or circumstances an individual maybe into and having such does not affect his or her *priorities, values*, and *resource management*. However, the significant correlation of *lifestyle* and *time management* to the respondents' *emotional dimension* may imply how time heals the respondents' emotional stability and such healing is then carried or manifested to one's *lifestyle management*.

Table 7: Regression Analysis on the Effect of the Life Management Strategies on the Life Management Indices of the Teaching and Non-Teaching Personnel with respect to Mental/ Intellectual Dimension

	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Ho	VI
	B	Std. Error	Beta				
(Constant)	.885	.232		3.811	.000	R	S
Lifestyle	.094	.050	.088	1.876	.061	FR	NS
Goal Setting	-.064	.043	-.078	- 1.505	.133	FR	NS
Priorities	.243	.067	.230	3.599	.000	R	S
Values	.259	.066	.228	3.897	.000	R	S
Resource Management	-.036	.047	-.036	-.771	.441	FR	NS
Time Management	.062	.060	.060	1.035	.301	FR	NS

F = 20.559, Sig. = .000, r-square = .194

It is reflected on the table that the respondents' life management strategies with respect to *mental/intellectual dimension* are found significantly correlated to their *priorities* and their *values* both with an obtained p-value of .000 (Beta=.243 and .259) respectively while the respondents' *priorities* and *values* affect their *life management index* in relation to mental/intellectual dimension. The results may imply that one's *priorities* and *values* influence the way they think and decide and this would also mean that as an individual clarified their values and priorities in life, they also developed critical thinking ability which enable them to weigh their priorities and decisions in life.

Table 8: Regression Analysis on the Effect of the Life Management Strategies on the Life Management Indices of Teaching and Non-Teaching Personnel with respect to Social Dimension

	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Ho	VI
	B	Std. Error	Beta				
(Constant)	.957	.252		3.795	.000	R	S
Lifestyle	.096	.055	.083	1.755	.080	FR	NS
Goal Setting	-.059	.046	-.068	-1.281	.201	FR	NS
Priorities	.027	.074	.024	.372	.710	FR	NS
Values	.428	.072	.352	5.925	.000	R	S
Resource Management	.050	.052	.047	.974	.330	FR	NS
Time Management	.019	.066	.017	.282	.778	FR	NS

F = 16.234, Sig. = .000, r-square = .159

It can be gleaned from the table that the aspect found with significant correlation to respondents' life management index is their *values* with an obtained p-value of .000 (Beta=428) which implies that the respondents' life as a social being is influenced by the *values* he/she is raised with and those that he/she acquired from mingling with others. In addition, it seems that an individual's way of managing his/her social life is a manifestation of his/her way of giving importance to others.

Table 9: Regression Analysis on the Effect of Life Management Strategies to the Life Management Indices of the Teaching and Non-Teaching Personnel with respect to Spiritual Dimension

	Unstandardized Coefficients		Standardized Coefficients	t	p-value	Ho	VI
	B	Std. Error	Beta				
(Constant)	1.360	.250		5.445	.000	R	S
Lifestyle	-.031	.054	-.027	-.564	.573	FR	NS
Goal Setting	-.034	.046	-.040	-.745	.457	FR	NS
Priorities	.186	.073	.168	2.545	.011	R	S

Values	.295	.071	.248	4.126	.000	R	S
Resource Management	.003	.051	.003	.053	.958	FR	NS
Time Management	.030	.065	.027	.455	.649	FR	NS

F = 14.077, Sig. = .000, r-square = .141

It can be gleaned from the table that among the variables of life management, it is on their *values* and *priorities* where significant correlation exists with respect to *spiritual dimension*. The result also reveals that the respondents' *priorities* and *values* with p-values of .011 (Beta=.186) and .000 (Beta= .295) affect their spiritual life management index. Thus, implies that the respondents' *priorities* and *values* in life have something to do on their spiritual activities. It further connotes that their unwavering faith to God is what made them guided in everything they do and it is where they find inner peace even they have some worries of fears in life. Thus implying that somehow it helps the respondents to properly weigh their priorities in life and clarify their values which enable them to have a clearer picture of their goals or purpose in life.

Conclusions

Based from the findings of the study, these conclusions were derived: the respondents' career or profession has contributed with the way they managed their lives; the teaching personnel had better strategies in dealing with their lives which contributed to their better life management index than the non-teaching personnel; and Life management strategies influenced one's life management index.

Recommendations

The following were the recommendations offered based from the result of the study: The Department of Education and Local Government Units need to strengthen through sustainable, systematic and sufficient financial provisions the Health and Wellness Program for their personnel and staff. Furthermore, they also need to integrate in their plans and programs, provisions for their personnel to have annual team-building activities and recollections anchored from the concept of achieving quality and balance life management; and Similar studies may be conducted using other indicators and variables on life management which were not used in this study.

References

1. Padua, Roberto N. (2006). *Elements of research and statistical models*. Cagayan De Oro, Philippines: MSPC Publishing House.

2. Rajeev, Loveleena. (2011).*The five dimensions of health*. Retrieved fromhttp://www.Buzzle.com.

3. Yamsuan, Cathy and Lucas Daxim. (2011). *DBP Lawyer's suicide due to 'harassment,' says former boss* Retrieved from Philippine Daily Inquirer http:// www.google.com.
4. Article XI, section 1 of the 1987 Philippine Constitution. (2012) Retrieved from http://www.chanroblesc.com/philsupremelaw2.html.

5. *Death of Angelo Reyes*. (2011). Retrieved from www.gmanews.tv

6. *Life quality index*. (2012). Retrieved from http://www.numbeo.com/quality of life/rankings by country. jsp.

7. *Optimal Health Questionnaire.* (2012). Retrieved from OptHlth/www.managingpressure.com.

8. *Suicide worldwide rates.* (2011). Retrieved from http://www.suicide.org/international-suicide-statistics.html

Strategies and Challenges of Internationalization in Higher Education: Perspectives from Higher Level Leaders

Nguyen Dong Phong[1], Ly Thi Minh Chau[2] and Tran Mai Dong[3]

[1] *University of Economics Ho Chi Minh City, Vietnam (phongnd@ueh.edu.vn)*
[2] *University of Economics Ho Chi Minh City, Vietnam (minhchausav@ueh.edu.vn)*
[3] *University of Economics Ho Chi Minh City, Vietnam (tmdong@ueh.edu.vn)*

ABSTRACT

The literature is related to trends and challenges in internationalization and internationalization of higher education. The main objective of our paper is to review factors associated with internationalization of higher education (HE). This study is looking at internationalization strategy development in the context of integration of internationalization into the strategic mission of individual institutions as a key objective. Six in-depth interviews are conducted with higher level (HL) leaders in the universities in Vietnam to understand why internationalization of higher education is of importance in developing internationalization strategy of their individual institutions in regard to integrating internationalization into the strategic mission; how internationalization is conceptualised in their institutions and to have an insight into their perceived challenges universities face in search for integrating the internationalization idea as a strategic driver of those universities. The paper concludes a sound basis for internationalization strategy development in HE sector related to strategic focus to illustrate strategy in practice. Specifically, the paper implies that the HL leaders need to take account their individual institution's missions in developing a strategic approach to internationalization.

Keywords: Globalisation, Internationalization, Strategy, Higher education

Introduction and Background

There continues to be significant discussion on the future roles and challenges as educational leaders face in term of the internationalization of the education market, the influx of new education providers, new methods of delivery and the increased emphasis on managerial competency (Reddy, 2009; Henry & Rezania, 2010).

In a rapidly globalising world the intellectual and professional skills, competencies and knowledge within business organisations are more important than ever before. Internationalization for any university is fundamentally about broadening the educational experience of students; this generally translates to the provision of internationally focused education. Students in the foreign or host nation need to be equipped with the intellectual and professional skills, competencies and knowledge that will enable them to effectively participate in an international labour market. The ability to understand values and beliefs different from one's own culture and to work within different social, political and religious frameworks (Ingleson, 2009) are crucial to effective functioning in a global environment. The implications of developing such a mindset are that double/twin programmes need qualified faculty with international expertise and connections, as they are better able to incorporate new case materials, ideas and delivery mechanisms (Carnall, 1991) to the teaching and learning experiences of local students. Such a strategic and proactive approach will undoubtedly enhance the internationalization process.

While these are important issues, and becoming even more critical in the internationalization process, there is little comprehensive study about the nature of integration of internationalization into the strategic mission of individual institutions. This paper aims at understanding why the country wants to see an internationalization of higher education; how internationalization is conceptualised in their institutions and to have an insight into their perceived challenges universities face in the context of integrating the internationalization idea as a strategic element of those universities. The main objective of our paper is to review factors associated with internationalization of higher education. From this, we will imply to internationalization strategy development in the context of integration of internationalization into the strategic mission of individual institutions.

Generally, qualitative methods are best suited to developing deeper understanding, so our discussion is based on the six in-depth interviews were conducted in Ho Chi Minh city, Da Nang and Ha Noi, and thus, the views represent higher level leaders from different universities in different parts of the Vietnam country. The interview sessions had two broad objectives:

- to understand the reason why internationalization of higher education is of importance in developing internationalization strategy of their individual institutions; and
- to understand their views on how internationalisation is conceptualised in their institutions and the challenges universities face in the context of integrating the internationalisation idea as a broad strategic driver of those universities.

Trends in internationalization

There are a number of current and emerging conditions that are likely to shape the future landscape of higher education including the increased competition in the HE provider market, growing acceptance of online delivery, and heightened expectations from multiple stakeholders (Acito et al., 2008). Additionally, the complexities of global business and the resultant challenges signal the need for HE providers to consider the ongoing construction of a solid body of knowledge of market needs, the continuous revision of programme offerings (Cabrera & Bowen, 2005) and assessment of trans-national competition (Wilson, 2007). Rapid and unpredictable changes in the business environment alongside issues such as scarcity of energy resources, global competition for markets, and constant need for innovation have placed a tremendous burden on present day leaders, managers, students, faculty, deans, corporate recruiters, employers, and the public in general are increasingly questioning the quality of HE around the world today (Neelankavil, 1994; Pfeffer & Fong, 2002; Feldman, 2005).

In terms of the internationalizing efforts of universities, curriculum internationalization is a strategy adopted by many universities as they prepare their graduates for employment in the global economy (Crosling, Edwards & Schoroder, 2008). In an age of increasing globalisation in almost all spheres of society it is not surprising that most educational programmes show signs of convergence or being fairly similar across the huge range of universities and business schools. There has been a tendency for educational curricula design to embrace increasing international content, emphasise greater relevance to real-life cases, and introduce training in 'soft skills' (Paucar-Caceres, 2008).

Hussain (2007) regards transnational education as the service of education on a global scale highlighting that some level of cross-border mobility of students, academicians, programmes of study and/or institutions is involved. Such an educational delivery format has the power to absorb and facilitate a large student body and disseminate knowledge beyond the geographical boundaries of a state and/or a country (Hussain, 2007). To Pimpa (2009) transnational education is attractive to students seeking foreign qualifications as overall costs can be greatly reduced. The option is also attractive to host or local employers and governments as well as multinational and global corporations considering human resource training and development options.

While transnational education is expanding and offers tremendous opportunities for education providers there are also challenges and concerns surrounding issues such as financial viability of programs, decision-making in a complex multinational environment, quality assurance, partner relationships and curriculum and teaching and learning methods (IDP, 2000). Pimpa (2009) asserts that the strong field and competition in transnational education has made quality a primary concern amongst providers, users and potential clients. He identifies a range of concerns including recognition or accreditation of the program by the local or host country, course content, appropriate cultural sensitivity of the program and/or its teaching methods to the local environment, appropriateness of the teaching methods in meeting course objectives and the finally concerns of adequate provision of physical, administrative, communication and other resources to support successful learning.

Internationalisation of higher education

There is no question that the international dimension of higher education has transformed the higher education landscape in the last two decades. The more globalized and inter-connected world in which we live has stimulated higher education institutions, organizations and national governments to pay more attention to academic relations and opportunities with partners in other countries (Knight, 2008). Internationalisation is a high priority for Australian universities. Ingleson (2009) makes a very valid point in stating that good offshore programs can play a very important role in positioning the university and opening up other lucrative opportunities. Ingelson notes that for this reason all offshore activity must be planned, sustainable and consistent with the broader strategic objectives of the university. Cort, Das, and Synn (2008) provide additional insights. They argue that all levels of the university, as provider, - presidents, provosts, deans, department chairs, and other influential decision-makers - need to be supportive and committed to the project. Another challenge they identified is the reliability of the coordinating and integrating efforts of the provider. We emphasise that due attention to these challenges in totality can ensure long-term viability and sustainability of internationalization. Business schools and universities face many challenges in designing their curricula. Unless the business faculty possesses international knowledge and skills, it can not adequately impart a global mindset onto their students crucial to successful participation in the in the global marketplace (Cort, Das, & Synn, 2008).

One notion that caused much debate among students is the extent to which the courses are, or indeed could be, international in content and how an international curriculum could be defined (Robinson, 2005). More specifically, Robinson argues the issues relate to limited discussion and information on curriculum design and delivery for example in the focus and provenance of the course content, individual modules, books and other materials; the knowledge and experience of the staff and the alignment with the needs of the student cohort; students' perceptions of how the program prepares them for the international market as well as students' relationship to institutional internationalization.

Vietnam has entered the new millennium with the emergence of a new era: the era of globalisation that has dramatically transformed world trade, communications, and economic relations since the late twentieth century. Vietnam's late entry into the globalised world has translates to a current demand and need for education (World Bank, 2008). Globalisation has provided great opportunities as well as posed new challenges for local education providers. To survive and succeed in the new era, educational providers need to understand and isolate their institutional strengths and weaknesses, identify vital changes in the new environment and most importantly to manage these changes strategically and effectively.

Ayoubi (2006) presents 3 main categories are included in the internationalization process of universities (i) the strategy of internationalization as the design of the internationalization process, (ii) the organizational steps of internationalization as the implementation of the internationalization process, and (iii) the obstacles, difficulties and advantages of internationalization as the evaluation of internationalization process. In developing a strategic approach to internationalization. HE institutions select the most appropriate modes of internationalization for the institution taking into account the institution's missions (OECD, 2012).

In addition to that Ayoubi (2006) identifies the first step of internationalization process is to set up the design of internationalization represented by the strategic intent, mission statement, strategic vision, corporate strategy and strategic plan and implies that in developing internationalisation strategy the university management need to regard to the design of strategic intent and mission of internationalisation and to integrate internationalization into the strategic mission of each higher education institution.

Research Methodology

We investigated these issues using qualitative in-depth interviews. Qualitative data collection methods are considered to be a necessary part of investigative studies. Using a qualitative approach provides richer detail for exploring viewpoints in real context. This enables us to gain a better initial understanding of the problem and to identify phenomena, attitudes and influences (Healy & Perry, 2000; Maxwell, 1996). In this study there are several important reasons that qualitative methods are better suited and likely to present deeper insight and to help us understand the issues more clearly (Schramm-Nielsen, 2001).

Six in-depth interviews were conducted with higher level leaders in the universities. Appointments were made with interviewees by telephone and approximately 90 percent of those approached were willing to be interviewed. Research methods should reflect the overall research strategy employed, with selected paradigms and methodologies shaping the choice of methods that are selected (Silverman 2010). To that end, semi-structured interviews were conducted using a schedule of questions that allowed the interviewer flexibility in both selecting the lines of questioning, and probing further in some areas further if required (Lloyd & Gatherer, 2006). Semi-structured interviews were used because: (1) the perceptions of internationalization of HE in Vietnam were considered uncertain, dynamic, and exploratory; and, (2) this form of interview is well suited to exploring attitudes, motives and values, as well as participant insights, rationales and practices related to the phenomenon being investigated. Semi-structured interviews with six (6) HE institutional level leaders were conducted, with purposive, snowball sampling used to recruit respondents from multiple universities. Participants' education background, work experience, and senior management experience were also considered to be important influences on their perceptions of internationalization

Table 1: Interview demographics – HL Leaders

Stakeholder group	Gender	Academic/Educational level	Position/Senior role	Region	Participant code
Public university /piloting autonomous HE institution	Male	Professor/Ph.D	President	HCMC	INTERVIEW Leader 1
National university	Male	Associate Professor/Ph.D	Vice President	HCMC	INTERVIEW Leader 2
National university	Male	Associate Professor/Ph.D	Dean	Danang	INTERVIEW Leader 3
Public university	Male	Ph.D	Dean	Mekong Delta	INTERVIEW Leader 4
Non- Public university	Male	Professor/ Ph.D	Vice President	HCMC	INTERVIEW Leader 5
Non- Public university	Male	Professor/ Ph.D	Vice President	Hanoi	INTERVIEW Leader 6

Initial contact with potential participants was made via an email or phone. A face to face or phone interview was arranged at a time and place convenient to participants, often at some other quiet location. Names of participants and organizations have been disguised to protect privacy and confidentiality. As Vietnamese was the first language of the first-named author and all participants, interviews were conducted in Vietnamese. Interviews lasted from 30 to 60 minutes. The chief investigator then verified transcribed interviews, and took executive notes during interviews (Kramar & Steane, 2012). Notes being taken during interviews were to record body language (face to face interview), the need to return to an issue for further discussion, to focus the interview direction, and to help with later transcribing. Interviews were conducted in Vietnamese and were transcribed into Vietnamese-language. The interview transcripts were translated from Vietnamese to English. The extracts of the translated transcripts presented here have deliberately not been edited further for readability, to ensure that what is presented is as close as possible to what participants said and meant.

Thematic analysis was undertaken on the English-translated transcripts, and key themes around the perceptions of HE leaders and their views on the internationalization of HE in the context of Vietnam emerged. Manual coding of themes and concepts (Burnard, 1991; Creswell, 2009) was undertaken. Manual hand coding, and colour-coding, was used to extract relevant sections of the English-translated texts. Translated transcripts were coded into main themes, and sub-themes, including a noting and comparison of the different views and perspectives of HE leaders, and as informed by the research objectives and literature. The English transcripts were read many times and themes, sub-themes and key words were recorded, and described. Theme or sub-theme 'headings' or 'categories' were developed, with each transcript being worked through and coded according to the list of category headings. Coloured highlighting and underlining texts was used to distinguish sections to be allocated to themes/sub-themes, and these were then extracted from the transcripts and pasted together onto sheets with the appropriate headings and sub-headings, although full copies of transcripts were also kept close at hand during analysis to ensure the context of the coded sections was maintained. We did not cut out strings of words free of context as this would have risked altering the meaning of what had been said (Burnard 1991). Once the data for themes and sub-themes was collated, a summary of each theme and sub-theme was written to explain it. Interpretation of that data followed: the chief investigator reviewed each section, including the examples of data, and offered commentaries that explained and connected the data, compared what had been found with current literature (where relevant), and identified the similarities and differences in participants' stories and experiences (Braun & Clarke, 2006). The findings sections presented below offers both a presentation of findings and a comparison of those findings with previous research.

Research Findings

The context of internationalization in which leaders attempt to integrate into their strategic mission of individual institutions is of importance. Empirically, the challenges and issues of internationalization in term of internationalization integration into developing internationalization strategy. In the interviews, HL leaders were asked why to perceive internationalization of higher education to be important in developing internationalization strategy, how to conceptualise internationalization in their institution and also to identify the challenges and issues the universities face to integrate internationalization idea as a strategic choice in developing strategy.

The role of HE internationalisation as a strategic choice

The internationalization of higher education institutions is contextualized as their strategic choices. The perceived internationalization of higher education were strongly important and aligned with the integration into their strategic mission of individual institutions and perceptions of integration of internationalisation is to be regarded as a strategic choice of each institution in developing its own strategy in regard to building strategic partner relationship in research and teaching collaboration.
Their narratives highlighted that the high level of institutional commitment in developing and implementing institutional strategies in term of universities internationalized is perceived far more important. The development of a curriculum internationalised is also perceived as important included in the university strategy development. Their narratives shared the evidence as:

As our country has been on the way of integration into the international market. Internationalization universities takes a very important role. When we develop our strategy, specifically internationalization strategy, we integrate into our strategic mission. The first priority is to internationalize the curricula with internationally oriented programmes as we have stated in our mission to produce qualified and competent students who can work in the international labour market…(INTERVIEW Leader 1).

Benefits of internationalization

Notable in these quotes is the participants' assertion in regard to benefits of internationalization:

[…] International relation is based on three main segments. Firstly, we have to cooperate with our partners. Secondly, signing articulation. This needs a formula, for example, the cooperative programmes would be either 2+1.5 or 2+2, etc ... to negotiate. Finally, student

exchange is newly added, as we find more chances to exchange students with our partners (INTERVIEW Leader 3).
Another participant cited other benefits:

When we talk about the benefits of internationalization. First we integrate internationalization into our strategic mission. Second we internalize the programmes, teaching staff and third by developing internationalizing strategy we can create a lot of opportunities for students and faculty to develop by doing student and faculty exchange (INTERVIEW Leader 2).

These views were reflected in the remarks of most of the participants that internationalization is perceived to contribute to a global understanding; to create global managers and leaders; to increase a global mindset to deal with global issues. Students are benefited to internationally experience a career development; to build the networks and teaching staff are also benefited to be transferred the knowledge and skills in term of dual teaching mode of delivery and international research collaboration. Curriculum internationalized is stressed as important through the articulation of the programmes to benefit to both sides especially to the Vietnamese universities.

Challenges and issues to internationalisation

The most challenge of internationalization of higher education is perceived as a lack of leadership, vision and strategy, as well as awareness of the importance of internationalization. Most of the responses are shared the view that there has existed a big challenge with the resources of human. infrastructure, administrative and financial fully engaging with internationalization.

Evidence is provided below showing the challenges of internationalization:

In the process of internationalization of university, we have to determine which universities in the regional areas are better than us, then identify the gap between them and us. We then do the research how to close these gaps as much as possible within the next 5 to 10 years. We have to say that it is too ambiguous to say we are going to become an international university as internationalization of university needs leadership, vision and strategy (INTERVIEW Leader 2).

The other participants also confirmed these challenges:

[…] Internationalization of higher education needs leadership, strategic vision and strategy. We lack resources as human and financial resources. To talk about human resources, I think people who has an international education background will fully support internationalization. However, not all of them, we need to develop our strategy and policy to do internationalization (INTERVIEW Leader 6).

The following extract provides some insights into the problems and issues of in the process of implementation of internationalization:

[…] If we want to change fast we have to accept the reality that we need to dismiss staff not competent and suitable and recruit a lot of new staff. Sure the cost is expensive. So we could do internationalization with solid financial as well as human resources (INTERVIEW Leader 2).
Elaborating further, the participant said:

The level of English competency of staff and students is important. When we conduct offshore programmes, English is compulsory. They cannot start the course without their proficiency in English (INTERVIEW Leader 3).

A problematic issue for most universities was clearly identified as the lack of foreign language skills of both staff and students and also the lack of support within the institutional system for internationalization. Lack of commitment from the higher level leaders of the institution to internationalization and integrated system were perceived the most issues towards internationalization HE. Also mentioned and much emphasised here was a deep understanding and acceptance among the academic and administrative staff with respect to internationalization.

This narrative confirmed what the literature also signalled as being an indication of where they perceived as the support and commitment of leaders:

Without the support and commitment from the board of rectorate and integrated system, we could not do internationalization (INTERVIEW Leader 5).

Conclusion and Implications for HL Leaders in the institutional higher education

Our results show that internationalization integration into developing internationalization strategy has emerged as the key challenge and issue of internationalization amongst policy makers, strategists and academics in the internationalization process. There has been an existence of programme issues in the organisation of institutional internationalisation.
We highlight the implications of integrating internationalization into the strategic mission of individual institutions in the context of internationalization of higher education institutions in Vietnam. This is especially so in view of the shift to market-economy and exposure to the usual globalisation effects and the need for competent, skilful and knowledgeable leaders to deal with the dynamics of such an environment.

In order to overcome global challenges, the University needs to be aware of its responsibility in the face of these challenges and regards its internationalization strategy as a major factor. The most important goals of this strategy are to prepare students for their future tasks in a globalised world and to give researchers the possibility of working together with international colleagues to develop solutions to the global challenges.

The higher education internationalization assists the national education reform in Vietnam. Content internationalized is brought into the curriculum with the objectives of developing the strategy and policies and producing best practice to develop human resources necessary for the development of Vietnam to go ahead closely with the knowledge-based economy. This paper has raised the challenges and issues of higher education internationalization in Vietnam. The overriding conclusion is that the way forward is for more collaborative effort between foreign strategic partners and key university stakeholders of the local host market to ensure the growth of international employment and to reflect the real need of employers in the global world.

It is our hope that this paper will raise discussion concerning the strategies and challenges of internationalization of higher education in the HE institutions especially in newly developing economies. We imply that the strategic choices from individual educational institution in the HE in Vietnam brought about in part by internationalization and also by new thinking and practices and HL leaders need to take account their individual institution’s missions in developing a strategic approach to internationalization**./.**

References

1. Acito, F., McDougall, P. M., & Smith, D. C. (2008). One hundred years of excellence in business education: What have we learned? *Business Horizons, 51*, 5-12.

2. Ayoubi, R.M. & Massoud, H. K. (2007). The strategy of internationalization in universities. *International Journal of Educational Management, 21*(4), 329-349.

3. Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology, 3*, 77-101.

4. Burnard, P. (1991). A method of analyzing interview transcripts in qualitative research. *Nurse Education Today, 11*, 461-466.

5. Cabrera, A., & Bowen, D. (2005). Professionalizing global management for the twenty-first century. *Journal of Management Development, 24*(9), 791-806.

6. Carnall, C. (1991). Putting the 'International' into the MBA. *European Management Journal, 9(3)*, 311-316.

7. Cort, K. T., Das, J., & Synn, W. J. (2008). Internationalising a business school program: A descriptive study of a strategic implementation process of internationalisation. *Journal of Business and Economics Research, 1*(5), 29-40.

8. Creswell, J.W. (2009). *Research design: qualitative, quantitative, and mixed methods approaches.* 3rd edn., Sage Publications, Inc., Thousand Oaks, Ca.

9. Crosling, G., Edwards, R., & Schoroder, B. (2008). Internationalising the curriculum: the implementation experience in a faculty of business and economics. *Journal of Higher Education Policy and Management, 30*(2), 107-121.

10. Davis, D., Olsen, A., & Bôhm, A. (2000). *Transnational education providers, partners and policy: Challenges for Australian Institutions Offshore.* IDP Education Australia Limited.

11. Feldman, D. C. (2005). The food's no good and they don't give us enough: reflections on Mintzberg's critique of MBA education. *Academy of Management Learning and Education, 4*(2), 217-220.

12. Henry, M., & Rezania, D. (2010). Management education: classifying business curricula and conceptualising transfers and bridges. *International Journal of Business and Management, 5*(5), 44-50.

13. Healy, M., & Perry, C. (2000). Comprehensive criteria to judge validity and reliability of qualitative research within the realism paradigm. *Qualitative Market Research: An International Journal, 3*(3), 118-126.

14. Hussain, I. (2007). Transnational education: concept and methods. *Turkish Online Journal of Distance Education,* 163-173.

15. Ingleson, J. (2009, August). *Internationalisation in a young university: an Australian experience*. Paper presented at the International Conference on Branding in Higher Education: Practices and Lessons learned from Global Perspectives, Vietnam.

16. Knight, J. (2008). *Higher education in Turmoil. The changing world of internationalization.* Rotterdam: Sense Publishers.

17. Kramar, R. & Steane, P. (2012). Emerging HRM skills in Australia. *Asia Pacific Journal of Business Administration, 4*(2), 139-157.

18. Maxwell, J. A. (1996). *Qualitative research design: An interative approach.* Thousand Oaks, Sage Publications, Ca.

19. Neelankavil, J. P. (1994). Corporate America's quest for an ideal MBA. *Journal of Management Development*, *13*(5), 38-52.

20. Lloyd, V. & Gatherer, A. (2006). Conducting qualitative interview research with people with expressive language difficulties. *Qualitative Health Research*, *16*(10), 1386-1404.

21. OECD, (2012). *Approaches to internationalization and their implications for strategic management and institutional practice.* OECD Publishing.

22. Paucar-Caceres, A. (2008). Mapping the structure of MBA (AMBA-accredited) programmes in the UK and France. *International Journal of Educational Management*, *22*(2), 184-209.

23. Pfeffer, J., & Fong, C. T. (2002). The end of business schools? Less success than meets the eye. *Academy of Management Learning and Education, 1,* 78-95.

24. Pimpa, N. (2009). Learning problems in transnational business education and training: the case of the MBA in Thailand. *Iinternational Journal of Training and Development*, 262-279.

25. Reddy, Y. M. (2009). Global accreditation systems in management education: a critical analysis. *South Asean Journal of Management*, *15*(2), 61-80.

26. Robinson, S. K. (2005). Becoming international? Internationalisation and the MBA: a critical exploration of students' experiences from four MBA programes. *Stream: 'Whither the MBA? – The forms, prospects and critiques of the MBA (and business school education).*

27. Schramm-Nielsen, J. (2001). Cultural dimensions of decision making: Denmark and France compared. *Journal of Managerial Psychology*, *16* (6), 404-423.

28. Silverman, D. (2010). *Doing Qualitative Research.* 3rd edn., Sage Publications, London.
29. Wilson, D. A. (2007). Tomorrow, tomorrow and tomorrow: the "silent" pillar. *Journal of Management Development, 26,* 84-86.

30. World Bank (2008). *Vietnam: Higher education and skills for growth,* Report No. 44428-VN, [online] Retrieved from http://wwwwds.worldbank.org/external/default/WDSContentServer/WDSP/IB/2009/08/25/000334955_20090825025817/Rendered/PDF/444280ESW0WHIT1al1July08020081final.pdf.

An Examination of Quality of Work Life in a Private University in Thailand

Narat Wattnapanit

Faculty of Education, Ramkhamhaeng University (Narat1904@yahoo.com)

ABSTRACT

Quality of work life (QWL) is a popular issue during the past decade. Many researchers suggested that if an organization could create a proper balance of QWL for personnel, their personnel would be satisfied and could function better. This survey aimed to examine the level of QWL at a private university in Thailand. Questionnaire was used to elicit data from 308 respondents. It was found that personnel reported they had moderate degree of QWL. The adequacy and fair compensation was reported as the lowest ranking. The social relevance of work life was reported as the highest ranking. The job provided sufficient level of self-respect and pride. The compensation issue might actually be sufficient for a proper level of standard of living but personnel seek to obtain more. It was suggested that the university should handle this issue with care and proper consideration.

Keywords: Work-life balance, quality of work life

Introduction

Quality of work life is defined as the opinions of personnel towards their job whether their job can satisfy self-value, basic economic needs, a balance of work and private life, and cooperation within the organizations to get the works done properly (Cascio, 1991; Walton 1973). Quality of work life is a populary researched topic among organizations during the past decade (Srivastava & Kanpur, 2014). It can enhance the quality of social dimension of employees' life and team work in organizations and lead to sustainable development of the organizations. Huse and Cumming (1985) suggested that quality of work life brought about the perceptions that personnel in organizations attain supports from their organization and feel satisfied with the organization. Thus, personnel would put more effort to work for the organizations. Eventually, it can increase the organization's productivity, employees' morale and development.

This research aimed to investigate the quality of work life of personnel at a private university in Thailand. The results from this research would create a better understanding about quality of work life in this university.

Research objectives

To investigate the personnel's perceptions regarding degree of quality of work life at the university.

Literature

Organizations should improve the quality of employees' work life in order to create a work environment that enhances the comforts of personnel in their work (DuBrin, 1978). Dessler (1978) further explained that quality of work life refer to the work condition that have fair remuneration which enable personnel to live comfortably, safe and healthy work environment, career advancement opportunity, and enhances self-respect.

Quality of work life is composed of work and perceptions about safety and positive relationship with colleagues, career advancement opportunity (Cascio, 1995). Work life is said to have quality if it can satisfy human's basic needs. Positive work life results in healthy physique and mind of personnel (Knox and Irving, 1997).

Quality of work life is the opinions of personnel towards his/her job in relation to the fulfillment of personal need and desire as well as the organization's. A job should allow positive interaction among personnel in the work place. Life has a meaning resulting from the job. Moreover, the job should fulfill basic needs for standard of living and harmonizing of personal life and work domains (Arnold and Feldman, 1983; Bernadine and Russell, 1998; Hodgetts, 1999; Huse and Cummings, 1985; Mondy and Noe 1987). Satisfaction should occur both for organization and the personnel (Delamotte and Takezawa (1984, pp. 2-3). Quality of work life was found to be related to performance (Golembiewski and Sun, 1990).

Dimensions of Quality of Work Life

Quality of work life is comprised of 8 dimensions (Bernadine and Russell, 1998; Cascio, 1995; Huse and Cumming, 1985; Walton, 1973).

1. Adequate and fair compensation. The wages and income should be sufficient for personnel's standard of living. The compensations should be fair in comparison with other similar jobs.

2. Safe and healthy working conditions. The working hour should be reasonable. The physical working condition should be safe. The design of work should take personal safety into consideration.

3. Personnel should have opportunity to use and develop their capacities in work. Personnel should be allowed to utilize their potential and skills. They should be allowed to undertake works which they think is meaningful. The job should be design so that workers would have autonomy, utilize multiple skills, sufficient information and perspective, work as a team, participate in the planning of work, as well as receie feedback.

4. The job should provide opportunity for continued growth and security of personnel. The person who performs the tasks in a job position should be able to learn and develop their knowledge and potentials. Hence, personnel would feel secured in their job and gain respect from colleagues and family.

5. The work should allow personnel to have social integration in the organization. This includes freedom from prejudice, egalitarianism, supportive primary work group, community in the work place, and open communication.

6. There should be constitutionalism in the work organization. The organizational culture should establish respects for personal life and privacy. Personnel should be allowed for freedom of speech and equity as well as protections by the regulation.

7. There should be a balanced work and total life space. Organization should allow personnel to live between a life within and outside of the organization in a balanced manner. Pressure from work should be taken care of.

8. The work should have some contribution to the society. The personnel should acknowledge that his/her organization contributes some benefits to the society, for example, in waste management, community welfare, etc.

Methodology

The population in this study is full time personnel in a leading private university in Thailand. Since the population held similar characteristics and gathered at certain areas in the university, convenience sampling method was appropriate for sampling (Tanchaisak, 2015). Questionnaires were distributed to 350 personnel both academic and non-academic staff. The researcher asked the respondents to drop the questionnaire at the researcher's office. 320 were returned. After data cleaning and editing the returned questionnaire, 308 were usable.

The questionnaire consisted of 3 parts. The first part elicited the respondents' demographic data including gender, age, marital status, education level, job position, tenure, and income.

The second part elicited personnel's perception regarding quality of work life based on the eight dimensions of quality of work life.

1. Adequate and fair compensation. The wages and income should be sufficient for personnel's standard of living. The compensations should be fair in comparison with other similar jobs.

2. Safe and healthy working conditions: reasonable working hours, physical working condition, safety workplace, and specified age limits for dangerous job position.

3. Opportunity to use and develop capacities. The job offers autonomy, needs multiple skills, availability of information and perspective, works as team, participation in planning and implementation.

4. Opportunity for continued growth and security including personal development, advancement opportunity, and job security.

5. Social integration in the work organization: freedom from prejudice, egalitarianism, mobility to higher position, supportive primary work group, community in the work place, and open communication.

6. Constitutionalism in the work organization (privacy, free speech, equity, rule of law).

7. Work and total life space: balanced rule of work and personal life outside of the organization.

8. Social relevance of work life.

The questionnaire was 5-point Likert rating scale ranging from 1 = highly disagree to 5 = highly agree.

The third part was an open-ended question eliciting opinions and suggestions from respondents regarding the quality of work life in the organization.

The instrument was presented to 3 content experts to assess the content validity by finding the IOC (item-objective congruence index) among the 3 experts. After that the instrument was tried with 30 samples from the same population. The Cronbach's alpha (Cronbach's alpha coefficient) for the whole questionnaire was 0.912. For each dimension, the alpha ranged from 0.731 to 0.930.
Data collection was performed via convenience sampling. The population was all personnel of the university constituted around 2000 employees. The researcher distributed 350 sets of questionnaire at the university and asked the respondents to return the questionnaire at the researcher's office. 308 questionnaires were usable.

Results

The Quality of Work Life (QWL) mean scores calculated from the items for each dimension in which the scores range from 1 = highly disagree to 5 = highly agree are reported in table 1.

Table 1: Mean (M) and Standard Deviation (SD) of Personnel's Quality of Work Life at the university classified by 8 QWL dimensions

Quality of Work Life	Mean	SD
1. Adequate and fair compensation	2.41	0.79
2. Safe and healthy working conditions	3.18	0.64
3. Opportunity to use and develop capacities	3.21	0.58
4. Opportunity for continued growth	3.28	0.65
5. Social integration	3.40	0.69
6. Constitutionalism in the work place	3.25	0.75
7. Work and total life space	3.64	0.65
8. Social relevance of work life	4.00	0.61
Average Total Quality of Work Life	3.29	0.51

The respondents perceived they had moderate level of quality of work life (mean = 3.29, SD = 0.51). The lowest was the adequacy and fairness of compensation (mean = 2.41, SD = 0.79) followed by safe and healthy work conditions (mean = 3.18, SD = 0.64). The development dimensions were in the mid range (development of capcity, growth, and constitutionalism). The social aspects are in the high level (social integration and life space). The respondents reported highest level of social relevance of work life (mean = 4.00, SD = 0.61).

The open-ended question revealed personnel's opinion regarding QWL. The sumary of results is reported in table 2. 60 comments were received from the 308 sets of questionnaire.

Table 2: Summary of opinions and suggestons regarding QWL situation at the university

Rank	Opinions and Suggestions	Frequency	Percent
1	The annual step and salary should be fair and equitable in consideration of tenure, assigned works, and performance	19	31.67
2	The organization should revise fringe benefits system and give more attention to the morale of employees.	17	28.33
3	The workplace, equipment, and environment should be taken care of	10	16.67
4	Importance should be given to personnel's opinions and participations in planning.	7	11.67
5	Regulatoins regarding working time should be announced clearly and well in advance of implementation.	4	6.67
6	There should be more survey regarding quality of personnel's work life in the future	2	3.33
7	Activities should be organized to promote interactions among personnel	1	1.67
	Total comments	60	100.00

Many respondents were concerned that the promotion and steps should be consistent with tenure, job duties, and performance. The second rank was about fringe benefits. The third suggestion was regarding the suitable and safe environment and equipment. The highest were

Discussion

The respondents felt that they have moderate level of QWL. They felt that their lives were moderately balanced. Their jobs could satisfy their basic needs. Personnel in the university reported positive social integration. It is very likely that they felt proud of their jobs and felt they contributed something to the society at large. The nature of the job provides educated citizen to the society. Moreover, the Thai society gives high regards to educators. Hence, they were proud of themselves and were quite satisfied with their job in this aspect.

Personnel reported they could manage time between work and life. The work system is flexible. Personnel were required to work for certain hours with low restriction on in and out time. Hence, they can schedule their personal lives in accordance to their job requirements.

The work society was reported to be quite good. Supervisors and colleagues had positive interactions. This might be because most personnel were educated and felt oblique to help each other to promote the well-beingness of the society. Meetings and workshops were organized. They had to report to the high authority, i.e., The Higher Education Commission. There were many difficult requirements from the ministry so they might feel they were in the same situation. Personnel reported satisfactory level of coordinations in the work place. The cooperaton produced proper reports to be submitted to the ministry. Personnel were likely to perceive they were successful in their job. Hence, they feel content in their jobs. Moreover, personnel had rather open communication in the workplace. This brought about positive feeling towards the organization. They felt the organization trusted them.

The nature of the job enabled personnel to learn and seek knowledge to develop their potentials. Internet facility was provided sufficiently. Personnel gained access to internet database in order to find information related to their jobs. Moreover, scholarships and fundings were also provided for reseach and conferences. Hence, personnel felt they had opportunity to develop and grow.

The respondents reported low satisfaction in remunerations both from the questionnaire and also from the open-ended questions. It was likely that the pay was not really low but personnel would like to receive more. Personnel at the university were able to keep up with a certain standard of living. Hence, the low score about fair and sufficient compensation might be just a complaint based on human nature. The university had provided some fringe benefits to deal with necessity.

Conclusions

The personnel complained somehow about the unfair compensation. This may not likely be true as discussed above. However, it is a sensitive issue. The university should be careful in the transperancy and equity in the consideration of steps and increases. Other issues were satisfactorily responded by the university. The nature of the job itself gains respects from the society. The job contributes value to the society. The personnel reported certain level of self-respect and pridce. They were very likely to be satisfied with the job and and structure of the job also provide opportunity for family life and time off. In short, it was found that QWL at the university is quite alright

References

1. Arnold, H. J., & Feldman, D. C. (1983). *Managing individual and group behavior in organizations*. New York: McGraw-Hill.

2. Bernadine, J. H., & Russell, J. A. (1998). *Human resource management experimental approach.* Boston: McGraw-Hill.

3. Cascio, W. F. (1991). *Applied psychology in personal management* (4th ed.). Englewood Cliffs, NJ: Prentice-Hall.

4. Cascio, W. F. (1995). *Managing human resources: Productivity, quality of work life, profits* (4th ed.). New York: McGraw-Hill.

5. Delamotte, Y., & Takezawa, S. (1984). *Quality of working life in international perspective.* Geneva, Switzerland: International Labor Organization.

6. Dessler, G. (1978). *Personnel management.* Reston, VI: Reston Publishing.

7. DuBrin, A. J. (1978). *Fundamentals of organizational behavior.* New York: Pergamon Press .

8. Golembiewski, R. T., & Sun, B. C. (1990). Positive findings bias in QWL studies: Rigor and outcomes in a large sample. *Journal of Management, 16,* 665-674.

9. Hodgetts, R. M. (1999). *Modern human relations at work.* Fort Worth, TX: The Dryden Press.

10. Huse, E. F., & Cumming, E. A. (1985). *Behavior in organization: A systems approach to managing*. New York: West Publishing.

11. Knox, S., & Irving, J. A. (1997). An interactive quality of work life model applied to organizational transition. *Journal of Nursing Administration*, *27*(1), 39-47.

12. Mondy, R. W., & Noe, R. M. (1987). *Personnel: The management of human resources.* Needham Heights, MA: Allyn and Bacon.

13. Srivastava, S., & Kanpur, R. (2014). A study on quality of work life: Key elements & it's implications. *Journal of Business and Management, 16,3(1*), 54-59.

14. Tanchaisak, K. (2015). *Business Research Methodology.* Bangkok: Protextx.

15. Walton, R. E. (1973). Quality of work life: What is it. *Sloan Management Review, 15,* 12-

The Relationship between Organizational Characteristics and the Learning Organization Disciplines at a University in Thailand

Krisda Tanchaisak

Assumption University

ABSTRACT

Organization learning is an important tool for modern organization to develop and succeed in the rapidly changing environment. Senge suggested five disciplines which could transform an organization into a learning organization. This research aimed to investigate the association between 5 organization characteristics suggested by several researchers that could help organizations become learning organization. A survey questionnaire was distributed at a university in Thailand. 291 completed questionnaires were returned. The research found that the five characteristics were correlated with the disciplines at the moderate level. Organizational culture was correlated with the disciplines at the highest level followed by empowerment, work environment, support technology, and organizational structure respectively.

Keywords: Learning Organization, University, Learning, Personnel

Introduction

The internet and connectivity brought about rapid changes in the world. Changes are occurring rapidly. Adaptability becomes an important skill for modern organizations. De Geus (1997) argued that many organizations do not have sufficient degree of tolerance and openness in order to adapt to changes in the external environment. In order to adapt, an organization needs to learn. Organization, as a whole, can learn through the collective learning of its individual members.

Learning Organization (LO) is a concept that has received much attention from organizations throughout the world. Senge (2006) explained that Learning Organization is characterized as an organization that personnel could learn and develop their capacities for works through sharing of knowledge with both insiders and outsiders. Not only learning individually, employees are inspired to share their learning and create a community of practice.

Research Objectives

This research study was conducted at a leading private university in Thailand. The objectives of this research were posed as follow:

1. To investigate the opinions of personnel regarding the development towards becoming a Learning Organization of this organization.

2. To investigate the association between the organization's characteristics namely organization structure, organization culture, delegation, technological structure and organization climate and the 5 components of Learning Organization

Learning Organization

Senge (2006) defined learning organization as an organization that personnel have determination in improving their capacity. Marquardt and Reynolds (1994) suggests that learning organization is an organization that have a work environment that stimulates and facilitates learning in the individual and team levels through the integration of knowledge and technology. Kim (1993) argues that LO was the process of learning that could change employees' behaviors which increase personnel's capability and result in the effectiveness of the organization. LO is an organization that facilitates the process of continuous transformation of personnel.

Learning Organization (LO) refers to organization which is dynamic and responds to changes in the environment. This kind of organization has continuous development in all aspect. Personnel are motivated to realize the importance of learning and development both as an individual and as a team. Knowledge are reciprocated and shared. Marquardt (1996) suggested that learning about success and failure stories could contribute to an organization's competitive advantages.

Senge (2006) suggested 5 disciplines for organizations to practice in order to become Learning Organization. The 5 disciplines include 1) systems thinking, 2) personal mastery, 3) mental models, 4) shared vision and 5) team learning. Practicing these disciplines would help turning organizations into Learning Organization which support learning in all levels from individual, team, and organization levels. Personnel would be able to learn jointly and continuously. Thus, organizations could incur competitive advantages and respond to the changes in the environment in a timely manner. Sustainable competitiveness could be maintained. Senge (2006) suggested the five disciplines that can turn an ordinary organization into a learning organization.

Systems thinking refer to the system of thinking. Employees should work systematically. Moreover, they should be able to see the overall picture of the organization and the consequences of their actions upon others. They should acknowledge the pattern of interactions within the organization.

Personal mastery refers to the determination of individual to become excellent in their work. They should know about their work thoroughly so that they can handle the changes which might occur effectively.

Mental models refer to the mindset or perspective of employees which value learning and development. This mindset stimulates employees to develop and seek understanding about their colleagues and work environment. Personnel with the right mindset would be eager to solve problems.

Shared vision is another important discipline that directs employees to work towards the same objectives. Efforts of all employees should be focused towards the same objective. This can happen only when employees have clear understanding and agree with the visions of the organization. Common interest should be given more importance than personal interest.

Team learning refers to the interaction among members of the organization. Employees should feel obligated to share the knowledge they can in order to help others to solve their problems.

The organizational characteristics that contributed to LO include (Kim, 1993; Marquardt and Reynolds, 1994; Senge, 2006)

1. Organizational structure that is flexible and support teamwork.
2. Organizational culture that promotes learning, participation and creativity as well as tolerance for error.
3. The empowerment of personnel to have authority to learn.
4. Technology that facility work and communication among personnel.
5. Positive work environment

Methodology

The population in this research was the faculty members of a university in Thailand. The total population was 1200 faculty members. The researcher distributed questionnaire using convenience sampling method. The samples consisted of 291 personnel. A 5-point Likert scale was used to collect data based on the 5 factors contributed to LO. The dependent variable was the disciplines suggested by Senge (2006). The Cronbach's alpha for each construct ranged from 0.80-0.96.

Results

The means and standard deviation of organizational characteristics are presented in table 1. The measurement ranges from 1 = highly disagree to 5 = highly agree.

Table 1: Means and standard deviation of organizational characteristics

Organizational characteristics	Mean	SD
1. Organizational Culture	3.58	0.63
2. Organizational Structure	3.43	0.53
3. Empowerment	3.40	0.80
4. Support technology	3.29	0.71
5. Work environment	3.14	0.76
Total	3.37	0.58

The personnel perceived the overall organizational characteristics at the moderate level. The means ranged from 3.14 for positive work environment to 3.58 for organizational culture.

For the organizational structure, personnel reported they perceived the organizational structure had moderate level of hierarchical communication (mean = 3.31, SD = 0.72); cross-functional works (mean = 3.32, SD = 0.80); rules and regulations (mean = 3.35, SD = 0.74); and coordination among departments (mean = 3.39, SD = 0.71). Job rotation was reported at high level (mean = 3.48, SD = 0.82). Clear job description was reported at high level (mean = 3.68, SD = 0.67).

Regarding the organizational culture, personnel reported they perceived the organizational culture had moderate level of knowledge exchange (mean = 3.26, SD = 0.94); openness to comments (mean = 3.35, SD = 0.95). The organization provide opportunity for training and conferences (mean = 3.54, SD = 0.79). Personnel were willing to modify their behaviors for the betterment of the organization (mean = 3.60, SD = 0.84). Personnel seek knowledge for their development (mean = 3.61, SD = 0.81). The organization had the culture that promoted personnel to seek methods to improve their work (mean = 3.67, SD = 0.85). The organizational culture emphasize efficiency and quality services (mean = 3.97, SD = 0.74).

Regarding empowerment, personnel reported they had autonomy to perform their work (mean = 3.35, SD = 0.86). They had sufficient authority to solve problems (mean = 3.44, SD = 0.83).

For support technology, the personnel reported a moderate level of supports for learning of new technology (mean = 3.18, SD = 0.89); modern technology for communication (mean = 3.21, SD = 0.92); technology for personnel development (mean = 3.37, SD = 0.85). At the high level, personnel reported the organization computerized database (mean = 3.52, SD = 0.79)

Regarding the work environment, personnel reported the environment had moderate level of equality among personnel (mean = 2.86, SD = 1.02); respects among colleagues (mean = 3.12, SD = 0.98); acceptance for failures as learning rather than blames (mean = 3.19, SD = 0.82); learning emphasis on work life quality (mean = 3.23, SD = 0.93); stimulation for development (mean = 3.33, SD = 0.82).

The degree of LO's disciplines were reported in table 2.

Table 2: Means and standard deviations of LO disciplines

Disciplines	Mean	SD
1. Mental models	3.95	0.56
2. Team learning	3.93	0.57
3. Personal mastery	3.88	0.58
4. Systems thinking	3.86	0.56
5. Shared visions	3.62	0.62
Total	3.86	0.48

Personnel reported the organization had high level of mental models following by team learning, personal mastery, systems thinking, and shared visions respectively.

The 5 organizational characteristics were associated with the LO disciplines. The results are shown in table 3 all relationship were significant ($p < .05$).

Table 3: Pearson's Correlation between organizational characteristics and LO disciplines

Organizational Characteristics	LO disciplines
1. Organizational culture	0.52
2. Empowerment	0.46
3. Work environment	0.43
4. Support technology	0.42
5. Organizational structure	0.33

All relationships are significant ($p < 0.05$)

The LO disciplines were reported to be correlated with organizational culture (r = 0.52); empowerment (r = 0.46); work environment (r = 0.43); support technology (r = 0.42); and organizational structure (r = 0.33).

Organizational structure had positive relationships with shared vision (r = 0.41); systems thinking (r = 0.34); personal mastery (r = 0.27); team learning (r = 0.17) but had no relationship with mental model.

Organizational culture had positive relationships with shared vision (*r* = 0.55); systems thinking (*r* = 0.50); personal mastery (*r* = 0.45); mental model (*r* = 0.29), and team learning (*r* = 0.36).

Empowerment had positive relationships with shared vision (*r* = 0.52), systems thinking (*r* = 0.49); personal mastery (*r* = 0.38); team learning (*r* = 0.31); and mental model (*r* = 0.25).

Support technology had positive relationships with shared vision (*r* = 0.47); systems thinking (*r* = 0.43); personal mastery (*r* = 0.35); team learning (*r* = 0.32); and mental model (*r* = 0.21).

Work environment had positive relationships with shared vision (*r* = 0.53); systems thinking (*r* = 0.42); personal mastery (*r* = 0.37); team learning (*r* = 0.32); and mental model (*r* = 0.22).

The association between each organizational characteristics and dimensions of LO is presented in table 4, all relationships are significant at p = 0.05.

Table 4: Pearson's Correlation between organizational characteristics and dimensions of Learning Organization

	Systems thinking	Personal Mastery	Mental Model	Shared Vision	Team Learning
Organizational Culture	0.50	0.45	0.55	0.59	0.36
Empowerment	0.49	0.38	0.25	0.52	0.31
Work environment	0.42	0.37	0.22	0.53	0.32
Support Technology	0.43	0.35	0.21	0.47	0.32

Organizational Structure	0.34	0.27	0.27	0.41	0.17

All relationships are significant ($p < 0.05$)

The top 3 highest correlations were found between organizational culture and shared vision (r = 0.59) followed by organizational culture and mental model and (r = 0.55), and work environment and shared vision (r =0.53) respectively. The lowest 3 correlations were found between organizational structure and team learning (r = 0.17), support technology and mental model (r = 0.21), and work environment and mental model (r = 0.22) respectively.

Discussion

Organizational characteristics were found to be related with LO disciplines. The highest relationship was found between organization culture and the LO disciplines. It was possible that a learning organization involves a transformation of the attitude towards work as well as work practices. Organization culture implies the norm of the people within the organization. Without the collective contribution and sharing culture among personnel, the community of practice could not be created. The university had a culture that emphasized efficiency and quality services. It was possible that the faculty members realized the importance of satisfying the needs of stakeholders in the current competitive environment. It was very likely that, by the nature of the job, personnel were active in seeking up-to-date knowledge in order to teach the students effectively. They practiced teaching day-by-day and adjust their teaching method continuously in order to deliver knowledge to the students. The faculty members were likely to learn and modify their behaviors to respond to the needs of the stakeholders and the betterment of the university. It is likely that faculty members had developed a positive mental model throughout the years of working in the university. With a proper mental model, the faculty members seek to develop themselves. Hence, personal mastery was attained. Moreover, the mental model also prompted faculty members' towards openness to comments and willingness to modify behaviors. This enabled learning in team learning and shared vision.

Another interesting point was the association between empowerment and LO disciplines. Faculty members perceived that the university gave them certain degree of authority and autonomy. They felt confident in their authority to seek and develop knowledge. They could request materials and equipment related to their teaching requirements. This enhanced the positive mental model and the development of personal mastery. Opinions of personnel were attained to. This created a positive environment for acceptance of each other and sharing of knowledge.

Personnel in the university seemed to have mutual respects. The work environment was reported as positive. Faculty members felt they had motivations for development. This might be more to do with students' expectation rather than the administrators'. Working closely with students, teachers were likely to create bond with their students and would like to develop the students but they had to develop their knowledge first. With students in mind, the personnel were likely to be open rather than defensive. Moreover, they did not take the effectiveness issue personal. The common objective in the development of students provided the foundation for common and shared vision both among personnel and between personnel and the university. This created a positive work environment within the university. Positive work environment promoted willingness to learn from others and result in knowledge of the whole system, i.e., systems thinking.

The personnel reported the university provided a moderate level of supports regarding technology. Since higher relationships were found between support technology and shared vision and systems thinking, this implied the technology seemed to support information on the organization-wise rather than individual-wise basis. It might be possible that individual faculty member gain access to the same information, hence, they knew the same content and knew which direction they should gear towards.

The respondents reported a moderate degree of communication, coordination, cross-functional works, and clear job description. It is very likely that the faculty members know their job responsibility and duties and they could perform individual job well. On top of this, they communicated and coordinated across departments. Teachers at the university seemed to possess certain level of knowledge and skills which were very likely to lead to the personal mastery. It seemed that the faculty members had good role model. This implied the university had capable leaders who could inspire the faculty members coupled with the perceptions of role of teachers in the Thai society. Hence, the faculty members possess a positive mental model. The positive interactions created shared vision, team learning, and system thinking. Lowest relationship was found between organizational structure and team learning. This implied that although the personnel were willing to share their learning, the organizational structure were departmentalized and did not allow for much learning as a team.

Conclusion

At this university, it was found that organizational characteristics correlated higher with shared vision and systems thinking than other dimensions. The current organizational characteristics seemed to be effective in the organization level rather than the individual level. The university should modify the organization characteristics to enable supports for disciplines related more with individual level such as personal mastery, mental model, and team learning. The organization culture was associated and could enhance the 5 disciplines to a certain extent. The university's culture is an important characteristic which should be promoted. On the contrary, the organization structure seemed to obstruct the development of the 5 disciplines in this university. The structure should be revised to be less hierarchical and enable more cross-functional interactions. Moreover, the leaders seemed to have an important role in putting the organizational characteristics in place. Hence, the administrators should focus on the development of leaders and support cross-functional works as well as channel for interactions among faculty members. Openness and sharing among personnel should be supported. In addition the university should create a culture that aims at efficiency and quality services to stakeholders. These could eventually transform the university into a Learning Organization.

References

1. De Geus, A. (1997). *The living company*. Boston: Harvard Business School Press.
2. Kim, D. H. (1993). The link between individual and organization learning. *Sloan Management Review*, *35*(1), 37-50.
3. Marquardt, M. J. (1996). *Building the learning organization*. New York: McGraw-Hill.
4. Marquardt, M. J., & Reynolds, A. (1994). *The global learning organization*. Burr Ridge, IL: Irwin Professional.
5. Senge, P. M. (2006). *The fifth discipline: The art practice of the learning organization*. New York: Doubleday.

Understanding the Dynamics of Trust in Care-Driven Leadership: What Does It Take to 'Look Within', 'Look Through', and 'Look Beyond'?

Yosep Undung[1,2] and Allan B. de Guzman[3,4,5]

[1]Research and Planning Director, [2]Divine Word College of Legazpi, Legazpi (edujoseph2008@gmail.com%)

[3]The Graduate School, [4]Center for Educational Research and Development [5]College of Education, University of Santo Tomas, Manila Philippines 1015% (abdeguzman@mnl.ust.edu.ph)

ABSTRACT

Cognizant of the incalculable role of trust in human organization, this phenomenological study captured the collective views of 13 academic administrators in selected colleges in the Philippines. Guided by the central question, "*How is trust as an element of care-driven leadership incarnated in the lived experiences of a select group of Filipino academic administrators?"*, semi structured in-depth interviews were conducted. Field texts were transcribed and subjected to phenomenological reduction via repertory grid analysis. Validity of repeated claims and evidence in the study was ensured through constant vertical and horizontal analysis and member checking procedure. Interestingly, the dynamics of trust as experienced and lived by the respondents was eidetically described and understood in the emerged typologies of trust, namely: clinical, charismatic, and creative. These typologies, which are by-products of observation, reflection and collaboration are valuable lenses in understanding care-driven leadership.

Keywords: Filipino academic administrators, Clinical trust, Charismatic trust, Creative trust, Care-driven leadership

Introduction

Trust has long been acknowledged as an essential element in social interaction (Gambetta, 1988). It is the belief or confidence in a person on the bases of integrity, fairness and reliability (Lypnack, & Stamps, 1997, as cited in Appelbaum, Bartolomucci, Beaumier, Boulanger, Corrigan, Doré, Girard, & Serroni, 2004). Moreover, trust is indispensable for successful cooperation and collaboration among people within an organization because it is a foundation of productive group relationships (Baier, 1986). French and Bell (1984), for their part, asserted that with interpersonal trust, a caring leader can facilitate transactions that promote an environment where individuals feel free to express their ideas, engage in problem solving, and resolve differences of opinions peacefully. Trust develops in the community where there is an atmosphere of caring and respect the integrity of each individual. In the spirit of trust, people can easily develop teamwork and group collaboration (Gardner, 1990).

Many scholars have given various conceptualizations of trust with emphasis on elements of vulnerability or risks. Mayer, Davis and Schoorman (1995:712) define trust as ‘the willingness of a party to be vulnerable to the actions of another party based on the expectation that the other will perform a particular action important to the trustor, irrespective of the ability to monitor or control another party’. Mishra (1996:265) defined trust as ‘one party’s willingness to be vulnerable to another party based on the belief that the other party is competent, open, concerned and reliable. In other words, Mishra focused on the perception that trust occurs in the spirit of openness and honesty on the part of the other individual. Cummings and Bromiley (1996) expound the idea that trust is the perception of honest self-perception. In the context of educational management, where school operations are not only governed by codified rules and structure but permeated and shaped by dynamic social interactions, the role of trust cannot be underestimated. Leading with trust, administrators nurture the mode of relationships focused on individual concern, particularly “on intent, risk, vulnerability, ethical justifiability and/or on value congruence” (Simons, 1999:92). Houser and House (2000), as cited by Dennis and Bocarnea (2005), define trust as confidence in or reliance on another team member in terms of honesty and competence. In the meantime it is expected that the trusted individual will reciprocate with honest efforts, consistent with agreement for him to cooperate (Chen, Chen, & Meindle, 1998; Das, & Geng, 1998; Ring, & Van de Ven, 1994).

Bearing the forgoing thought in mind, a leader who trusts his subordinates fosters the spirit of openness to receive inputs from others, which in effect, increases his trustworthiness (Kouzes, & Posner, 1997). Followers are more likely to follow a leader whose behaviors are consistent and trustworthy and fulfill their aspirations (Kouzes, & Posner, 1993). Trust enhances satisfactory achievement where the involvement of every member of the organization is fostered. Working relationships characterized by trust strengthens cooperation, reduces conflicts, increases organizational commitment and diminishes tendency to leave (Morgan, & Hunt, 1994, cited in Park, & Henkin, 2005: 466; and Tschannen-Moran, & Holy, 2000). Simply stated, trust binds and unites.

Cognizant of the role trust plays in human organization, Ouchi (1982) states that no institution can exist without trust. It exists among people who understand that their objectives are compatible in the long run. Trust can be developed only through intimate, professional experience with someone else, including close interpersonal relationships among individuals. Reiterating Katzenbach and Smith (1993) and Dee and Henkin (2001), Park and Henkin (2005:466) assert that it is the responsibility of a caring “leader to be mindful of the dynamics of trust, take necessary risks to develop and strengthen collective trust that enables more effective teamwork”.

In the Philippine context, Andres (1988) advanced the idea that trust evolves within the realm of cultural context when a leader knows how to get along (*marunong makisama)* with their followers*.* A credible leader needs to know how to be humane (*makatao)* and respect others (*marunong ng pagkiki-kapwa-tao).* The leader shows credibility to others in an organization, which in effect wins the heart of the followers.

With trust, a credible leader is able to influence subordinates through understanding, inspiring and motivating.

Briefly stated, the nature and implication of trust have indeed been widely discussed by previous researchers (Casimir, Waldman, Bartram, & Yang, 2006; Park, & Henkin, 2005; Appelbaum, Bartolomucci, Beaumier, Boulanger, Corrigan, Doré, Girard, & Serroni 2004). Trust is considered as a core value in achieving organizational collaborations and success. However, limited studies have been earlier conducted with a view to surfacing the dynamics of trust, which is considered as vital and integral element of care-driven leadership practices. Realizing such significant element of trust, this paper argues that care-driven leaders experience the dynamics of trust in the perspective of '*looking within, looking through* and *looking beyond*'. As leadership practice multiplies, trust develops, is experienced and interpreted in various meaningful ways.

Guided by this central question, "*How is trust as an element of care-driven leadership incarnated in the lived experiences of a select group of Filipino academic administrators?"* this paper aims to contribute to leadership literature on trust. The evolved essence of trust in this paper can expectedly deepen the 'know-what', 'know-how', and 'know-why' of individuals involved in transforming schools as caring institutions.

Method

Selection. Guided by the purpose of surfacing and understanding the intentionality of trust as an element of care-driven leadership practices, selected college academic administrators were considered as subjects of this study. This is a phenomenological study, which seeks to 'describe as accurately as possible the phenomenon of trust, refraining from any pre-given framework, but remaining true to the fact' (Groenewald, 2004:5). Being a phenomenological study, this reveals collective lived experiences (Greene, 1997) of 13 (Creswell, 1998) academic administrators who have been in administrative services for a considerable number of years (7 years on the average). All are academically qualified for administrative positions as indicated by advanced studies completed and training attended. Both professional and academic attributes of participants are valuable bases in the selection stage of the study (Kruger, 1988).

Data Collection Procedure. To capture the essence of the phenomenon under investigation, in-depth interviews (van Maanen, 1992, cited in de Guzman, & Guillermo, 2007) were conducted. All subjects were asked to provide vital information about their professional endeavors in their administrative jobs in the personal data sheet called *robotfoto* (de Guzman, & Tan, 2007). Preliminary visits were made to set appointments for interviews. Interviews were conducted based on the availability of the administrators at the time and venue identified by them. Their freedom to be interviewed was respected and the confidential nature of interviews was also preserved. This practice was to ensure their openness and the natural expressions of their sharing. The English language was used though some Filipino expressions were inevitable. Such expressions were carefully interpreted in order to maintain the *emic* side of the language. Since semi-structured interviews were being conducted (Patton, 1990), follow up questions (de Guzman, & Tan, 2007) were raised in order to probe further into the meaning of the field text. During the interview, notetaking was also done in order to serve as *aide-mémoire* for better data interpretation. Interviews lasted less than two hours and were doubly recorded, using analog and digital recorders to ensure accuracy in data transcription. Researchers sought permission from the participants not only for purposes of interviews but also for use of the recording materials. Written consents for such purpose were primarily sought.

Data Analysis. Recorded data were transcribed by the researchers following Silverman's transcription symbols (Poland, 1995). The transcribed field texts were read and reread in order to grasp the sense and original meaning of the story. Phenomenological reduction was pursued through cool and warm analyses. A repertory grid was constructed in identifying both data categories and conceptual themes. The emerged themes were validated through member checking procedures in order to ensure the trustworthiness and truthfulness of the data under investigation (de Guzman & Tan, 2007).

Findings

Through constant vertical and horizontal analyses of the verbalizations and lived experiences of 13 administrators of selected colleges in the Philippines, this phenomenological study has eidetically defined three interesting typologies of trust and corresponding building blocks as portrayed in the following Table 1.

Table 1: Undung and De Guzman's Typologies and Building Blocks of Trust

<table>
<tr><td>Trust Typologies</td><td rowspan="4">Building Blocks of Trust</td><td>Caring Perspectives</td><td>Caring Practices</td><td>Caring Parameters</td></tr>
<tr><td>Creative Trust</td><td>Looking Beyond</td><td>Collaborative Practice</td><td>Involvement
Freedom and Accountability</td></tr>
<tr><td>Charismatic Trust</td><td>Looking Through</td><td>Reflective Practice</td><td>Confidence
Humility
Loyalty</td></tr>
<tr><td>Clinical Trust</td><td>Looking Within</td><td>Observant Practice</td><td>Commitment
Credibility</td></tr>
</table>

As reflected, these typologies include clinical, charismatic and creative trust. Each of these typologies operates in certain caring perspectives, practices and parameters. Trust as an element of care-driven leadership invites academic leaders to perceive people's situation and intersections in distinct ways (*within, through* and *beyond*) as evidenced by caring moves or practices. Trust is not a one-shot activity. As an aspect of caring move, it entails observations, reflections and collaborations. The extent to which caring practice is observed depends, in great measure, on the administrator' ability to observe and emphasize caring parameters.

Clinical Trust: *To Look Within*

The road to care-driven leadership is a by-product of experience in both time and space. Trust is best understood not in the theoretical but experiential aspect. As seen in the verbalizations of the 13 academic leaders in the study, the concept of trust was developed and deepened by the preparatory efforts of their administrators prior to their assumption of administrative positions. They were guided by both formal and informal training and they know that they are being groomed to be administrators. In short *clinical trust* was first seen and experienced by the respondents from the confidence their superiors had initially provided them in early administrative exposures, which they vividly describe:

"Prior to my deanship position, I was encouraged by my superior to pursue higher studies. At that time, I could sense that such move is my superior's way of preparing me to assume a management position in the future." (Luis)

"Before they gave me the chairmanship position, they trained me to be assistant. Hence, when I learned how to run the department I was given the position." (Resyjane)

"When I was designated as chairman of the department, the administration was very supportive of me. When I applied for another scholarship program under CHED FAPE, I was given the opportunity to finish my PhD in Rural Development." (Arnold)

At the onset of their administrative performance, they observed how managerial skills developed. Characterized by observant practice, respondent administrators started to *look within* trying to grasp the nature of their work and the responsibilities it requires vis-à-vis scouting for potential administrators. The practice starts with delegation of tasks to staff that range from doing errands for school-related external activities to supervisory roles and functions. These exposures are specifically elaborated in the following excerpts:

"Prior to my administrative work, my superiors had requested me to go to CHED occasionally to represent the institution and transact some office business with people in the department." (Nancy)

"Being a faculty member, I was given different tasks, which more or less prepared me to be officer in-charge. Later on I realized, 'Wait, it seems this is a step in preparing me as the next dean of the college.'" (Carla)

"I was already a member of the academic council, and I know what is happening within, and I am very much involved in policy making of our department." (Aleli)

Trust inherently develops the sense of commitment of these administrators. With trust, they were motivated to dedicate time, knowledge and expertise in the performance of their responsibilities. With the faculty, they are motivated to work toward target goals, hence, with trust they become more productive, motivated and more responsible. Recalling the commitment they render in their services, the following administrators humbly shared:

"Father President always assigns me as trouble shooter. I surmise that he is gradually preparing me for something bigger. And although time was very limited, he will tell me, 'go to Manila, because you have to do this and that.'" (Nancy)

"Besides handling people in the department, I was also given the task of internal auditor." (Consuelo)

Credibility, on the other hand, is one of the highly significant qualities for the administrators to be trusted. It is one of the determining factors that prompted their superiors to entrust to them with certain management tasks and functions. Besides being academically qualified for the positions, their ability to establish good working relationships with others is also much considered. Conformingly the following are shared:

"After my graduation from UST, I was given the position of dean of academic affairs. I was in charge of the entire college." (Florida)

"What happens recently, I think the administration has full trust in me, because they gave me sensitive assignment such as, tuition fee increase consultation." (Aleli)

"I believe that the president trusts me, because I am in the position for more than two years right now, and our working relationship is good." (Arnold)

Charismatic Trust: *To Look Through*

Throughout their administrative journey, the administrators start to recognize the exercise of certain power geared toward developing strong faculty support. Such power is called *charismatic trust,* which enables them to encourage their faculty to perform their responsibilities as expected. The administrators continue to inspire the faculty as they manage them with profound sense of understanding. Accepting their capability on this matter, the following are shared:

"I understand that these things (anger, frustration) can really happen because it is difficult to manage people; it is easier to manage machines than people. But I tried to win them and assisted them, although there were two or three who were hardheaded." (Florida)
"My exposures actually as high school and college faculty enabled me to see the wholeness of teaching." (Luis)

Through charismatic trust, administrators in the study have developed the ability to *look through* the events and possibilities as means to serve others. This caring perspective makes the administrators more reflective in their leadership practice. As such, administrative challenges are seen in another light. They started to realize that knowledge finds its meaning when coupled with openness to actual hands-on experiences. As articulated by respondents:

"I was hesitant then when the position was first offered to me because I felt that my exposure was still too short to meet the demands and expectations of the tremendous work that go with the position which I consider as a challenge and later admitted it." (Arnold)

"I believe that to succeed in management tasks, one has to have both the professional qualification and experiences. A chemistry of the two fits the individuals for the position." (Aleli)

They too further realize that a good blending of theoretical knowledge and hands-on experiences have developed in them the confidence that makes their job much easier. To them, knowledge shared is knowledge lived.

"I had a lot of seminars. My first major is management and I had a lot of training during those days that gave me the confidence in supervising people and in dealing with them particularly when they have problems." (Florida)

"In my case, I always believe that I am in full control of the situation. If I consider myself a failure, this office will become a failure to everyone." (Arnold)

Interestingly, confidence makes the spirit of humility blossom. This caring element enables them to acknowledge both the goodness and excellence of people in the school environment in learning from others and admitting that mistakes are natural human phenomena. In regard to their humility, the following administrators sincerely commented further:

"If I have to go down to their level, there is nothing to lose. In fact, it is the welfare of the school that matters." (Nancy)

"In my career path, I never thought that I would be appointed dean. To me, teaching is already a great act of human service." (Carla)

Trust is a powerful caring attitude that develops loyalty in the school organization. Loyalty, as a significant caring element, is best evidenced as one works for and with the organization. Faculty loyalty to the organization can also be felt as evidenced in their commitment to stay in the position. Aware of these elements, the administrators said:

"The reason why I did not accept offers from other institutions is because of the attachment to DWCC. I like being with DWCC. Being and working in this school is truly a nurturing experience." (Florida)

"I am blessed that they have no plans of leaving the school at all in the near future, "Ma'am we will help you. We will not leave until you have implemented all your plans for the school." (Carla)

Creative Trust: *Looking Beyond*

Through the years, trust in school leadership gradually assumes a distinct touch of creativity. Identified as *creative trust*, it transcends the administrators' perspective from looking *within* to that of *looking beyond*. At this point, the faculty, as they get involved and participate in school undertaking, are considered not as mere cogs in the wheel but as collaborative partners of school development. Such experiences are admittedly thus expressed:

"Every time I entrust to them a particular job, and set deadline for this they finish it either ahead of time or on time." (Consuelo)

"Making the faculty work for the organization with zeal and confidence is already a great joy on the part of any administrator." (Untalan)

Involving the faculty is not only limited to planning, but also to problem solving endeavors. Administrators realize that faculty members have brilliant ideas that need to be shared, discussed and appreciated as shown in the following articulations:

"Synergy creates a spectrum of possibilities. I always emphasize to my teachers the need to view our working together as a system. As a team, all our efforts are interconnected, interdependent and interacting." (Consuelo)

"In matters that relate to teacher development, I see to it that individual and collective voices of the faculty are heard and taken up. Their vision is also my vision. Their sentiments are the same mine." (Arnold)

In a trust-driven school environment, the element of freedom and accountability cannot be underestimated. In this study, the faculty was given wide latitude of autonomy in performing their tasks within the bounds of liberty and accountability. This is one way to make every program responsive and functional. As verbalized by the respondents:

"I do not dictate what they are supposed to do. I give them the power to do what is best for the department. I give them the freedom in the exercise of their duties and responsibilities." (Luis)

"I feel comfortable working with the president. She is very open to suggestions, and like me, she also gives people the freedom in operationalizing the school programs, projects and activities." (Andrea)

Genuine trust indeed enables a creative leader to make people assume their accountability while performing at their level best toward the advancement of agreed upon goals and targets. Confirming such situation are the following statements:

"Whenever we have new projects or undertaking, they are always at my side. In case they will be given an assignment, the delivery of good services has never been a problem." (Luis)

Discussion

This phenomenological study brings forth interesting pointers in understanding the dynamics of trust as lived and incarnated in the thinking and practice of a select group of academic administrators in the Philippines. Indeed, the role of trust in care-driven leadership cannot be underestimated. As indicated in the findings of the study, the extent to which trust is practiced in one's leadership realm is a by-product of observations, reflections and collaborations. These caring practices are the administrators' means by which the emerged typologies of trust (*clinical, charismatic and creative*) are observed.

In this study, the practice of trust was first observed as the administrators start to hone the skills of would-be-administrators through exposure to training, seminars and advanced studies. Professional and academic preparations were considered initial stages of having a good pool of potential school leaders. In the belief that leadership can be shared it is interesting to note how trust assumes its clinical sense. As such, a preliminary survey of people in the organization with both commitment and credibility was pursued through observation. Observation as leadership tool should be clinical in nature. The term 'clinical' is often used in pathology, but in the context of this study, it is not equated with remediation which is applied by administrators to deficient or unhealthy behavior exhibited by the teachers (Acheson, & Gall, 1992) but as a way of scouting for the right people for the position. Moreover, it was not even treated as therapy for teachers' personal issues (Ask, & Roche, 2005), but meaningfully viewed as a learning process through which administrators find opportunity to know the strengths, needs, weaknesses, and aspirations of their people well through observation and face-to-face encounter. This leadership practice, according to Goldhammer (1969), as cited in Acheson and Gall (1992), binds the leader and the subordinates in an intimate relationship. Additionally, the would-be administrators have sufficient time to observe and experience hands-on activities in certain management responsibilities prior to assuming of administrative tasks. These management hands-on activities give them greater familiarity with tasks, in particular, and have developed in them a strong sense of commitment to the organization, in general. The development of commitment enables leaders to have stable, strong, enduring psychological ties to their schools, their students, their subject areas and particularly to their given responsibilities (Firestone, & Pennell, 1993, as cited in Park, & Henkin, 2005). Such commitment 'has been associated with relatively stable personal attachments to the organizations, with the strength of beliefs in employing organizational goals and values, with a willingness to exert considerable effort on behalf of the organization, and with a strong desire to maintain membership over the long term' (Mowday, Porter, & Steers, 1982; Mowday, Steers, & Porter, 1979). Besides commitment, credibility is a vital consideration when appointing people to leadership positions. The establishment and maintenance of credibility sustains life in administration and in leadership practices (Southworth, 2002) for it gives the superior the assurance to know if the individual administrator-to-be is reliable and can be trusted.

Interestingly, the longer administrators stay in their positions, the true dynamics of trust becomes more visible and profound as the element of reflection comes into play. While it is true that providing people with opportunities to advance their technical know-how through training and studies is vital, the conceptual understanding of leadership tasks assumes only its form when one starts to work with and for people. As indicated by the findings of the study, a new form of trust, the *charismatic trust,* is gradually surfaced as the academic leader develops confidence in the performance of his tasks. Being charismatic means the administrator possesses extraordinary ability to provide inspiration and good mental and working models to the faculty. The ability of a leader to formulate and articulate inspirational visions makes him extraordinary (Conger, Kanungo, & Menon, 2000:748). An extraordinary caring leader is a reflective leader. To reflect means to slow down one's thinking process in order to become more aware of his words and actions (Senge, Kleiner, Roberts, Ross, & Smith, 1994, as cited in McCormick, & Barnett, 2006). Through constant reflection, administrators dedicate themselves to the success of the organization. Further, administrators realize the incalculable value of humility, which is prudence in dealing with confrontational challenges. This spirit of humility inspires them to face the challenges squarely and confidently. They consider others as equal to them (Roberts, 1982, cited in Sandage, & Wiens, 2001). With such true spirit of humility, they always consider the needs of their faculty as surpassing to their own because they care for them (Fee, 1995, cited in Sandage, & Wiens, 2001). This is a gift a charismatic leader shares and, with inspirational visions, shows loyalty to the organization. Such loyalty is perceived as an effect of their charismatic spirit they gradually feel. The spirit of charismatic trust creates strong internal cohesion, low internal conflict, high value congruence and high consensus (Conger, & Kanungo, 1987, as cited by Hay, & Hodgkinson, 2006). In other words, faculty loyalty is developed through good subordinate-superior relationships within the organization (Souryal, & McKay, 1996). They create their psychological attachment or bond to the organization and the healthy relationships extend beyond the prescribed employee-employer transactions (Buchanan, 1974; Cook, & Wall, 1980; Goldring, & Rallies, 1993).

Notably, the practice of trust reaches its full circle as the leader starts to consider subordinates as genuine partners and collaborators. This collaborative climate is a great asset for administrators to work for better organizational output. Stressing collaboration gives administrators and faculty the opportunity to practice creativity in handling their given responsibilities. C*reative trust* as element of care-driven leadership best thrives in the context of spirit of synergy. Creative trust commences as faculty involvement is encouraged and deepened by freedom and accountability. Iwasaki and Havitz (1998) promulgate involvement as an unobservable state of motivation which arouses faculty interest toward an activity associated with product. This means that the administrators exert efforts to maximize faculty participation, thus creating a sense of belonging to the organization particularly to the program being designed. Involving the faculty helps find creative ways to triangulate multiple experiences best for the organization (Park & Lahman, 2003). Administrators encourage their faculty in administrative tasks such as program planning and problem solving, which involvement helps them feel intrinsically rewarded and emotionally attached to the organization (Rizvi, 2008). Involving the faculty in the process assures them in building their capability for innovative endeavors (Orleans, 2007) with the administrators. Involvement is an exercise in futility if not coupled with freedom or autonomy. The meaning of freedom relates to individual will and consequently to the individual's understanding of what is best (Dimova-Cookson, 2003; Ask, & Roche, 2005) for the organization, without disregarding the existing rule of law observed in the organization. In other words, they enjoy the so called (circumstantial) freedom, which Hillery, Dudley and Morrow (1977:699) define as freedom possessed by an individual who, 'under favorable circumstance is able to act as he desires for his own good as he sees it'. Administrators simply trust and approve what is necessary for the organization. An important point to remember in practicing that genuine trust to the faculty is such move encourages them to be accountable for their actions. This can be achieved by nurturing open communication within the organization, in a way that the faculty is made to understand what is expected of them. Citing Trow (1996:310) and Romzek (2000:22), Huisman and Currie (2004:530) define accountability as "answerability for performance" or "obligation to report to others, to explain, to justify and to answer questions about how resources have been used and to what effect". In the spirit of creative trust, the faculty is able to understand the responsibilities and corresponding actions for the benefit of the organization (MacBeath, 2007). Such faculty is motivated to come up with the best options to perform in order to improve the program and its implementation.

Conclusion

The role of trust in understanding the dynamics of higher educational institution as human organization cannot be underestimated. Its power to transcend practices is a sound yardstick and practical compass in advancing care-driven leadership. As findings in the study indicate, the ability of an academic leader to practice trust is an ongoing responsibility. It requires observations, reflections and collaborations, which can be considered as prerequisite practices in the development of a caring leader.

Trust is a mode of relationship established before a leader can mobilize his people to move on and see themselves as an integral part of the higher educational institution. Consequently it develops among the potential leader a strong sense of ownership and leadership with a view to actualizing agreed upon standards of performance and behavior. Trust does not operate in a vacuum nor does it take place in isolation. As a dynamic element of care-driven leadership, it challenges academic leaders to see possibilities in the context of openness. Such openness is much felt because of their commitment and credibility. The extent to which their qualities are developed depends in great measure, on the academic leaders' ability to assume risk-taking behavior in order to provide subordinates equal opportunities of growing and developing through training and other profound development activities. This exposure serves as the incubator means through which subordinates advance their technical and conceptual understanding of leadership.

Trust, interpreted in the collective experiences of the selected academic leader of higher educational institution in this study, is a powerful lens through which reflection becomes the language of meaningful leadership experience. These academic leaders appreciate the essence of trust as they see themselves working *with* and *for* people in the higher educational institutions. Reflection as a productive value enables them to be comfortable with their tasks of administrative work more with less and effect among their subordinates as extensive profound commitment.

Indeed the life of every human organization requires a caring ecology when collaboration defines creativity. This creativity best thrives in the context of human synergy where individual and organization competencies are maximized and valued as means in landscaping trusting human relationship. By and large, the practice of trust in care-driven leadership is a unique human experience. Though it makes an academic leader and the institution vulnerable to risks and uncertainties, it creates an institutional context where individual identity is equated with malleability; where diversified activities are used as means for synchronicity, and where involvements undoubtedly become language of authentic development. Trust creates a space for discovery; an air of possibilities and a wide magnitude of autonomy and accountability.

References

1. Acheson, K.A., & Gall, M.D. (1992). *Techniques in the Clinical Supervision of Teachers*. 3rd Ed. New York: Longman.

2. Andres, T.D. (1988). *Managing People by Filipino Values.* Quezon City, Philippines: Publisher's Press

3. Appelbaum, S., Bartolomucci, N., Beaumier, E., Boulanger, J., Corrigan, R., Doré, I., Girard, C., & Serroni, C. (2004). Organizational Citizenship Behavior: A Case Study of Culture, Leadership and Trust. *Management Decision, 42*(1), 13-40.

4. Ask, A., & Roche, M.A. (2005). *Clinical Supervision: A Practical Guide for Alcohol and Other Drugs Field.* Australia: National Center for Education and Training on Addiction (NCETA).

5. Baier, A. (1986). Trust and Antitrust. *Ethics, 96*(2), 231-60.

6. Buchanan, B. (1974). Building Organizational Commitment: The Socialization of Managers in Work Organizations. *Administrative Science Quarterly, 19*(4), 533-546.

7. Casimir, G., Waldman, D.A., Bartram, T., & Yang, S. (2006). Trust and the Relationship between Leadership and Follower Performance: Opening the Black Box in Australia and China. *Journal of Leadership and Organizational Studies, 12*(3), 68-84.

8. Chen, C, Chen, X-P., & Meindl, J. (1998). How can Cooperation Be Fostered? The Cultural Effects of Individualism – Collectivism. *Academy of Management Review, 23*, 285-304.

9. Conger, J., Kanungo, R.B., & Menon, S.T. (2000), Charismatic Leadership and Follower Effects. *Journal of Organisational Behaviour, 21*(7), 747-767.

10. Conger, J.A., & Kanungo, R. (1987), Toward a Behavioral Theory of Charismatic Leadership in Organizational Settings. *Academy of Management Review, 12*(4), 637-647.

11. Cook, J., & Wall, T. (1980). New Work Attitude Measures of Trust, Organizational Commitment and Personal Need Non-fulfillment. *Journal of Occupational Psychology, 53*(1), 39-52.

12. Creswell, J.W. (1998). *Qualitative Inquiry and Research Design: Choosing among Five Traditions.* Thousand Oaks, CA: Sage Publications, Inc.

13. Cummings, L.L., & Bromiley, P. (1996). The Organizational Trust Inventory (OTI): Development and Validation. In Kramer, R.M. & Tyler, T.R. (Eds.), *Trust in*

Organizations: Frontiers of Theory and Research. Thousand Oaks, CA: Sage Publications, Inc., 302-330.

14. Das, T.K., & Geng, B. S. (1998). Between Trust and Control: Developing Confidence in Partner Cooperation in Alliances. *Academy of Management Review, 23*(3), 491-512.
15. de Guzman, A.B., & Guillermo, M.L.T.L. (2007). The Serendipity of Principalship: Meaning-Making of a Filipino Secondary School Principal. *Asia Pacific Education Review, 8*(2), 216-223.

16. de Guzman, A.B., & Tan, E.B. (2007). Understanding the Essence of Scholarship From the Lived Experiences of a Select Group of Outstanding Filipino Researchers. *Educational Research Journal, 22*(1), 49-69.

17. Dee, J., & Henkin, A. (2001). Smart School Teams: Strengthening Skills for Collaboration, University Press of America, Lanham, MD.

18. Dennis, R. S., & Bocarnea, M. (2005). Development of the Servant Leadership Assessment Instrument. *Leadership and Organization Development Journal, 26*(8), 603.

19. Dimova-Cookson, M. (2003). A New Scheme of Positive and Negative Freedom: Reconstructing T.H. Green on Freedom. *Political Theory, 31*(4), 508-532.

20. Fee, G.D. (1995). *Paul's Letter to the Philippians.* Grand Rapids, MI: Eerdmans.

21. Firestone, W., & Pennell, J. (1993). Teacher Commitment, Working Condition, and Differential Incentive Policies. *Review of Educational Research, 63*(4), 489-525.

22. French, W., & Bell, C, (1984), *Organization Development: Behavioural Science Intervention for Organization Improvement*, Prentice Hall

23. Gambetta, D. (1988). Can We Trust Trust?. In Gambetta, D. (Ed.), *Trust: Making and Breaking Cooperative Relations.* New York, NY: Basis Blackwell, 213-237.

24. Gardner, J.W. (1990). *On Leadership*. New York, NY: The Free Press, 116-118.

25. Goldhammer, R. (1969). *Clinical Supervision*. New York: Holt, Rhinehart and Winston.

26. Goldring, E., & Rallis, S. (1993). *Principal of Dynamic Schools: Taking Charge of Change.* Thousand Oaks, CA: Corwin Press.

27. Greene, M. (1997). The Lived World, Literature and Education. In D. Vanderberg (Ed.), *Phenomenology & Education Discourse* (pp. 169-190). Johannesburg: Heinemann.

28. Groenewald, T. (2004). A Phenomenological Research Design Illustrated. *International Journal of Qualitative Methods, 3*(1). Article 4. Retrieved January 28, 2008 from http://www.ualberta.ca/~iiqm/backissues/3_1/pdf/groenewald.pdf

29. Hay, A., & Hodgkinson, M. (2006). Rethinking Leadership: A Way Forward for Teaching Leadership?. *Leadership and Organization Development Journal, 27*(2), 144-158.

30. Hillery, Jr. G.A., Dudley, C.J., & Morrow, P.C. (1977). Toward a Sociology of Freedom. *Social Forces, 55*(3), 685-700.

31. Houser, M. & House, R.J. in Locke, E. (Ed.) (2000). *Handbook of Principles of Organizational Behavior*. Blackwell, Malden, MA, 230.

32. Huisman, J., & Currie, J. (2004). Accountability in Higher Education: Bridge over Troubled Water. *Higher Education, 48*,(4), 529-551.

33. Iwasaki, Y., & Havitz, M.E. (1998). A Path Analytic Model of the Relationships Between Involvement, Psychological Commitment and Loyalty. *Journal of Leisure Research, 30*(2), 256.

34. Katzenbach, J., & Smith, D. (1993), *The Wisdom of Teams: Creating the High-Performance Organization.* Boston, MA: Harvard Business School Press.

35. Kouzes, J., & Posner, B.Z. (1997). *Leadership Practice Inventory (LPI) Participant Workbook*. 2nd Ed., San Francisco, CA: Jossey-Bass/Pfeiffer.

36. Kouzes, J., & Posner, B.Z. (1993). *Credibility: How Leaders Gain and LoseIt, Why People Demand It*. San Francisco, CA: Jossey-Bass.

37. Kruger, D. (1988). *An Introduction to Phenomenological Psychology* (2nd Ed.) Cape Town, South Africa: Juta.

38. Lypnack, J., & Stamps, J. (1997). *Virtual Teams: Reaching Across Space, Time and Organizations with Technology,* New York, NY: John Wiley & Sons, Inc.

39. MacBeath, J. (2007). Leadership as Subversive Activity. *Journal of Educational Administration, 45*(3), 242-264.

40. Mayer, R. C., Davis, J.H., & Schoorman, F.D. (1995). An Integrative Model of Organizational Trust. *Academy of Management Review, 20*(3), 709-34.

41. McCormick, J., & Barnett, K. (2006). Board Governance of Independent Schools: A Framework into Investigation. *Journal of Educational Administration, 44*(5), 429-445.

42. Mishra, A.K. (1996). Organizational Responses to Crisis: The Centrality of Trust. In Kramer, R. and Tyler, T. (Eds.), *Trust in Organizations: Frontiers of Theory and Research*. Thousand Oaks, CA: Sage Publications Inc., 261-87.

43. Morgan, R., & Hunt, S. (1994). The Commitment-Trust Theory of Relationship Marketing. *Journal of Marketing, 8*(3), 20-38.

44. Mowday, R., Porter, L. & Steers, R. (1979). The Measurement of Organizational Commitment. *Journal of Vocational Behavior, 14*(2), 224-47.

45. Mowday, R., Porter, L., & Steers, R. (1982). *Employee-Organization Linkages,* New York, NY: Academic Press.

46. Orleans, A. V. (2007). The Condition of Secondary School Physics Education in the Philippines: Recent Developments and Remaining Challenges for Substantive Improvements. *The Australian Educational Researcher, 34*(1), 33-54.

47. Ouchi, W. (1982). Theory Z and the Schools. *School Administrators, 39*(2), 12-19.

48. Park, S., & Henkin, A. B. (2005). Teacher Team Commitment, Teamwork and Trust: Exploring Associations. *Journal of Education Administration, 43*(5), 462-479.

49. Park, S., & Lahman, M.K.E. (2003). Bridging Perspectives of Parents, Teachers and Co-Researchers: Methodological Reflections on Cross-Cultural Research. *Reflective Practice, 4*(3), 375-383.

50. Patton, M.Q. (1990). *Qualitative Evaluation and Research Methods* (2nd Ed.). Newbury Park, CA: Sage Publication Inc.

51. Poland, B.D. (1995). Transcription Quality as an Aspect of Rigor in Qualitative Research. *Qualitative Inquiry, 1*(3), 290-310.

52. Ring, P., & Van de Ven, A. (1994). Developmental Process of Cooperative Inter-organizational Relationship. *Academy of Management Review, 19*(1), 90-118.

53. Rizvi, M. (2008). The Roles of School Principals in Enhancing Teacher Professionalism: Lessons from Pakistan. *Educational Management Administration Leadership, 36*(1), 85-100.

54. Roberts, R.C. (1982). *Spirituality and Human Emotion.* Grand Rapids, MI: Eerdmans.
55. Romzek, B.S. (2000). Dynamics of Public Accountability in an Era of Reform. *International Review of Administra- tive Sciences 66*(1), 21-44.

56. Sandage, S.J., & Wiens, T.W. (2001). Contextualizing Models of Humility and Forgiveness: A Reply to Gassin. *Journal of Psychology and Theology, 29*(3), 201.

57. Senge, P.M., Kleiner, A., Roberts, C., Ross, R.B., & Smith, B.J. (1994), *The Fifth Discipline Field Book*, London: Nicholas Brealey Publishing.

58. Simons, T.L. (1999), "Behavioral Integrity as a Critical Ingredient for Transformational Leadership", *Journal of Organizational Change Management, 12*(2), 89-104

59. Souryal, S.S., & McKay, B.W. (1996). Personal Royalty to Superiors in Public Service. *Criminal Justice Ethics, 15*(2), 44.

60. Southworth, G. (2002). Instructional Leadership in Schools: Reflections and Empirical Evidence. *School Leadership and Management*, *22*(1), 73-91.

61. Trow, M. (1996). Trust, Markets and Ac- countability in Higher Education: A Comparative Perspective, *Higher Education Policy 9*(4), 309-324.

62. Tschannen-Moran, M., & Hoy, W. (2000). A Multidisciplinary Analysis of the Nature, Meaning, and Measurement of Trust. *Review of Educational Research, 70*(4), 547-93.

63. van Maanen, M. (1992). *Researching Lived Experiences.* London: Althouse Press.

The International Students Office (ISO) of De La Salle University-Dasmarinas: Status and Prospects

Olivia M. Legaspi, EdD[1] and Necitas F. Sayoto, EdD[2]

De La Salle University-Dasmariñas, Cavite, Philippines 4115
([1]*omlegaspi@dlsud.edu.ph, oliveejarnel@yahoo.com,* [2]*nfsayoto@dlsud.edu.ph*)

ABSTRACT

De La Salle University-Dasmarinas (DLSU-D) is a higher education institution in Cavite, south of Manila, where a good number of foreign students enroll. It created an International Students Office (ISO), a unit directly under the Office of Student Services that is tasked to ensure that all incoming and bona fide international students of the university have the proper visa for studying. It also handles specialized functions concerning foreign students. The successful transition of foreign students from admission to the university until their graduation is dependent on how well the ISO performs its functions.

This descriptive research made use of a self-made questionnaire to look into the level of satisfaction of 80 foreign students on the services rendered by ISO, as well as the functions of the International Students' Association (ISA), and the ISA officers. It also listed down recommendations on how the ISO can further improve its services for the successful degree completion of its foreign students. A key informant interview was also conducted among the past and present directors of ISO to gather insights on the status and prospects of the office.

Data revealed that majority of the foreign students were satisfied with the services rendered by the ISO especially in terms of (a) updating foreign students on new rules and regulations concerning their stay in the Philippines, (b) assisting the International Students' Association (ISA) during meetings and activities, (c) inspecting, verifying and monitoring all legal/valid documents of foreign students,(d) putting on hold students' portal should they fail to comply with the requirements of ISO and the Student Desk of the Bureau of Immigration, and (e) conducting Freshmen Orientation and General Assembly for international students.

The respondents and the key informants recommended the following ways on how the ISO can further improve its services: (a) develop special language courses that will improve the foreign students' language proficiency both in English and Filipino (b) increase the number of office personnel who can assist the foreign students in dealing with their concerns both inside and outside the university, (c) improve marketing strategies and international linkages to attract more foreign students, (d) provide more support to foreign students in relation to their academic progression and integration with the community, (e) provide a bigger or separate office space which the foreign students can use to promote their own culture and identity and (f) provide more guidance and counseling services for smooth college adjustment of foreign students.

Key words: International students, Foreign students, Management of student services, Level of satisfaction

Introduction

In today's globalized world, there is a great occurrence of student mobility. Verbik, Lasanowski and Lasanowski (2007) stated that over the past 10-15 years, international student mobility has become an increasingly important part of the global higher education landscape. Students study abroad for academic, social and cultural, personal and professional benefits (http://studyabroad.uark.edu). In this regard, institutions compete with each other to attract international students (Greene and Koch, 2010). This has prompted the higher education institutions (HEIs) to improve their offerings, their facilities and their services so that international students will enroll in their campus. According to Ortiz (2014), efforts to retain international students at the macro (policy) level need to translate into programs and services at the institutional level. Higher education institutions need to assess and adapt their programs and services in order to deliver positive experiences to international students.

In the Philippines, De La Salle University-Dasmarinas (DLSU-D) is one of the higher education institutions where a good number of foreign students enroll. To better serve its foreign students, it created an International Students Office (ISO), a unit directly under the Office of Student Services, that is tasked to ensure that all incoming and bonafide international students of the university have the proper visa for studying. The ISO serves as the coordinating unit with the Student Desk of the Bureau of Immigration in facilitating the student visa conversion, extension and special study permit. It also handles specialized functions concerning foreign students (DLSU-D Student Handbook 2014-2018). This is in line with the provisions of CHED Memorandum Order No. 9, series of 2013 that specified the policies and guidelines on student affairs and services, including those for the foreign students. As stated in the memorandum, HEIs must provide a set of student-centered activities and services in support of academic instruction intended to facilitate holistic and well-rounded student development for active involvement as future responsible citizens and leaders. It further stated that HEIS should provide foreign/international students services, an integrated service program that caters to the socio-psycho-cultural-academic and non-academic needs of foreign students. DLSU-D tries to comply with the said provisions since it believes that the successful transition of foreign students from admission to the university until their graduation is dependent on how well the ISO performs its functions.

In this regard, this study was conducted to determine the following:

1. What are the services provided by ISO to the foreign students?
2. What is the level of satisfaction of the foreign students to the services offered by ISO?
3. What are the ways for ISO to improve its services to the foreign students?

The results of the study would provide ISO of DLSU-D with the needed information that it can use to improve the present set of services and activities that it has lined up for the growth and development of its foreign students.

Methodology

This study made use of the descriptive method of research that utilized the survey technique. Through a self-made questionnaire, this paper looked into the level of satisfaction of foreign students on the services rendered by ISO, as well as the functions of the International Students' Association (ISA), the official foreign students' organization in the university, and the ISA officers. It also listed down recommendations on how the ISO can further improve its services for the successful degree completion of its foreign students. A key informant interview was also conducted among the past and present directors of ISO to gather insights on the status and prospects of the office.

From the current university enrollment of 15,091 during the first semester of SY 2015-2016, the 165 foreign students comprised 1.09% of the total student population. Out of this number, 21 or 12.73% students were asked to initially answer the questionnaire that was subjected to the Cronbach Alpha test to determine its validity. The yielded result was 0.9177 for Cronbach Alpha with a standard deviation of 7.1574. This means that the questionnaire was valid.

Out of the 144 foreign students remaining after deducting the ones used for the test of validity, there were 80 or 55.55% who were able to answer the questionnaires floated during the two-week duration allotted for this activity. These were the students who were present during the distribution of the questionnaire in the following subjects: Filipino Para sa Banyaga (Filipino for Foreigners) and Kasaysayan Para sa Banyaga (History for Foreigners). This number also included those who visited the ISO and were asked to reply to the questionnaire.

Based on nationality, a big number of the respondents, 56 or 70%, were Koreans. There were also six Timorese, six Fil-Americans, three Japanese, two Indians, and one each of Nigerian, Cambodian, Egyptian, Nepalese, Chinese, Taiwanese, and Ugandan. Based on gender, 41 were males and 39 were females. Based on their college affiliation, 18 were enrolled in the College of Business Administration and Accountancy (CBAA), 16 in the College of Liberal Arts and Communication (CLAC), 15 in the College of Tourism and Hospitality Management (CTHM), 12 in the College of Engineering, Architecture and Technology (CEAT), 10 in the College of Science and Computer Studies (CSCS), and 9 in the College of Education (COEd).

The study used simple frequency count, mean and Pearson r as statistical tools. In rating the level of satisfaction of the respondents, the following scale was used: 1 – 1.80 extremely dissatisfied (ED), 1.81 – 2.60 dissatisfied (D), 2.61 – 3.40 somewhat satisfied (SS), 3.41 – 4.20 satisfied (S), and 4.21 – 5 extremely satisfied (ES).

Results

*Problem 1***:** What are the services provided by ISO to the foreign students?

CHED Memorandum Order No. 9, series of 2013 stated that the following services should be provided to the students: (a) **Student Welfare Services**, which refers to the basic services and programs needed to ensure and promote the well-being of students, like the following :

information and orientation services, guidance and counseling services, career and job placement services, and student handbook development; (b) **Student Development Services**, which refers to the services and programs designed for the exploration, enhancement and development of the student's full potential for personal development, leadership, and social responsibility through various institutional and/or student-initiated activities like student activities (leadership training/programs, student publication, organizations, sports development, volunteerism, peer helper program), cultural and arts programs, sports development, and social and community involvement programs; and (c) **Institutional Student Programs and Services,** which refers to the services and programs designed to pro-actively respond to the basic health, food, shelter, and safety concerns of students including those with special needs and disabilities like admission services, scholarships and financial assistance, food services, health services, safety and security services, student housing and residential services, and multi-faith services.

Specifically, HEIs should provide **foreign/international students services** like the following: liaison officer to assist international students with the government agencies like Commission on Higher Education (CHED), Department of Foreign Affairs (DFA) and Bureau of Immigration (BI); regular submission of the list of foreign students and compliance reports required by the concerned government agencies; and Code of Conduct to govern the international students while they are inside the country in compliance with prescribed rules and regulations.

Based on the DLSU-D Student Handbook 2014-2018, the Office of Student Services (OSS) supervises the extra-curricular activities and various student development programs to ensure the holistic development of its students. The following centers and offices under the OSS provide specific programs, services and activities for the students: (a) Student Wellness Center provides guidance/counseling and related services, (b) National Service Training Program Office provides training on civic welfare and defense preparedness, (c) Sports Development Office provides physical wellness activities, (d) Student Development and Activities Office provides leadership and training opportunities for students with leadership potentials, (e) Student Activities Office provides opportunities for the formation of student groups geared towards the social, cultural, religious, literary and recreational aspects of student development, (f) Cultural Arts Office provides activities for culture promotion and the arts, (g) Student Publications Office provides campus journalism training to the students, (h) Student Welfare and Formation Office is in charge of the disciplinary procedures for students who commit offenses, and (i) International Students Office provides services to the foreign students of the university.

All the basic student services required by CHED Memorandum Order No. 9, series of 2013 are complied with in DLSU-D. In addition to these services, the university also provides the foreign students with a liaison officer in the person of the ISO Coordinator who assists them in their transactions with the government agencies in the Philippines. A semestral report prepared by ISO in coordination with the Office of the University Registrar is also submitted to the government offices concerned regarding the status of these foreign students. A brochure that contains the basic information regarding the stay of the foreign students, as well as the rules and regulations that should be complied with by these students, is available in and distributed by the ISO.

The DLSU-D Student Handbook also enumerates the specialized functions concerning foreign students which include the following:

a. Monitors all foreign students enrolled in the university every semester;
b. Inspects, verifies and monitors all legal and valid documents of foreign students;

c. Facilitates the processing of Student Visa conversion, extension and Special Study Permit of incoming qualified applicants and eligible old students;
d. Has the authority to hold students' portal should they fail to comply with the requirements of ISO and the Student Desk of the Bureau of Immigration;
e. Issues the following: certificate of eligibility to enroll, waiver for enrollment cancellation, final notice of enrollment cancellation, final enrollment cancellation, and monthly monitoring card to ensure that they are attending their classes;
f. Updates foreign student on new rules and regulations concerning their stay in the Philippines;
g. Conducts advising on matters concerning status as students;
h. Provides assistance to special transactions that the foreign students encounter with any DLSU-D office;
i. Provides assistance to and consultation with foreign students' concerns;
j. Conducts Freshmen Orientation and General Assembly for international students; and
k. Assists ISA during meetings and activities.

Problem 2: What is the level of satisfaction of the foreign students to the services offered by ISO?

Generally as shown in Table 1, the foreign students are **satisfied** with the services offered by ISO with an average mean rating of **3.73** for all the specialized functions enumerated herein. The highest rating of 4.04 was given to item 6, updates foreign students on new rules and regulations concerning their stay in the Philippines. This implies that the foreign students will not encounter problems regarding their stay in the country because they are aware of the rules and regulations that they need to follow. This is followed by item 11 with a mean rating of 3.79, assists the International Students' Association (ISA) during meetings and activities. This signifies the help and assistance extended by ISO to the officers of ISA. With this support, the ISA officers will not find it difficult to facilitate meetings and plan activities for the foreign students because ISO is there to back them up. Third in the list is item 2 with a mean rating of 3.76, inspects, verifies and monitors all legal/valid documents of foreign students. This activity assures the foreign students that their enrollment in the University will be hassle-free since all their documents are checked by ISO. Having the same mean rating of 3.75 are item 4, has the authority to hold students' portal should they fail to comply with the requirements of ISO and the Student Desk of the Bureau of Immigration, and item 10, conducts Freshmen Orientation and General Assembly for international students. Item 4 is related to item 2 in a way that the foreign students have to strictly comply with the documentary requirements of certain offices or they will not be allowed to enroll. Item 10 assures the foreign students that they will know the policies of the University and they will have the opportunity to meet the other foreign students in the University. This will promote bonding and the development of a closer relationship among them.

Looking at these items, one can say that these are the main reasons for the creation of the ISO - to help the foreign students in their studies and to make their stay in the University and in the country as smooth as possible. The interview with the past and present coordinators of ISO confirmed this. The coordinator and the ISO clerk ensure that the foreign students know the rules and regulations issued by the government regarding their stay in the country. This is done during the annual orientation program and regular meetings conducted by ISA. They conscientiously check the students' records in compliance with the requirements for their enrollment and for submission to the Bureau of Immigration. These coordinators were one in saying that a support system for these foreign students is important so that they can develop a sense of family that would motivate them to finish their studies in DLSU-D.

Table 1: Level of Satisfaction of the Foreign Students on the Services Rendered by ISO

Specialized functions of the ISO	Mean	VI
1. Monitors all foreign students enrolled in the university every semester	3.69	S
2. Inspects, verifies and monitors all legal/valid documents of foreign students	3.76	S
3. Facilitates the processing of Student Visa conversion, extension and Special Study Permit of incoming qualified applicants and eligible old students	3.71	S
4. Has the authority to hold students' portal should they fail to comply with the requirements of ISO and the Student Desk of the Bureau of Immigration	3.75	S
5. Issues the following: Certificate of Eligibility to Enroll, waiver for enrollment cancellation, final notice of enrollment cancellation, final enrollment cancellation, and monthly monitoring card to ensure that they are attending their classes	3.65	S
6. Updates foreign students on new rules and regulations concerning their stay in the Philippines	4.04	S
7. Conducts advising on matters concerning status as students	3.64	S
8. Provides assistance to special transactions that the foreign students encounter with any DLSU-D office	3.70	S
9. Provides assistance to and consultation with foreign students' concerns	3.58	S
10. Conducts Freshmen Orientation and General Assembly for international students	3.75	S
11. Assists the International Students' Association (ISA) during meetings and activities	3.79	S
Average Mean	3.73	S

Aside from the functions of the ISO, the foreign students were also asked to rate their satisfaction on the functions of the ISA, their recognized student organization, as well as the functions of their officers.

The average mean rating given to ISA was 3.66 which means that the foreign students are **satisfied** with their organization. Of the three functions, the highest mean of 3.74 was given to item 1, to create an environment that will suit the needs of the international students for development and growth during their stay at DLSU-D through the conduct of special student activities and assemblies. This means that a conducive environment is made available to these students that allowed them to hone their talents and skills during their stay in the university. The activities and assemblies sponsored by the ISO and the ISA are instrumental in the said growth of these students.

Table 2: Level of Satisfaction of the Foreign Students on the Services Rendered by ISA

Functions of the ISA	Mean	VI
1. To create an environment that will suit the needs of the international students for development and growth during their stay at DLSU-D through the conduct of special student activities and assemblies	3.74	S
2. To promote cultural orientation, camaraderie, grown and unity among Filipino and foreign students by conducting activities that are relevant, timely and helpful to its members	3.58	S
3. To provide assistance to foreign students from their co-foreign members	3.66	S
Average Mean	3.66	S

With regard to the ISA officers, an average mean rating of 3.59 was given which signified that the foreign students are satisfied with how their officers function. The highest rating of 3.68 was given to item 4, render voluntary service to International Students Office operations. This was followed closely by item 3 with a rating of 3.65, provide assistance to its members. It is good to note that the officers willingly share their time to serve the other foreign students through the ISO. This somehow gives a sense of belonging to the other students who may be needing assistance in their studies or with their personal concerns.

Table 3: Level of Satisfaction of the Foreign Students on the Services Rendered by the ISA Officers

Functions of the ISA Officers	Mean	VI
1. Conduct activities for international students	3.54	S
2. Promote cultural orientation, camaraderie, and synergy between and among foreign and Filipino students by conducting activities relevant and helpful to them, such as outreach programs, cultural show and other programs	3.49	S
3. Provide assistance to its members	3.65	S
4. Render voluntary service to International Students Office operations	3.68	S
Average Mean	**3.59**	**S**

Since the ISO is concerned with the successful transition of foreign students from admission to the university until their graduation, the researchers deemed it necessary to check the Students' Portal to see how these students perform in class. The average of the students' GPA is 2.10 which is described as satisfactory. Although this is not high, this indicates that the students pass their subjects.

Going further, the researchers tested the correlation between the results of the survey and the academic performance of the students. The result of the Pearson r test is -0.03 which signified that there is no significant correlation between the two variables. It means that even if the students are satisfied with the services of the ISO and the ISA, their academic performance is not affected by this feeling of satisfaction. It is, therefore, important that the ISO think of other ways on how to further help these students improve their academic performance.

Problem 3: What are the ways for ISO to improve its services to the foreign students?

The foreign students were asked regarding the ways on how the ISO can further improve its services.
From the list given, the following were the first six that can be used by ISO in improving its services to these foreign students: (a) develop special language courses that will improve the foreign students' language proficiency both in English and Filipino (with 38 counts), (b) increase the number of office personnel who can assist the foreign students in dealing with their concerns both inside and outside the university (with 33 counts), (c) improve marketing strategies and international linkages to attract more foreign students (with 32 counts), (d) provide more support to foreign students in relation to their academic progression and integration with the community (with 30 counts), and both with 29 counts (e) provide a bigger or separate office space which the foreign students can use to promote their own culture and identity and (f) provide more guidance and counseling services for smooth college adjustment of foreign students.

Looking closely at these answers, it is important that the foreign students become proficient with the media of instruction used in the classrooms. If they know English and Filipino well, they will not find difficulty in understanding their lessons and they will easily pass their subjects. They will also find it easier to communicate with their teachers and classmates which may pave the way for a healthier relationship in and outside the classroom. What the ISO can do is to coordinate with the Language Learning Center of the university so that additional language sessions can be scheduled for these students. Even if the students have passed the English proficiency examination and have undergone the necessary English language sessions as part of the admission requirements and have passed, too, the special Filipino subjects required in the curriculum, the foreign students still feel the need for special language courses. This need was likewise verbalized by a student who wrote the need to have more advanced class to promote fluency in Tagalog. Similarly, the ISO coordinators emphasized the improvement of the language program for foreign students. Proficiency in English and Filipino will promote better understanding of the lessons and will help foreign students improve their academic performance. The coordinators cited the common problem of these students in the classroom where the teacher use Filipino in instructing their students even if the subject is supposed to be taught in English. This was also written by a foreign student as a concern.

The increase in the number of office personnel who can assist the foreign students in dealing with their concerns both inside and outside the university is a need verbalized by both the students and the coordinators. If there will be additional office personnel in the ISO, it will be easier to check their documents, they can schedule a more regular trip to the government offices where these foreign students need to report, and there will be someone in the office who can easily assist these students in their academic concerns. As of the moment, the ISO personnel is limited to a coordinator and a clerk, thereby limiting also the services provided to these students. The additional office personnel can provide the needed academic intervention to help the students perform better in class.

Improving marketing strategies and international linkages can attract more foreign students to enroll in the University. If there is a bigger number of foreign students enrolled, there will be a bigger support group for these students. There will be a stronger sense of family that can motivate these students to study harder, hence a better academic performance.

It is also necessary that support be given to these students so that they can have smooth integration with the community. The coordinators suggested to conduct more activities for cultural immersion, more exposure trips to Philippine tourist spots, as well as sponsoring sportsfest with Filipino students. These would pave the way for an understanding of Filipino culture which would make these students assimilate better the Filipino culture, language and its people. In terms of academic progression, the coordinators recommended a reduction of teaching loads (from 15 to 9 units) so that they would have more time in academic advising. The usual problem of the coordinators, past and present, is the conflict in their consultation hours and the free time of these students. Hence, the students are deprived of the opportunity to consult the coordinator.

The need for a bigger or separate office space which the foreign students can use to promote their own culture and identity is also a felt need by both the students and the ISO personnel. They are dreaming of a “one-stop-shop” which will serve as transaction area for admissions and enrollment, student lounge where students can chat and interact with both Filipino and other foreign students, and an exhibit hall where they can showcase their own culture and identity. All in all, this will be a place which the foreign students can call their own.

Lastly, the provision of more guidance and counseling services for smooth college adjustment of foreign students is a need that must be looked into. The ISO can coordinate with the Student Wellness Center to make arrangements for a particular guidance counselor to be assigned to handle the concerns of the foreign students. The present set up of having a college guidance counselor might not be beneficial to the foreign students since they have to compete with the other students for the services of their guidance counselor.

The following are the additional suggestions given by the foreign students: (a) pertaining to activities: foreign party; (b) pertaining to language: provide assistance to Filipinos who grew up in foreign country and are not that used to Filipino in language and writing. Even though they are not technically foreigners but lack the understanding due to 8+ years in a foreign English-speaking International School; consider the foreign student inside the classroom. This school is known as an English-speaking environment but most of the professors just don’t consider their foreign students. Most foreign students choose to study here because they want to improve their English speaking skills; Have more advanced class to promote fluency in Tagalog; (c) pertaining to fees: Talk about the increase of foreign fees which is from $30 to $50, because I don’t agree with it and I don’t find it reasonable and in terms of that big amount, I can’t see any development for foreign students; Every semesters we pay dollars for foreign fee. We want to know where they are spent. Give the tips or help to adjust with study; Increasing of ISA budget for us to have more time and events with the Filipino students and (d) pertaining to orientation and rules: Reach out to “foreign Filipinos” as well. Most, if not all, Filipino who grew up abroad and are currently studying in DLSU-D are not entirely familiar with ISO/ISA; Give clearer rules and standards to freshmen who are not only foreigners, but also Filipinos.

Table 4: Ways to Improve ISO's Services

Frequency	Ways to improve ISO's services to the foreign students
32	1. Improve marketing strategies and international linkages to attract more foreign students
38	2. Develop special language courses that will improve the foreign students' language proficiency both in English and Filipino
24	3. Address language efficiencies of foreign students by offering more opportunities for interaction with other students like seminars, trainings, convocations and sports activities
14	4. Plan immersion programs where the foreign students can learn more about the Filipino culture
16	5. Offer special PE classes for foreign students which can help them better understand Filipino culture like Larong Pinoy and Filipino Dances
26	6. Encourage foreign students to join other co-curricular activities and interest clubs aside from ISA to strengthen their academic support system
29	7. Provide a bigger or separate office space which the foreign students can use to promote their own culture and identity
33	8. Increase the number of office personnel who can assist the foreign students in dealing with their concerns both inside and outside the university
17	9. Accredit dormitory or housing facilities outside the university for the safety of the students
10	10. Offer ecumenical services to deepen the foreign students' faith and to understand other faiths
29	11. Provide more guidance and counseling services for smooth college adjustment of foreign students
28	12. Send foreign students to seminars/trainings/competitions outside the university
16	13. Sponsor more activities that will promote camaraderie between and among foreign students and their Filipino counterparts
19	14. Initiate community service or outreach activities for foreign students that are tied up with international organizations like UNICEF
23	15. Sponsor more exposure trips to the different Philippine tourist spots
30	16. Provide more support to foreign students in relation to their academic progression and integration with the community

Conclusions and Recommendations

The creation of the International Students Office assures the DLSU-D foreign students of assistance and support for their socio-psycho-cultural-academic and non-academic needs. The ISO performs its specialized functions well and the foreign students are satisfied with its services. The ISA and its officers are also performing their functions well which also earned the satisfaction of the foreign students. However, even if the foreign students are satisfied with the services of the ISO and the ISA, this satisfaction did not equate to a good academic performance of these students. There is a need, therefore, for the ISO to think of other ways to improve its services that will help these students become better performers in class.

To achieve this, the ISO should coordinate with the other offices and units in DLSU-D so that these students will have better language programs, more academic support and smoother community integration, and easier college adjustment through an enhanced guidance and counseling service. Academic intervention should be intensified through a regular tutorial system and a more regular academic advising.

The coordinator should also talk with the university administration so that the ISO can be provided with a bigger office space and additional personnel. This improvement will aid in the recruitment of more foreign students to enroll in DLSU-D. Benchmarking with other universities who accept foreign students can also be done by the ISO. This will enable the ISO personnel to learn from the best practices of other universities in terms of marketing strategies and providing support to foreign students.

Through these, the foreign students can look forward to a better and more efficient service from the ISO. This will also assure them of a successful transition from their admission to the university until their graduation.

References

1. CHED Memo Order No. 09, s. 2013, Enhanced Policies and Guidelines on Student Affairs and Services.

2. Greene, M.F. and Koh, K. (2010). The Competition for International Postsecondary Education Students. International Higher Education, Number 59, Spring 2010.

3. Ortiz, A. (2014, May 1). Attracting and retaining international students in Canada, in www.wes.org/2014/05/attracting_and_retaining_international_students_in_Canada/

4. Why should your student study abroad? In http://studyabroad.uark.edu/Why%20Study%20Abroad/NoteforParents.html

5. Verbik, L., Lasanowski H. & Lasanowski V. (October 2007). International student mobility: Patterns and trends. *World Education News and Reviews.* Retrieved from http://www.wes.org/educators/pdf/StudentMobility.pdf on September 4, 2012

Effects of Dimensions of Learning Organization to Workplace Learning Environment

Dr. Edgar Allan G. Castro

De La Salle Lipa, Batangas, Philippines (edgar.allan.castro@dlsl.edu.ph)

ABSTRACT

The paper seeks to present empirical support on the effects of the dimensions of learning organization (LO) on workplace leaning environment (WLE). The paper posits that management support on cultivating a culture of learning influences the quality of workplace learning environment as measured through the social capital dimensions of Trust, Social Relations, Commitment, Communication and Influence. The paper was done to bridge the gap where copious papers on learning organization affecting more objective measures of organizational performance can be found and less on the human resource and organizational development context.

Data used were from an approximately normally distributed sample after a nonlinear transformation to fit the assumptions for parametric tests from the responses of faculty members of a Philippine Higher Education Institution using a validated survey. A dimension to dimension approach to test the assumptions using linear regression (SPSS) was used and a general approach to test the effects of overall learning organization on overall workplace learning environment was done using structural equation modeling, partial least squares method (WarpPLS 5.0). All seven dimensions of Learning Organization (LO) not only affect all social capital dimensions for Workplace Learning Environment respectively but also strongly explain the variance in Influence, Commitment and Trust after controlling for gender, years of service and employment status. Likewise, over-all LO significantly affects the over-all Workplace Learning Environment. A human resource development approach with emphasis on knowledge exchanges through social capital is suggested as practical implication of the study. to create better workplace social conditions in organizations.

Keywords: Learning organization, Workplace learning environment, Social capital

Introduction

In an environment where volumes of information are exchanged instantly by complex technologies, organizations strategic choice to achieve competitiveness is by being a knowledge-based organization. Many studies highlight the fact that organizations act intelligently by learning and using their knowledge (Neagu, C D., 2008) and it is in this context that a firm is viewed as an information-processing machine to overcome the bounded rationality of human beings (Nonaka, I. and Toyama, R., 2005). Organizations recognizing the value of knowledge and developing a culture of learning means helping their people develop the functional, procedural, and subjective knowledge needed (Kaushik, V. and Agarwal, M., 2012) to perform effectively in their tasks and responsibilities. Organizations find value in the use of knowledge through learning to add value to their process, products and services.

Knowledge based organizations are believed to produce knowledge assets as a corporate resource and intellectual capital to achieve business excellence to positively and significantly contribute to bottom-line results, competitiveness and capacity enhancement. (Oluikpe, P. 2012; Chawla, D., and Joshi, H., 2011; Asoh, D.A., Belardo, S. and Crnkovic, J. 2007). Citing the preceding rewards for recognizing the value of knowledge and learning, knowledge management has evolved to become a prevalent if not mandatory practice in modern organizations (Asoh, et. al 2007) including Higher Education Institutions.

It is in this knowledge era that educational institutions are equally challenged to keep pace with changes in the global business environment to effectively serve the demands of key stakeholders (Brewer. P. and Brewer, K., 2010). Applications of knowledge management strategies in higher education contexts may also be used by higher education institutions to assess their existing internal competitiveness (Lee, H.Y., and Roth, G., 2009). These assessments make the organization aware of their weaknesses and strengths and continuously learn from to improve their operations by developing systems to manage facets of knowledge (knowledge creation, sharing and use) and sustain learning in the organization. Organizations support for learning by providing organizational systems and structures that facilitate exchange of information (knowledge management dimensions) is essential for knowledge creation processes.

At the empirical level, there has been a proliferation of studies that have attempted to examine the dynamics of learning organizations or the extent to which organizations are nurturing internally the conditions that foster learning but little is done in developing countries (Jamali, D., & Sidani, Y.,2 008). Moreover, most literature discussing the importance of learning in an organization is focused more on its effect on objective institutional performance specifically that of financial performance and knowledge performance (Awasthy, R., & Gupta, R. K. 2012; Kumar 2005; Ellinger, A. D., Ellinger, A. E., Yang, B., & Howton, S. W., 2002; Kumar and Idris , 2007; Imran, Rizvi,& Ali, 2011). However, less is done to reflect on the effects of learning to the over-all quality of the organization climate and on the exploration of learning on the context of the existence of the whole organizational network (Pukl, 2008), specially for that organizations have also recognized the need to provide a workplace environment that encourages and shapes various opportunities for learning (Jeon & Kim, 2012).

Workplace learning is part of the knowledge capital of the organization that leads to improved financial performance (Marsick, V. J., & Watkins, K. E. 2003), thus, merits attention in research. Majority of the workers' learning occurs in the workplace itself and much professional work (especially in HEIs) deals with complex situations that require the use of complex knowledge (Eraut, 2007). This means through the organizational knowledge-creating process, individuals interact with each other to transcend their own boundaries, and as a result, change themselves, others, the organization and the environment, (Nonaka et. al., 2005). This is most true when learning is brought into the social world of organizing and organization then organizational learning becomes a *social* activity (Elkjaer, 2003). Learning in a social context is important since the alignment of personal and collective interests has become essential to contemporary business, (Marrewijk, 2004). This kind of organizational climate facilitates the degree to which employees are dedicated, motivated, committed and willing to share their creativity and knowledge.

Purpose and Objective

The objective of the paper is to present how the school's Higher Education faculty members (1) perceive the management's support to create a learning organization and (2) quality of workplace learning environment based on their individual perception and observations. For empirical significance, the paper tests the effect of support for learning organization on the quality of workplace learning environment based on the premise that further knowledge can enrich a company's internal and external social relations, and the better its employees will perform (Huang, K. P., Chou, C. J., & Sun, C. F. (2009). The results will be the basis for developing programs to proactively influence the direction and pace of learning in workplaces as practical significance.

The research was done with a Higher Educational Institution in the Philippines as subject organization. De La Salle Lipa is a Catholic School in the Philippines providing Tertiary Education in areas of Business, Engineering, Education, Health Care, Hospitality and Tourism and Sciences with a student population of about 6,500. De La Salle Lipa management espouses knowledge management as a core capability to direct its operations in fulfilling its mission as an Educational Institution. Administration led activities and programs were based on the principles of organizational learning through the efforts of the President's Management Office. However, institutionalizing the concept of organizational learning to create a learning organization in terms of concrete programs as core capability building is yet to be developed. With the results, the administration would know how much emphasis is needed to promote further organizational learning and development to give way to a more relevant organizational culture transformation and change management.

Support for Learning in the Organization

Most definition of a Learning Organization (LO) focus on the presence and quality of internal conditions (structural and cultural) that facilitate exchange of knowledge among the members of the organization leading to creation and sustaining a core capability for organizational performance and effectiveness (Senge, P. ,1990, Goh, S. C. (1998); Ya-Hui Lien, B., Yu-Yuan Hung, R., Yang, B., & Li, M. 2006; Karkoulian, S., Canaan Messarra, L., & McCarthy, R., 2013). Learning organization demands that an organization through individual engagement make a conscious effort to facilitate learning activities and generate adaptation and development capabilities (Senge, P. ,1990).Learning Organizations (LO) demand conscious effort to enable learning activities and generate adaptation and development abilities (Ya-Hui, et. al., 2006). LO work on ideas for building and developing knowledge enhancement by effective organizational culture and structures. Karkoulian, et. al., 2013).

The framework for organizational learning used in the study was drawn from the work of Yang, Watkins, and Marsick, (2004) "The Construct of the Learning Organization: Dimensions, Measurement, and Validation". The use of the DLOQ (Dimensions of Learning Organization Questionnaire) construct assumes that organizations are organic entities like individuals and have the capacity to learn. The study finds this construct as appropriate as it also applies to organizations that have displayed continuous learning and adaptive characteristics, or have worked to instil these learning characteristics. Awasthy, et. al. (2012) cited several studies that validated the same construct in countries such as the USA, Colombia, China, Lebanon, Korea, and Taiwan where the results of these studies have verified the applicability of the DLOQ in different cultures, providing internal consistency and reliable factor structure of the dimensions of the LO.

The seven-factor structure provided a useful framework for the study since it showed evidence of internal consistency and construct reliability. The DLOQ is a useful tool for researchers to assess dimensions of the learning organization since it represents patterns of learning activities in the organization (Yang, et. al. 2004). The dimensions as described below has been tested for its applicability to the overall organizational circumstances that lend valid factor constructs of measures of organizational effectiveness (Song, Joo, and Chermack,2009); Continuous Learning, Inquiry and Dialogue , Team Learning, Embedded Systems, Empowerment, System Connection and Strategic Leadership

Quality of Workplace Learning Environment

The incorporation of social dimensions in the learning/knowledge-creating processes is to be expected since organizational learning becomes a social activity when learning is brought into the social world of organizing and organization (Elkjaer, 2003). Social capital improves knowledge creation and sharing due to trust, shared goals and common frames of reference (McCallum, S., & O'Connell, D. (2009). Much of human knowledge is grounded in daily life experiences and usually trapped in verbal matrix which makes knowledge difficult to track and identify as it resides in social interactions (Chinying Lang, 2004).

Social capital is the set of cooperative relations between social actors that facilitate solutions to collective action problems (Requena, 2003) that exists in a workplace. It also refers to features of social organization such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit (Putnam, 1995). With reference to learning organization, social capital offers informational advantages that can enrich a company's internal and external social relations, and the better its employees will perform (Huang, et. al., 2009). An effective workplace allows a natural and efficient sharing of knowledge that leads to enhanced productivity, improved quality and accelerated innovation (Ellison Schriefer, 2005).

Five factor construct from the work of Requena (2003) was used to measure the social capital dimensions which includes Trust, Social Relations, Commitment, Communication and Influence. These dimensions run parallel to requirements for work environment that provide employees with ways to exercise influence and control over ones work situation, experience security and meaning, develop social relations at and through work, maintain good health and avoid stress and work in a safe working environment, (Edvardsson & Gustavsson, 2003).

Hypothesis

The paper investigated the quantitative effects of the efforts of an HEI (DLSL) to support learning in its institution to the quality of its workplace learning environment as proxy for organizational climate. The first approach of the paper is to provide basis for the paper's practical value by analyzing the major variables dimension by dimension. The estimated quantitative effect of the learning organization dimensions as independent patterns of activities on improving respective components of the work environment was sought. The second approach of the study assumed that the over-all learning organization improves the over-all quality of workplace learning environment in the organization as measured by the components of social capital after controlling for gender, number of years in service and employment status.

Methods

Data was collected through self-administered survey of faculty members both working as full-time and part-time. The institution's Higher Education unit has a roster of 337a faculty members at the time of the survey serving five Colleges and student population of about 6,000. Data for support for learning in the organization using the seven factor construct were collected by making respondents express their perceptions/observations on the presence or absence of such activities to support learning in the organization for the past years using an 11 point scale with choices from 'almost never true" to "almost always true". The items response scale was designed such for the respondents to treat their response along an underlying attitude continuum (Leung, 2011). The seven-factor construct used for measuring support for organizational learning is assumed to be valid. Results show using principal component analysis that all dimensions show substantial loading on only one factor with factor loadings in absolute terms higher than .90. Principal component analysis was used to validate the identified components or variables that account for most of the variance in the set of observed variables.

Each dimension to measure support for learning in the organization had 3 items each in the survey questionnaire with Cronbach alpha in all dimensions above .90 suggesting high internal consistency. Results are consistent with validity and reliability for the same construct done in other cultural contexts such as the U.S., Colombia, Taiwan and Korea (Song, et. al., 2009).

Five factor construct from the work of Requena (2003) was used to measure the social capital dimensions. Respondents were asked to express their observations on the social capital dimensions using an 11 point scale with choices from 'almost never true" to "almost always true". The factor structure test results using principal components analysis show that all five factors/dimensions in the social capital construct show substantial loading on only one factor with factor loadings in absolute terms from .86 to .94. Each dimension to measure support social capital aside from communication dimension had 3 items each in the survey questionnaire with Cronbach alpha in all dimensions above .85. Communication dimension had two items with significant inter-item correlations of .63.

Gathered observed data were also analyzed to fit assumptions of parametric statistical tests especially linear regression using SPSS. The approach of the study was to test the effects of learning organization to work environment first dimension to dimension using regression analysis with SPSS. Second, test the effects of the over-all learning organization to over-all workplace learning environment using a partial least squares based structural equation modelling software WarpPls 5.0.

Control Variables

The profiles gender, length of service and employment status were used to test if the effects of learning organization (LO)as independent variable (IV) and workplace learning environment (WLE) as dependent variable (DV) as well as the LO dimensions as IV and WLE dimensions as DV hold true even after introducing control variables.

Gender (male = 1; female = 2) was used since men and women are reported to have different value priorities and varied orientations to work, and may expect different work environment, organizational support and human resource management (HRM) related policies (Millward and Brewerton, 2000). Moreover, researchers have attempted to explain differences across work status (part time = 1; full time = 2) using theories of partial inclusion

(Lynn-Senter Wittmer & E. Martin, 2013) and frame of reference (Conway & Briner, 2002). Part-time employees are believed to have a different frame of reference or reasons for working in the organization as compared to that of full-timers. Length of service (years of service in the organization) was also assumed to influence relationships between IV and DV since length of stay in the organization may have provided time to learn and understand more the organization and have established relationships between and among co-workers.

Results and Discussion

A total of 116 faculty members or 40% of the current roster of HEI faculty answered the survey. Forty percent (40%) were male and the rest (60%) were female. Years served as faculty members were between 1 to 30 years with median of 7 years. Thirty seven percent (37%) worked as part time faculty and 63% were full time faculty. Most respondents were Master's Degree holders at 39% while the least were Doctoral Degree holders at 11%.

Responses were not overwhelming in all dimensions for both LO and WLE. Possible highest response score was 10 but the highest actual mean response score was only 8.218. The score which was at the lower range of "almost always true" scale measure reflects the observed practice of social dimensions in the workplace. The rest of the dimensions under work environment fell under the range for usually true.

All dimensions under LO fell under the scale range for usually true with response level within the range of 6.37 to 8.18. Highest response was on *Continuous Learning* dimension at 6.88 but at the lower bounds of the range. Responses were quite far from ideal response which is within the mean range of 8.19 to 10 demonstrating respondent observation that support for learning is "almost always true" . Least response was on *Team Learning* at 6.54. This does not come as a surprise since review reveals that not all organizations have a culture that supports organizational learning. (Li, Brake, Champion, Fuller, Gabel, & Hatcher-Busch, 2009).

Distributions of observed data gathered were approximately from a normally distributed population after a nonlinear transformation process was done to fit the assumptions for parametric tests better. Almost all data were initially markedly skewed to the right. Base 10 logarithm transformation was used to improve skewness of the data. The use of transformation was to improve the normality of data variables to avoid significant violation of the assumption of normality which can seriously increase the chances of committing errors (Osborne, 2002; online). *Data for four dimensions are from a normally distributed population with p values less than .05 with the rest approximately normal with p-values near .05.*

Difference in Response

Significant difference in responses for items under LO was observed between part-time and fulltime/permanent faculty members where the former agreed more than the latter. Marked differences were also observed on the responses for items under work environment. Part time employees find the work environment to be very satisfactory in terms of commitment and the rest of the dimensions to be satisfactory. Researchers have attempted to explain differences across work status using theories of partial inclusion (Lynn-Senter, et . al., 2013) and frame of reference (Conway, et. al., 2002). In earlier papers, Eberhardt and Shani (1984), reported higher satisfaction among part time employees on account of having less knowledge about events occurring within the organization and therefore would have less negative information about the organization (Thorsteinson, 2003)

Marked difference was also observed between the responses of male and female faculty members. Male faculty members observed that support for organizational learning is far less compared to the observation of their female counterparts. This was true to all dimensions with difference in responses highest in terms of *Empowerment* and *Systems Connection*. Marked differences were also observed on the responses by gender on four dimensions of social capital under work environment. Responses on trust, commitment, communication and influence were significantly different with higher response scores coming from the female respondents. Men and women are reported to have different value priorities and varied orientations to work, and may expect different work environment, organizational support and human resource management (HRM) related policies (Millward, et. al., 2000).

Regression Results for Learning Organization Dimensions under Group Level Learning

The provision for opportunities for dialogue at different levels (Inquiry and Dialogue) affects all dimensions of WLE. The effect is most observed on Trust and Influence with beta coefficients at .787 and .825 respectively. Beta coefficients of the rest of the dimensions are all above .500 and significant at .05 levels. Inquiry and Dialogue also explains more than 50% of the variance (R^2) in Trust (62%), Commitment (53%) and Influence (68%). The coefficient of determination (R^2) almost did not change after controlling for profiles of gender, status and years of service.

Empowering members of the organization by sharing information and knowledge that allow them to contribute to organizational performance also affects all work dimensions significant at .05 levels. Its effects were most observed on Influence (beta coefficient = .890), Trust (beta coefficient = .817) and Commitment (beta coefficient = .807). Empowerment as a learning dimension explained most the variance in Influence (R^2 = .791), Trust (R^2 = .664) and Commitment (R^2 = .647). The coefficient of determination (R^2) almost did not change after controlling for profiles of gender, status and years of service. Largest R^2 change was on Communication (5.8%) on account of a significant relative strength of years of service (Beta = -.290).

Putting emphasis on the learning activities of the group or Team Learning also affects all dimensions of WLE.. Like the preceding LO, Team learning affects most Influence (beta coefficient = .882), Trust (beta coefficient = .876) and Commitment (beta coefficient = .762). It also explained most the variance in Influence (R^2 = .778), Trust (R^2 = .768) and Commitment (R^2 = .581). The coefficient of determination (R^2) almost did not change after controlling for profiles of gender, status and years of service. Largest R^2 change was on Communication (4.1%) on account of a significant relative strength of years of service (Beta = -.237).

Strategic Leadership affects most the following dimensions, Influence (beta coefficient = .872), Trust (beta coefficient = .805) and Commitment (beta coefficient = .792) all significant at .05 levels. It also explained most the variance in Influence (R^2 = 77%), Trust (R^2 = 65%) and Commitment (R^2 = 63%). The coefficient of determination (R^2) almost did not change after controlling for profiles of gender, status and years of service. Largest R^2 change was on Communication (6.0%) on account of a significant relative strength of years of service (Beta = -.294).

Regression Results for Learning Organization Dimensions under Organizational Level Learning

Results show that *Continuous Learning* affects all WLE (workplace learning environment dimensions) with relative strength (standardized beta coefficient) from a low of .664 (Communication) to a high of .898 (Influence), all significant at .05 levels. Among all dimensions, the variance in Influence was explained most by the dimension on account of R^2 value of .806. The rest of the WLE dimension variances were explained by the same; 44% for Communication, 51% for Social Relations, 60% for Commitment and 66% for Trust. The coefficient of determination (R^2) almost did not change after controlling for profiles of gender, status and years of service. Largest R^2 change was on Communication (3.7%) on account of a significant relative strength of years of service (Beta = -.223).

Efforts of the administration to create and maintain systems to capture and share learning (Embedded Systems) also affect all WLE dimensions. Beta coefficients for WLE dimensions ranged from a low of .590 (Communication) to a high of .875 (Influence), significant at .05 level. Coefficients of determination on the other hand, were 35% for Communication, 38% for Social Relations, 57% for Commitment, 67% for Trust and 88% for Influence. The coefficient of determination (R^2) almost did not change after controlling for profiles of gender, status and years of service. Largest R^2 change was on Communication (5.1%) on account of a significant relative strength of years of service (Beta = -.257).

Systems Connections also affect all WLE dimensions. Beta coefficients ranged from a low of .610 for Communications to a high of .882 for Influence, all significant at .05 levels. Consistent with the first two learning dimensions, the effect of systems connections was high for Influence followed by Trust (.857 beta coefficient). The variances of two work dimensions were also explained strongly at 78% and 73% respectively. The coefficient of determination (R^2) almost did not change after controlling for profiles of gender, status and years of service. Largest R^2 change was on Communication (6.1%) on account of a significant relative strength of years of service (Beta = -.296).

Based on the results, it is then concluded that all hypothesis investigating the impact of each dimensions of LO (learning organization) to respective social capital dimensions for WLE workplace learning environment are supported.

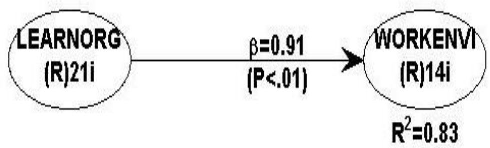


Figure 1. Direct Effects of LO to Workplace Learning Environment

Administrative support to sustain conditions supportive of an LO affects the quality of workplace learning environment based on results of Structural Equation Modeling (SEM) test employing the partial least squares (PLS) method. Perception on support for learning using the seven dimensions explains (R^2) 83% of the variance in the quality of workplace learning environment. Relative strength of influence (Beta) is .91 significant at.05 level (Figure 1).

With the introduction of control variables in the model (Figure 2), Beta remains at .91 while R^2 decreased by 1%. All control variables revealed no significant effect on the work environment. Results imply that support for learning has far greater influence over quality of work environment compared to the influence of gender, years of service and employment status. Based on results, hypothesis investigating the effects of LO to workplace environment is supported.

Model Fit (with control variables) and Quality Indexes

For the model's predictive and explanatory quality, Average Path Coefficients (APC), Adjusted R-squared (ARS) and Average Adjusted R-square (AARS) are all significant with p-values less than .05. Results show that the combined effects of predictors (ARS) are above reasonable expectations at .823 (82%) and the AARS at .816 (82%). No collinearity issues were observed in the model on account of 1.169 Average block VIF (AVIF) and 3.220 Average full collinearity VIF (AFVIF) which both falls below the threshold of 3.3. The GoF index of the model is large at .859, way greater than .36 as threshold for large GoFs. Result confirms the high explanatory power of the model suggesting the strength of influence of support for learning to the quality of workplace learning environment

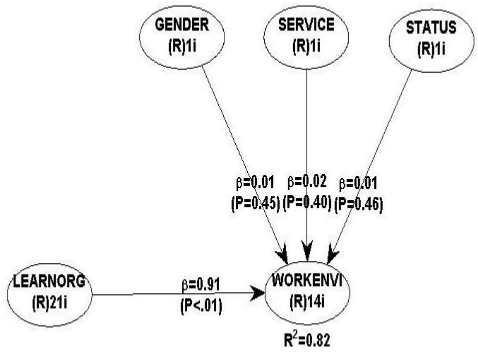


Figure 2. Effects of LO to Workplace Learning Environment
after Controlling for Demographics

Among the measures of model fit and quality, Simpson's paradox ratio (SPR) in the model on account of the SPR index of .50 failed the test. Ideally the SPR should equal 1, meaning that there are no instances of such and acceptable values of SPR are equal to or greater than 0.7, meaning that at least 70 percent of the paths in a model are free from Simpson's paradox. Simpson's paradox is likely to occur in empirical studies frequently enough to be a source of concern (Kock, N. 2015). However, what is ironic with the results is that the R squared contribution ratio (RSCR index) which occurs together with Simpson's paradox instances is at .991 passing the threshold of .90. Another measure that indicates causality problem is the Statistical Suppression Ratio (SSR). However, unlike the SPR, the model's SSR passed the test at the ideal level of 1.00. Last measure of model fit and quality is the Nonlinear Bivariate Causality Direction Ratio (NLBCDRT). The research model has 1.00 for the NLBCDR or the support for the reversed hypothesized direction of causality is weak or less in 100 percent of path-related instances in the model.

Conclusion and Recommendations

Findings strongly suggest the importance of support for a learning organization (LO) specially, if the objective is to create an ideal workplace learning environment (WLE). Providing support for all dimensions of LO influences the quality of trust, social relations, commitment, communication, and most specially influence in the organization. Human resource management's task of maintaining a conducive learning environment should take into account the conditions in the workplace that facilitate knowledge exchanges specially the support coming from administration. The research put forth evidence that LO also contributes in the development and management of human resource through the quality of workplace learning environment specially faculty influence and trust. Influence refers to the value of the faculty members' contribution in the knowledge exchange processes as knowledge source where value rests on the organization's benefit from the source's knowledge content. Knowledge contributions should be taken as valued knowledge and the contributor as valued knowledge source to make members of the organization share and participate in the knowledge exchange processes (Desouza et al., 2006; Ford and Staples, 2006). Moreover, trust is critical to foster relationships in the organization which requires leaders that not only have the knowledge, skills and abilities to operate effectively but also possess the relational capabilities to partner with others to realize their vision and goals (McCallum & O'Connell, 2009).

Practical potential of the study is its value as a framework for HEIs interested in embracing principles of LO (learning organization) by creating a culture of learning and as an assessment framework for HEIs that has been seriously into LO and wanted to establish how well it fits in the organization. Human resource development should seriously take into consideration social processes supporting learning and its implication on the management of human resource specially whether the management allows members to put their ideas into practice and whether these ideas are considered by the management as critical for organizational effectiveness and success.

The generalizations from this study are limited to a particular organization (De La Salle Lipa). However, sampling technique and size is appropriate and covers a diverse set of samples (across 5 colleges) with statistical power result of .72 based on the population effect size of independent interest of .06 and alpha of .95. Perceptions from the respondents were assumed to reflect respective area of work and supervision (college/unit). Since it has been established that LO affects both objective measures of organizational performance as well as the quality of workplace environment, it is much of an interest as future study to investigate the relative strength of LO on organizational performance and workplace learning environment respectively. It is also interesting to study the mediating role of workplace learning environment between the established relationships of LO and organizational performance.
Since the study was done for a particular HEI, it is therefore further recommended to conduct the study with more HEIs as subjects of the study or organizations representing other industries.

References

1. Asoh, D. A., Belardo, S., & Crnkovic, J. Y. (2010). Assessing Knowledge Management: Refining and Cross-Validating the. *Strategies for Knowledge Management Success: Exploring Organizational Efficacy: Exploring Organizational Efficacy*, 150.

2. Awasthy, R., & Gupta, R. K. (2012).Dimensions of the learning organization in an Indiancontext. *International Journal of Emerging Markets*, *7*(3), 222-244.

3. Brewer, P. D., & Brewer, K. L. (2010). Knowledge management, human resource management, and higher education: a theoretical model. *Journal of Education for Business*, *85*(6), 330-335.

4. Chawla, D., & Joshi, H. (2011). Impact of knowledge management dimensions on learning organization across hierarchies in India. *VINE*, *41*(3), 334-357.

5. Chinying Lang, J. (2004). Social context and social capital as enablers of knowledge integration. *Journal of Knowledge Management*, *8*(3), 89-105.

6. Conway, N., & Briner, R. B. (2002). Full-time versus part-time employees: Understanding the links between work status, the psychological contract, and attitudes. *Journal of Vocational Behavior*, *61*(2), 279-301.

7. Desouza, K. C., Awazu, Y., & Wan, Y. (2006). Factors governing the consumption of explicit knowledge. *Journal of the American Society for Information Science and Technology*, *57*(1), 36-43.

8. Edvardsson, B., & Gustavsson, B. (2003). Quality in the work environment: a prerequisite for success in new service development. *Managing Service Quality: An International Journal*, *13*(2), 148-163.

9. Elkjaer, B. (2003). Organizational learning with a pragmatic slant. *International Journal of Lifelong Education*, *22*(5), 481-494.

10. Ellinger, A. D., Ellinger, A. E., Yang, B., & Howton, S. W. (2002). The relationship between the learning organization concept and firms' financial performance: An empirical assessment. *Human resource development quarterly*, *13*(1), 5-22.

11. Ellison Schriefer, A. (2005). Workplace strategy: What it is and why you should care. *Journal of corporate real estate*, *7*(3), 222-233.

12. Huang, K. P., Chou, C. J., & Sun, C. F. (2009). *The effect of social capital on* human capital: a resource acquisition perspective. *International Journal of Organizational Innovation*, *2*(2), 6-21.

13. Imran, M., Rizvi, S. H. M., & Ali, B. (2011). IMPACT OF ORGANIZATIONAL LEARNING ON ORGANIZATIONAL PERFORMANCE. *International Journal of Academic Research*, *3*(4).

14. Jamali, D., & Sidani, Y. (2008). Learning organizations: diagnosis and measurement in a developing country context: The case of Lebanon. *The Learning Organization*, *15*(1), 58-74.

15. Kaushik, V. and Agarwal, M., 2012. Issues, Challenges & Opportunities In Today's Era of Management Education, International Journal of Management Research and Review.

16. Karkoulian, S., Canaan Messarra, L., & McCarthy, R. (2013). The intriguing art of knowledge management and its relation to learning organizations. *Journal of Knowledge Management*, *17*(4), 511-526.

17. Kock, N. (2015). How likely is Simpson's paradox in path models? International Journal of eCollaboration, 11(1), 1-7.

18. Kumar, N., & Idris, K. (2006). An examination of educational institutions' knowledge performance: Analysis, implications and outlines for future research.*The Learning Organization*, *13*(1), 96-116.

19. Lee, H. Y., & Roth, G. L. (2009). A conceptual framework for examining knowledge management in higher education contexts. *New Horizons in Adult Education and Human Resource Development*, *23*(4), 22-37.

20. Leung, S. O. (2011). A comparison of psychometric properties and normality in 4-, 5-, 6-, and 11-point Likert scales. *Journal of Social Service Research*, *37*(4), 412-421.

21. Li, J., Brake, G., Champion, A., Fuller, T., Gabel, S., & Hatcher-Busch, L. (2009). Workplace learning: the roles of knowledge accessibility and management. *Journal of Workplace Learning*, *21*(4), 347-364.

22. Lynn-Senter Wittmer, J., & E. Martin, J. (2013). Lessons learned from a part-time worker typology applied to full-timers. *American Journal of Business*,*28*(2), 210-232.

23. Marsick, V. J., & Watkins, K. E. (2003). Demonstrating the value of an organization's learning culture: the dimensions of the learning organization questionnaire. *Advances in developing human resources*, *5*(2), 132-151.

24. McCallum, S., & O'Connell, D. (2009). Social capital and leadership development: Building stronger leadership through enhanced relational skills.*Leadership & Organization Development Journal*, *30*(2), 152-166.

25. Millward, L. J., & Brewerton, P. M. (2000). Psychological contracts: Employee relations for the twenty-first century?. *International review of industrial and organizational psychology*, *15*, 1-62.

26. Nonaka, I., & Toyama, R. (2005). The theory of the knowledge-creating firm: subjectivity, objectivity and synthesis. *Industrial and Corporate change*, *14*(3), 419-436.

27. Oluikpe, P. (2012). Developing a corporate knowledge management strategy.*Journal of Knowledge Management*, *16*(6), 862-878.

28. Putnam, R. D. (1995). Bowling alone: America's declining social capital. *Journal of democracy*, *6*(1), 65-78.

29. Requena, F. (2003). Social capital, satisfaction and quality of life in the workplace. *Social indicators research*, *61*(3), 331-360.

30. Senge, P. (1990). The fifth discipline: The art and science of the learning organization. *New York: Currency Doubleday*.

31. Song, J. H., Joo, B. K. B., & Chermack, T. J. (2009). The Dimensions of Learning Organization Questionnaire (DLOQ): a validation study in a Korean context. *Human Resource Development Quarterly*, *20*(1), 43-64.

32. Song, J. H., & Kolb, J. A. (2009). The influence of learning culture on perceived knowledge conversion: an empirical approach using structural equation modelling. *Human Resource Development International*, *12*(5), 529-550.

33. Thorteinson, T.J. (2003), Job attitudes of part-time vs. full time workers: a meta analyticreview. *Journal of Occupational and Organizational Psychology*,*76*(2), 151-177.

34. Van Marrewijk, M. (2004). The social dimension of organizations: Recent experiences with great place to work® assessment practices. *Journal of Business Ethics*, *55*(2), 135-146.

35. Ya-Hui Lien, B., Yu-Yuan Hung, R., Yang, B., & Li, M. (2006). Is the learning organization a valid concept in the Taiwanese context?. *International Journal of Manpower*, *27*(2), 189-203.

36. Yang, B., Watkins, K. E., & Marsick, V. J. (2004). The construct of the learning organization: Dimensions, measurement, and validation. *Human Resource Development Quarterly*, *15*(1), 31-55.

37. Neagu, C D., 2008. Knowledge Based Organization: An Identification Model in IFIP International Federation for Information Processing.

38. Osborne, Jason (2002). Notes on the use of data transformations. *Practical Assessment, Research & Evaluation*, 8(6). Retrieved May 30, 2015 from http://PAREonline.net/getvn.asp?v=8&n=6

39. Statistics and Research Methodology https://epilab.ich.ucl.ac.uk/coursematerial/statistics/summarising_normal_dist/non_normal/transformations.html

Quality Assurance Activities in Australian Universities and the Implications for Vietnam

Nguyen Thu Thuy[1], Hoang Thi Thuy Duong[2], Pham Thu Huong[3]

[1]*Foreign Trade University, Hanoi, Vietnam (thuy.nt@ftu.edu.vn)*
[2] *Foreign Trade University, Hanoi, Vietnam (duonghtt@ftu.edu.vn)*
[3] *Foreign Trade University, Hanoi, Vietnam (huongpt@ftu.edu.vn)*

ABSTRACT

Quality-assurance related higher education policies have the key role to ensure an effective mechanism for the education with high quality, the accountability and the transparency of universities in using public funding and in satisfying the demands of stakeholders. This paper analyses the Australian mechanism for higher education quality assurance in general, and selected models of quality assurance in some specific Australian universities in particular, then synthesizes the lessons for Vietnam's higher education quality assurance.

Keywords: Quality assurance, Australian universities, High education system

Introduction

Quality-assurance related higher education policies have been being used in various nations around the world. The goal of these policies is to ensure an effective mechanism for the education with high quality, the accountability and the transparency of universities in using public funding and in satisfying the demands of stakeholders. This is mostly important for a developing country like Vietnam, where the higher education system is in the transition towards up-to-date higher education governance in which universities should be given more autonomy. This paper aims to analyze the experience of universities in Australia – a developed country dominated with public higher education establishments, especially their mechanism for higher education quality assurance. By using multiple case studies of several universities in Australia, the paper examines selected models of quality assurance. From the analysis, the paper's ultimate goal is to draws several relevant lessons for Vietnam's higher education quality assurance, especially in the context of higher educational reform.

Australian mechanism for higher education quality assurance

Australian higher education system includes mainly universities established by States, or Territories or the Government and they have self-control in managing courses. States / Regions still have the right to manage other courses offered by a number of remainders.

In the 1980s, when there was not a mechanism for national quality assurance, universities themselves were responsible for the development, implementation and improvement of quality assurance system and standards. Almost, discipline assessments were used to build standards to improve quality and efficiency. However, these contributions are used primarily to enhance the importance of quality assurance in universities and the whole education industry in general; there is not any formal mechanism to ensure that this proposal was performed in all universities.

Then, several major changes have been made, such as policy "Higher Education: Quality and diversification" made in the 1990s to overcome the weaknesses of previous evaluation approaches for quality assurance; setting up Commission for higher education quality assurance in period 1993 - 1995 to test the results of operations and quality assurance in public universities, and give annual proposal to the Government; and setting up the Australian Qualification Framework (AQF) 1995; put plans on improving the quality and annual training reports to help the Government assess the achievements of universities and give plans of funding in the next three years. In addition, many policies have been implemented in 2000, including the promulgation of quality assurance mechanism for higher education with the national policy on higher education process; promulgation of regulations on education services for overseas students (ESOS), setting up the Australian Universities Quality Agency (AUQA) – the external audit agency for Australian higher education institutions.

Australian mechanisms education quality assurance set out in 2000 includes five factors: States and territories are responsible for the registration, re-registration and accreditation of non-university training institutions; AUQA shall conduct audits every 5 years; Commonwealth manages quality of universities through the IAF and other data sources, universities self assure and improve quality and standards in accordance with laws, regulations and orientation as national rules.

Period 2003 - 2004, the Australian government proposed a major reform program in educational activities "Backing Australia's Future". In 2006, the Government also reviews and changes some of contents of the National Rules on higher education approval process. From 2006 to 2007, National Code of Practice for Quality Registration Authorities and Oversea Student Education Providers was modified in order to enhance transparency and help universities be more flexibility in training international students.

However, after the review of Commonwealth government in 2008, a new quality and regulatory framework was set up which include: (1) establishing TEQSA – Tertiary Education Quality and Standards Agency – the national body that regulates and assures the quality of Australia’s large, diverse and complex higher education sector; (2) allowing the national register for all higher educational level providers; (3) developing a higher education standards framework that includes provider standards, qualification standards, information standards, teaching and learning standards and research standards; and (4) the establishment of the My University (similar to My Schools) website to publish institutional performance on agreed measures (Shah , Lewis & Fitzgerald, 2011). According to Shah, Nair &Wilson (2011), the new framework was established in order to: strengthen the roles of AUQA as this agent was not provided authority to place sanctions or penalty on institutions; enable the comparison of quantifiable data across many higher education institutions; improve the student experience as the learning and teaching measures were not pay much attention to the mean but only focus on achieving high results; reduce the inequity in rewarding institutions, effectively monitor the comparable academic standards across institutions; increase the consistent in state and territory governments’ approach to registration and accreditation of private institutions; promote the higher education institutions’ quality to more stakeholders and last, encourage the student engagement in quality and improvement

Characteristics of high education quality assurance system in Australia

Use of internal quality assurance system: Australian universities have had a long history in applying separate systems and processes to assurance the quality. Some processes similar to international standards such as strategic planning, use of KPI to assess and improve the quality, give out standards in a number of areas, university governance and active role of university council and the science council, risk management, evaluation of undergoing research program, specialty faculties, use of survey forms to students, lecturers and other to assess satisfaction, ...

Governmental management: The government plays an important role in setting and adjusting the orientation for the achievements of universities. For being funded, universities must submit an annual report to the government on every 3-year plan in many areas and report data on training, learning and research of teachers and students of universities. The Government will use the performance information to report to universities, including performance data according to KPI indicators, which later became the standard for comparison with other universities.

Merit-based funding: since 2006, the Australian government began funding for teaching and learning in public universities through the Merit-based Funding Foundation. Although still get a lot of support and opposition, the government still built merit-based award culture based through measures such as the contribution, the ability to develop, evaluation of students and businesses.

Conduct annual quality audit: AUQA examined universities since 2001 based on criteria "consistent with the objectives". Inspection reports of AUQA addition to presenting an overview of evaluation approaches to ensure the quality of the school also offers a number of proposals in the orientation in building and perfecting quality assurance system for being effective.

Take opinions of students: In the past 15 years, taking opinions of students is conducted annually, with the criteria set by universities themselves to investigate, evaluate the needs of students on educational and training services of universities.

Common model of internal quality assurance in Australian universities
Scope of quality management activities

Quality assurance system at each university will implement to manage 7 contents covering all universities' operations. Woodhouse (2006) have shown the extent to which the university administrators have to pay attention to:

1- Organizational leadership: Organizational overview, governance, management systems, strategic planning and review, policy management; quality management system.
2- Training activities (teaching and learning): education strategy, program design, monitoring and revision, learning, teaching and assessment, training and linking with foreign partners, distance training.
3- Research: research strategy and management, coordination, support and evaluation of research, commercialization of research results, postgraduate-study management and training; research – training nexus.
4- Contribution to the society/community service: Good citizenship; management/administration; community service; application of research, the local and international link.
5- Staffing: staff management systems and staff support services; staff planning, appointment, mentoring, appraisal and development of human resource.
6- Enable services: student management system and student support services, financial management, marketing, public relations.
7- Facilities: Library, information technology services, information systems, physical resource management, laboratory provision.

Circle of higher education quality assurance in Australia

Quality assurance mechanism includes multiple steps based on the criteria of quality. Previously, the "PDCA" circle (plan, do, check, act) is widely used, today the term "ADRI" (Approach, Deployment, Results, Improvement) has been used in instead. ADRI is the model of quality management circle. With point of view that quality fits with goals, the starting point is the vision, mission and value of organization. The approach of implementation is shown through policies, procedures and characteristics of the organizational structure of universities. Deployment then can be conducted later, including steps to ensure the employees understand the direction to work at the same time with the preparation for the actual operation (including necessary resources and infrastructure). Results are what to be achieved. In fact there is a difference between the results and the desired goals, it requires Improvement in order to narrow these disparities.

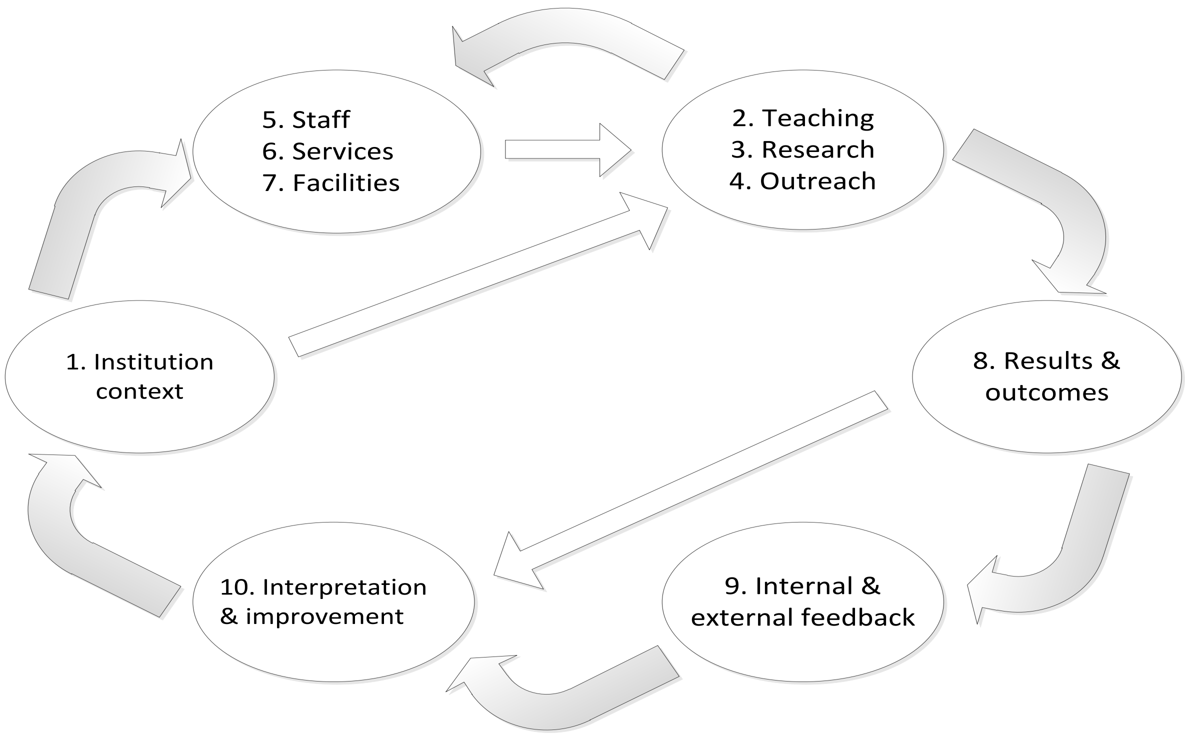


Figure 1: Quality assurance circle in Australian universities
Source: Woodhouse, 2006, p. 16

Principles of education quality assurance in Australian universities

Internal quality assurance at Australian universities is of particular interest and complies with some rules. According to Woodhouse (2006, p. 18), the principles that universities must ensure include:

1 - The quality system is the combination of **quality assurance and quality planning**. The core components of quality system are effective processes, with clear and precise description of appropriate targets.

2 - **The Balance**: Quality and quality assurance include both professional and management functions. It is necessary to balance between aspects of management and training activities.

Maintenance and enhance of the quality require professional commitments associated with well-designed management system and processes.

3 - **Proximity**: an important task of academic quality assurance is to connect teaching and learning and research and community service (not taking into account other management and cooperation activities).

4 - Feedback: Quality assurance is the process of continuous and active responsive process. Critical assessments of the performance and achievement creating activities should be conducted regularly and progressively.

5 - The assurance system should be **evidence-based**. The data (indicators) are collected, analyzed, disseminated and used. Feedback loop, leading to the modification of ideas and activities, concurrently actively share and disseminate and popularize good practices, is the center of the system of accurate quality assurance system later. Targets of efficiency will be the goal of teaching, learning, researching and community service.

6- **Standards**: Requirements of results will be the basis for developing standards for educational activities, such lecture accessing rates or rank in study article magazines.

7- There is a **balance between key and marginal activities** with associated responsibilities. For example, if a university has an individual or a central board responsible for the quality, their function will be to support and complement the activities rather than the entire holding role.

8 - There is **positive support** for the quality assurance activities, including funding.

9 - Quality system encourages “**double positive**” viewpoint: doing well but could even do better.

10 - Quality systems have **demonstrably positive effects** with the universities' educational activities.

11 - **The development and satisfaction of employees** are recognized and consistent with the objectives of universities.

12-The effective quality assurance in higher education will require the reference to **external factors**. The activities of universities and the quality assurance procedures for such activities must be consistent with domestic and international educational environment. The needs of the stakeholders should also be ensured.

Quality assurance model in some Australian universities
Quality assurance framework based on institutional planning and review processes

Many higher education institutions in Australia use system of planning, budgeting and control mechanisms as a basis for quality mechanism. Governance and quality assurance mechanism of Queensland University, as described in Figure 2, based on: annual rolling strategic planning process, annual report on strategic objectives and operational plans and periodical review.

The balance between the devolution and responsibility centralization is one of the important issues of governance activities. Although the overall strategic plan is managed from upper lever, a number of higher education institutions also empower their staff at the different levels in quality management. According to the diagram below, the affiliated agencies as well as the University of Queensland and lower level faculties/departments are responsible and have certain rights in the operation of the University. For example, the affiliated schools have the autonomy to control content, testing program, disciplinary control within their respective scope of authority. Similarly, University of South Australia also has "a control system and an annual planning process as the basis for its quality system". Long-term annual implementation process University of Melbourne in quality planning, assurance and report are also widely reported to everyone.

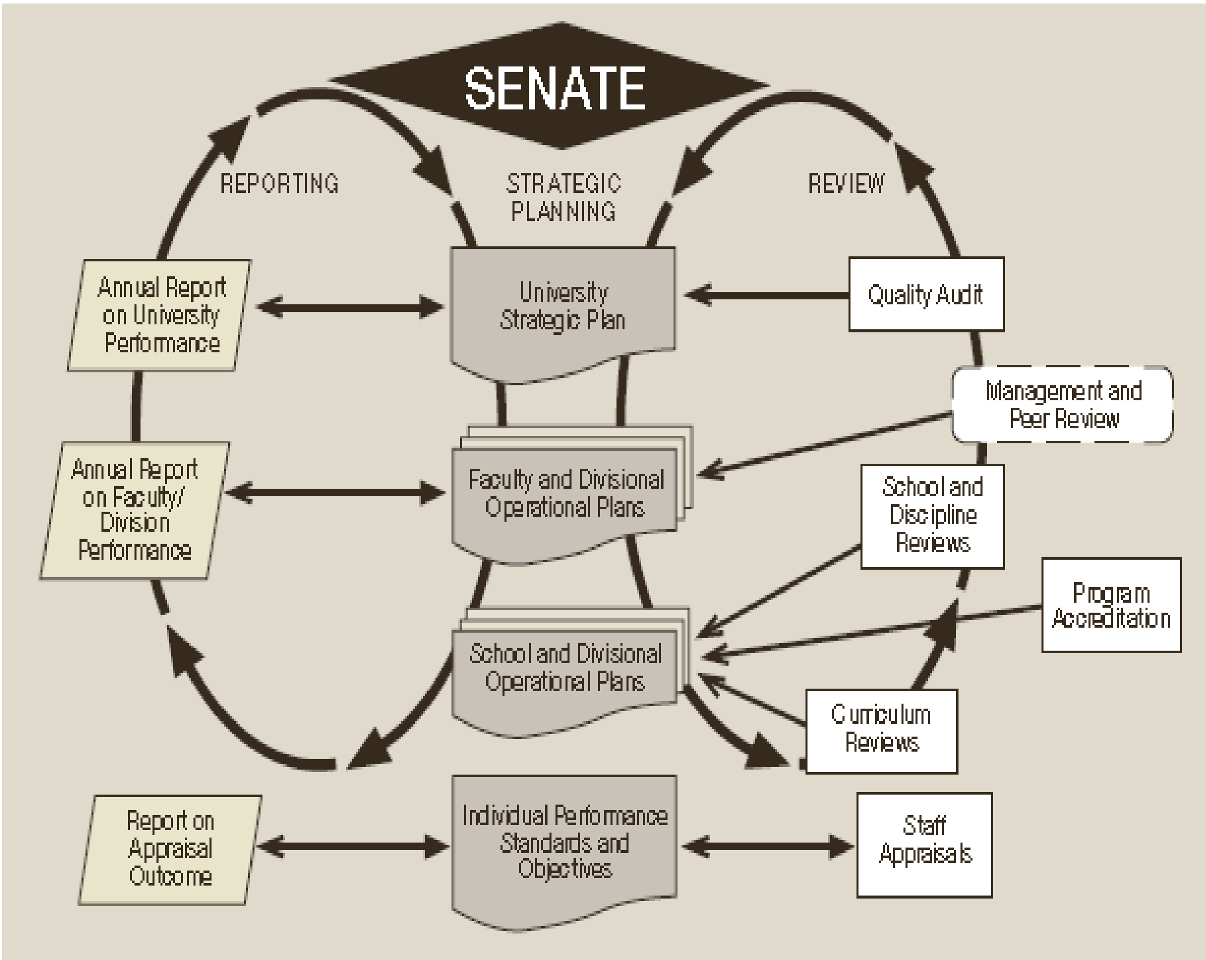


Figure 2: Quality management and assurance model of Queensland University
Source: Queensland University, 2005, p.13

Quality assurance framework based on ADRI circle

Some universities build on their own quality assurance model based on ADRI and use these as their quality assurance framework.

Swinburne University of Technology which provides both higher education programs and vocational education and training programs, has developed a comprehensive quality management system for its activities since the 1990s, culminating in the implementation of Swinburne Quality Review System - SQRS) in 2001. This system is based on the 20 process sets including standards and criteria for performance evaluation and orientation of implementation. Five processes audited annually by a cross-functional team throughout the entire university, using use an integrated assessment tool sets. The next step, quality control system will be integrated with the planning and risk management process of the university, to provide an overall quality and planning system.

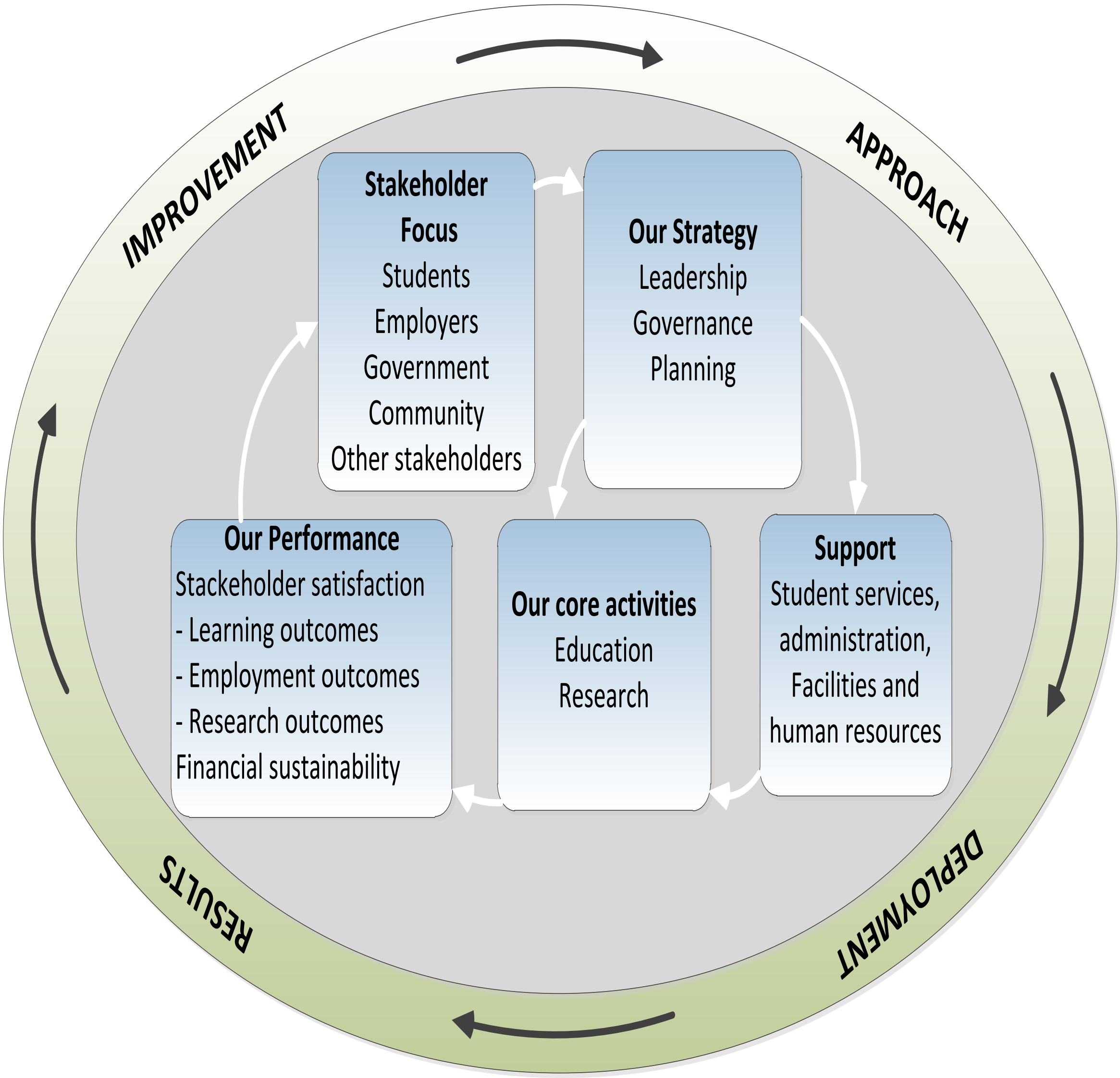


Figure 3: Quality assurance model in Swinburne University of Technology
Source: Swinburne University of Technology, 2005

Quality assurance model in Swinburne University of Technology is expressed in steps in the following tables.

Table 1: Procedure of quality management at Swinburne University of Technology

Implementation steps		Responsibilities
1	Remaining, spreading and completing policy of quality management of the university	Council, managers of Board of strategic quality planning and management

2	Performing quality management system at the university	Science board and all employees
3	Performing and reporting achievements of quality improvement	Employees (performing quality completion continuously) and senior manager and middle manager (reporting achievement of quality improvement)
4	Supervising and enhancing efficiency of quality management system of the university	Manager of quality department and other departments

Source: Swinburne University of Technology, 2010, p.4

Quality system of **New South Wales University** is built to "manage and collect formal and informal procedures, activities and cultural factors helping the organization gain strategic targets and ensure a continuous improvement of achievement and quality" (Baird, 2006, p.26). Diagram of quality management system of the university is to describe most basic procedures of quality assurance for four researching areas, international relation, learning and teaching, community activities; relating to influences (the university administration, culture, tradition…) and circle of quality improvement (planning, implementing, result, completion and quality)

Figure 4: Diagram of quality management system in New South Wales University
Source: Baird, 2006, p.27

Quality assurance framework based on ISO 9001:2000 standards

ISO 9001 is a quality system recognized worldwide and a number of universities have applied this standard. ISO is a range of quality management system standards requiring the organization to manage and control all activities. In Australia, RMIT is a famous university applying quality management under this standard. Implementation procedure at RMIT covers four steps as below:

i) Prepare a draft of the system using existing quality management mechanism at RMIT integrated with ISO standards.
ii) The system is verified by consultant from process owners and users.
iii) Internal reviews to ensure that the system is followed and necessary information is stored.
iv) Develop system of intranet system in order to supply system access means and manage relevant documents.

(Source: Heywood, Joosten & Scarlet, 1999)

Additional consultancy from lecturers, employees at all levels in the university shall be used to build a complete official procedure. Individuals/ collectives having achievement of quality improvement in departments, with Director of teaching quality and Director of information technology, shall closely work with employees of human resource development office in order to prepare the certificate (Adam, 2006).

When gaining the certificate of quality, in order to get evidence of regular internal control, annual preliminary auditing remaining and tougher verification of the certificate are implemented every three years. Verification is performed by one or two representative issued certificate of Quality Assurance Service- SAI Global at present time. Take another example of applying ISO 9001 as a mechanism of quality management that is Australian Maritime College- AMC. Many industries including maritime sector base on quality system like ISO. Recently, AMC has sought the way to associate training activity to maritime sector by using internal quality procedure under a model fitted with the ISO standard.

Current popular form at universities in Australia is applying ISO standard for separate components in the universities. A range of affiliated schools have registered ISO 9001 standard presently such as Service of Information Technology in Queensland University (ISO 9001 and ISO 17799), a number of Faculty of Science and Service board at University of Southern Queensland, Administrative Organization Department of Deakin University (Braid, 2006).

Mechanism of quality management under Australian Business Excellence Framework

Among mechanism of quality management of Business Excellence, Australian Business Excellence Framework is used commonly in Australia. It is an integrated management and leadership system including key factors creating great quality in the long-term of the organization. Objective of such mechanism is to set up a continuous completion environment in which: the organization gains a strategic view of operation environment, focuses on adaptation and stable development; the organization clearly understands expectation of concerned parties; having a specific procedure of strategic establishment that is impacted by external environment and widely spread within the organization; people in the organization work in a “system” continuously completed. Process of “product” creation also bases on approach under model “Planning – Implementing – Inspecting – Improving”.

Edith Cowan, a fledgling university founded in 1991 is one of universities applying quality management mechanism under such form. With the increasingly fierce competition of education service sector and demand of building their competitive advantage, Edith Cowan has redone quality assurance system under orientation and assistance of AUQA. The university has issued Quality regulation in Strategic plan 1998- 2002 in which highlights commitment of continuous quality assurance and focuses on improving training and learning quality in order to build a learning environment and to the aim of "Supplying professional and high quality education service recognized in a dynamic and various learning environment" (King & Thair, 2006, p. 48).

To this end, Edith Cowan University has built a system of quality management more effectively basing on Australia Business Excellence mechanism.

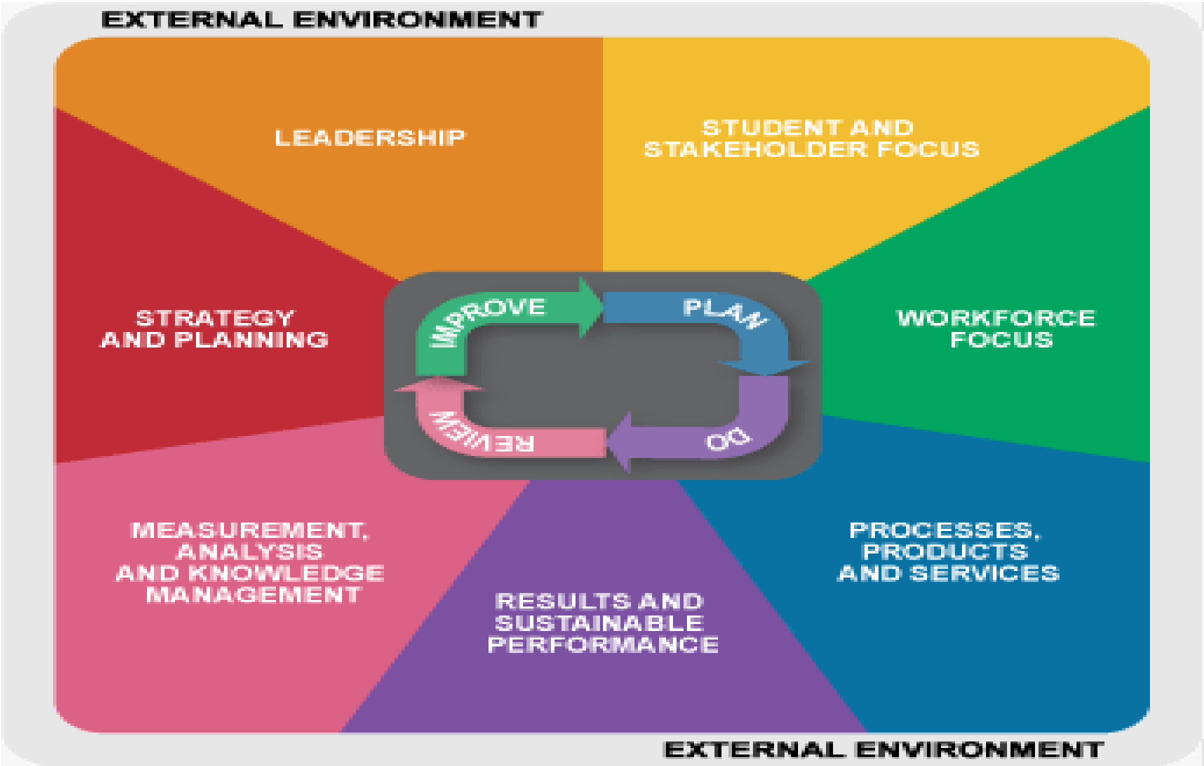


Figure 5: Model of quality management under Australia Business Excellence Framework at Edith Cowan University
Source: Edith Cowan University, 2013a

During performance process, implementation procedures (achievement management, annual supervision and operational planning in faculties, offices, departments, course verification, supervision of research center, …) is approached under model "Planning – Implementing – Inspecting – Improving".

Table 2: Excellence Framework in quality management at Edith Cowan University (ECU) – Fields and performance orientation

1. Leadership		
1.1. Leadership and supervision	1.2. Orientation and remain of ECU culture	1.3. Responsibilities of environment and

Building an effective system and leadership procedure at all levels in order to supply clear objectives, orientation and well manage administration.	Developing culture and assistance behaviors suitable to ECU values, helping the university gain objectives and strategies.	community Supporting the community by capacity building activities in order to maximize positive value for the society.
2. Student orientation and relevant parties		
2.1. Understanding student's demand and relevant parties Determining existing values and future values thanks to clearly understand different demands of students and other subjects	2.2.Connecting students and relevant parties Closely connecting with students and relevant parties in order to serve typical demands and set up relation.	2.3. Roles of students and relevant parties Exploring and using information from students and relevant parties in order to create a various and different result.

3. Strategy and Planning	
3.1. Developing and spreading strategy Using systems and procedures to establish and spread objectives, vision and value of ECU.	3.2. Procedure of planning and implementing Developing systems and procedures transiting strategic direction into suitable implementation plans.
4. Measurement, analysis and knowledge management	
4.1. Collecting and analyzing relevant data for making decision Building an effective system and procedure for identifying information and data essential to collect and the way to handle, store and analyze in order to give out necessary information and knowledge.	4.2. Value creation through information and knowledge management Ensuring collected knowledge is shared reasonably and suitably to the university's interests.
5. Employee orientation	
5.1. Working environment Building and remaining an effective and supportive working environment.	5.2. Improving employee's capacity Connecting human resources of ECU with achievement of individual, team and entire

	university.
6. Procedure, Product and Service	
6.1. Administering procedure, product and service Designing, managing and completing work system at ECU as well as working with other suppliers.	6.2. Improving and renovating procedure, product and service Using essential methods to improve procedure in ECU and gaining efficiency and performance for relevant parties.
7. Results and stable achievement	
7.1. Measuring and spreading achievement of ECU Using systems and procedures to measure, understand and spread achievements.	7.2. Retaining stability Using the system and procedure to measure and set up internal and external criteria in order to ensure stability in the future in relation with economic, environmental and social factors.

Source: Edith Cowan University, 2013

Materials on quality management system of the university are widely diffused on website, including introduction, analysis of quality management mechanism, method and implementation tools… Hence, improvement activity is continuously applied widely and creates effectiveness on a large scale.

Lessons for managing quality assurance in Vietnam

The national quality assurance system in Vietnam is newly built and includes two levels: the national accreditation level and quality assurance center at university level. However, this system has some issues as it still operate under the monitor of Ministry of Education and Training in both setting standard, accreditation, and funding with the absent of foreign accreditation agency; higher education institutions are in the ongoing process to form the quality assurance system and almost of them follow the ISO framework.

The recent models of quality management in Australia have been studied and implemented effectively under the management and accreditation of quality assurance services of the Government. Through studying higher education management activity herein, a number of lessons are learned for Vietnamese universities.

Firstly, we should build common quality evaluation system for whole universities with many independent operating agencies. Agencies under higher education quality management system in in Australia take responsibility of different fields (registration, re-registration, verification, auditing, quality assurance …) and independently operate; however, they still closely cooperate with each other during evaluation and quality management process in universities. Otherwise, the separation of quality evaluation agency from national higher education management agency helps quality evaluation effectively and subjectively performed. Currently, in Vietnam, it has not separated any external quality assurance agency out of direct guidance and control of Ministry of Education and Training, National Council of Education quality accreditation has not been established yet; therefore, higher education quality accreditation has not met demand of training quality evaluation of universities.

Secondly, it is essential to ensure independence in three operations: self-assessment (performed by universities), external assessment (performed by independent accreditation agencies out of the universities such as AUQA, SAI Global) and recognition (responsibility of state in higher education at states/ territories). Each agency has its own role in national quality assurance system and operate under different regulatory.

Third, quality assurance should be associated with long-term strategic goals of a university. One of the important perspectives of quality assurance is to match quality and objectives, in which the starting point is the vision, mission and values of the organization. Most of universities in Australia, no matter quality assurance mechanism they apply, always aim to be associate quality assurance activities with the strategic objectives of universities. This viewpoint is expressed in that quality planning activities are always built on the basis of strategic planning, the conduct is widely published and opinions from a variety of academic staff are considered along with the “fit to purpose” approach. This assurance process ensures that quality evaluation criterion, quality assessment and quality improvement are towards accomplishing the goals previously set out. On the other hand, building quality assurance systems associated with the strategic goals of universities may also demonstrate that universities take their own initiative to ensure quality improvement activities rather than reactive with external requirements as what is taking place in universities in Vietnam today.

Fourth, different methods and mechanism of quality assurance should be applied flexibly in various activities of the university. Each university has a lot of agencies/affiliated schools operating under the commonly oriented activities of the university, but there are also differences in performing their tasks. Using only one quality assurance mechanism for the entire university might not be appropriate for separate parts; so Australian universities often use many different methods of assurance. General mechanism is driven across the university, then sections/departments will develop their own quality assurance methods that suitable to their operations while ensuring general requirements. Take University of Queensland as example, the quality assurance framework base on institutional planning and review processes, but ISO is also the framework that applied at Information Technology Service area. The quality system map of University of New South Wales is built base on the ARDI framework but still have many changes that reflect its former and informer process, practices and cultural elements.

Fifth, focus should be given on "quality assurance" rather than merely "quality", that is to maintain the quality of universities in a long time, not just during a certain period. Based on feedback from teachers and students about the quality of teaching and research activities of university or external audit report, universities will gradually improve quality assurance activities. Many Australian universities under the Business Excellence mechanism have the basic principles of "continuously improvement" to become "perfect". That makes them always keep improving the quality system and gradually reaching higher achievement in quality assurance management. Almost higher education institutions in Vietnam newly established quality assurance departments and they operate intermittently; these will result in the deficiency of the quality in long term. Therefore, they need to continuously assure and improve the quality system based on the current resources of university and the development of education sector. Besides, they need to have a framework for sanction or penalty that apply to many institutions breaking the quality assurance regulatory, and an agency that takes these responsibilities (like the role of TEQSA in Australian higher education system).

Conclusion

Quality assurance is particularly matter in Australian universities. In addition to the government's quality assurance mechanism and policy through the operation of Commissions, Councils for Quality Assurance, quality accreditation and audit report for all universities and institutions in Australia ; each university here also builds its own assurance mechanism to consistent with its own characteristics and orientation. In fact, no university uses only one method (approach according to ADRI quality management circle, ISO 9001, Australian Business Excellence Framework or base on process of planning and control of universities) but often combines several methods in its quality management model. These models and quality management mechanism will be useful for construction of quality management systems at other universities in the world in general and universities in Vietnam in particular.

References

1. Adams, R. (2006). The End of the Affair: Reflections on ISO 9001 and RMIT University, *Quality Framework: Reflections from Australian Universities*, Australian Universities Quality Agency.

2. Baird, J. (2006). Quality Framework: An Overview from AUQA Audit Report, *Quality Framework: Reflections from Australian Universities*, Australian Universities Quality Agency.

3. Edith Cowan University (2013a). The ECU Excellence Framework Hub.

4. Edith Cowan University (2013b). What are the key features of the Excellence Framework?

5. Heywood, L., Joosten, V. & Scarlet, S. (1999). Making a difference in Teaching and Learning at University Level with ISO 9001, *3rd International Conference in ISO 9000 and TQM*, Scotland.

6. Joosten, V., Scarlet, S. & Heywood, L. (1999). ISO at RMIT: not just a couple of acronym, *Continuous Improvement Monitor*, 1:4, Edinburg

7. King, S. & Thair, A. (2006). The Evolution of Quality at Edith Cowan University, *Quality Framework: Reflections from Australian Universities*, Australian Universities Quality Agency.

8. Queensland University (2005). Corporate Governance, *Annual Report 2005*.

9. Shah, M., Nair, S., & Wilson, M. (2011). Quality Assurance in Australian higher education: historical and future development, *Asia Pacific Education Review*, (2011) 12: 475 – 483.

10. Shah, M., Lewis, I. & Fitzgerald, R. (2011) The renewal of quality assurance in Australian higher education: the challenge of balancing academic rigour, equity and quality outcomes, *Quality in Higher Education*, 17:3, 265-278,

11. Swinburne University of Technology (2010). *Quality Management Policy and Procedure*.

12. Woodhouse, D. (2006). Quality framework for Institution, *Quality Framework: Reflections from Australian Universities*, Australian Universities Quality Agency.

Financial Management in Australian Public Universities and the Lessons for Vietnam

Dao Thi Thu Giang[1], Nguyen Thu Thuy[2], and Bui Thu Hien[3]

[1]*Foreign Trade University, Hanoi, Vietnam (giangdtt@ftu.edu.vn)*
[2] *Foreign Trade University, Hanoi, Vietnam (thuy.nt@ftu.edu.vn)*
[3] *Foreign Trade University, Hanoi, Vietnam (hienbt@ftu.edu.vn)*

ABSTRACT

Financial management in public universities is one of the issues receiving special attention in both developed and developing countries. The aim of this financial management is to ensure a reasonal balance between revenues and expenditures. This paper examines the pattern of revenues and expenditures in Australian public universities as tools of governance in higher education. In addition, the paper specifically studies the situation of financial management of Monash University – among the top 8 Australian public universities. The paper also draws some relevant lessons for Vietnam.

Key words: Financial management, Australia, Public universities.

Introduction

Financial management is an important tool in higher education governance for universities around the world. Especially, financial management in public universities is one of the issues that have been receiving special attention in both developed and developing countries, including Vietnam. Among others, the key goal of this financial management is to ensure a reasonal balance between revenues and expenditures of univiersities, and thus enhancing their competitiveness in the education market. This paper examines the pattern of revenues and expenditures in Australian public universities in their financial management practices. By using case study methodology, we study the situation of financial management of Monash University, which is among the top 8 public universities in Australia. Consequently, the paper wraps up several relevant lessons for Vietnam's higher education system in the context of educational reform.

Revenues of Australian public universities

Tution fees and other fees charged in Australian public universities

Prior to 1974, Australian students were expected to pay partial fees. These were removed in 1974 and for more than 10 years. Australian higher education was free of tuition fees except for some contributions demanded from students to fund student facilities. Fees began to appear again in 1985. Since then, each student needs to pay the amount of $250 annually. In 1989, the Department of Education, Sience and Training (DEST), the Australian Tax Office introduced là Commonwealth Grant Scheme (CSG). This paper is to mention about tuition fees and other fees charged by Australian public universities to both domestic and foreign studens who are Commonwealth- supported and full- fee paying students.

❖ *Commonwealth- supported students*

A "Commonwealth- supported students" is the person who only pay partial tuition fees and other fees under the Commonwealth Grant Scheme. The student contribution amount then can be paid directly to their university or borrow it under the HECS (Higher Education Contribution Scheme) and HELP (Higher Education Loan Program). If students borrow under HECS- HELP, the Government will pay the money to the university on their behalf.

Commonwealth and student contributions are both based on the unit of study, or subject. They differ according to field of study. There are eight Commonwealth contributions amounts and four student contribution amount. Table 1 lists fields of study and their funding levels in the academic year of 2013.

In 2005, universities were also given the power to set student contributions, up to legislated maximum. They could keep the money (previously, HECS went to the government). For most disciplines, the maximum was 25 percent more than the previous HECS rate (for new students enrolling from 2005).

Table 1: Contributions for a 2013 Commonwealth- supported place (student taking out HELP loan)

Fields of study	Student	Govt.	Total	Percent paid by student
Humanities	5,868	5,369	11,237	52%
Law, accounting, administration, economics, commerce	9,792	1,993	11,785	83%
Mathematics, statistics	8,363	9,498	17,861	47%
Behavioural science, social studies	5,868	9,498	15,366	38%
Education	5,868	9,882	15,750	37%
Clinical psychology, foreign languages, visual and performing arts	5,868	11,681	17,549	33%
Allied health	8,363	11,681	20,044	42%
Computing, built environment, other health	8,363	9,498	17,861	47%
Nursing	5,868	13,041	18,909	31%
Science	8,363	16,606	24,969	33%
Engineering, surveying	8,363	16,606	24,969	33%
Agriculture	8,363	21,075	29,438	28%
Medicine, dentistry, veterinary science	9,792	21,075	30,867	32%

Source: Grattan Institue (2013), *Mapping Australian higher education*

It should be noted that Commonwealth contribution accounts for the most of tuiton fees. Since 1997, the new rates varied with graduates' assumed earnings. So law accounting, management as well as commerce units were given the lowest rates because lawyers, accountants and managers tend to have relatively high salaries. Agriculture, nursing and medicine units were given the highest rates because graduates seem to get relatively low salaries.

❖ *Full- fee paying students*

In contrast to Commonwealth- supported students, full- fee paying students are lightly regulated by the Government. There is a floor price for international students to ensure that thay pay their own way without consuming Commonwealth subsidies. However, there is no legal ceiling on the fees universities can charge international students or domestic students in full- fee markets. Only market forces regulate maximum fees. Thus, due to the tough market conditions, 15 percent of fees for international students in a sample of bachelor-degree courses were stable between 2012 and 2013. The other fees only increase 4 percent on average (The sample was of 225 courses across all universities and all broad fields of study. Fee data was taken from university websites).

There is limited research into fee- setting by Australian universities. Beaton- Wells and Thomson (2011) used 2010 fee data and showed large differences between the cheapest and most expensive universities in the fees charged for international undergraduate students. In most universities, the fees charged to international students were substantially higher than the income from a Commonwealth-supported place in the same field of study. The study of Beaton- Wells and Thomson also found strong correlations between research performance and fee levels: generally, the better a university's research performance, the more it charged international students. It can be explained that these universities spend much on research activities. This lead to the better teaching quality and the higher fee levels. An alternative explanation is that international students are buying prestige, which is linked to research performance.

Public spending on higher education

Not all Australian universities are granted by the Government. According to Higher Education Support Act 2003, universites are called "Table A", "Table B" and "Table C" institutions to get public funding. Table A contains all universities to which governments appoint Council or Senate members, plus the Australian Catholic University and Batchelor Institute of Indigenous Tertiary Education. Though "public university' is not a legal concept, in common usage the term refers to Table A institutions. Table B contains Bond University, the University of Notre Dame, and the MCD University of Divinity. Table C contains Carnegie Mellon University and University College London (registered by TEQSA as overseas universities in Australia). This paper only focus on Table A which includes public universities.

In general, public spending on higher education takes four main forms: direct grants primarily for teaching, student loans which are taken out by students but paid to higher education institutions on students' behalf, student income support payments, which are paid direct to students; and direct grants primarily for research.

❖ *Teaching grants for Australian universities*

The single largest source of public funds for higher education is the Commonwealth Grant Scheme (CGS). $5.5 billion was distributed through the CGS in 2011-12. The CGS is principally calculated according to the number of Commonwealth-supported places. All disciplines are divided into eight funding clusters, each of which has its own Commonwealth funding rate. For each cluster, the number of Commonwealth-supported student places is multiplied by its funding rate. Thus, the number of student places is therefore a key driver of total spending, in total and on each eligible higher education provider. Between the academic year of 2011- 12 and 2015- 16, the government budget for CGS predict a 27 percent increase, or about $1.5 billion in equivalent. Meanwhile, between 1997 and 2004, grant funding decreased in real terms (As can be seen in Figure 1).

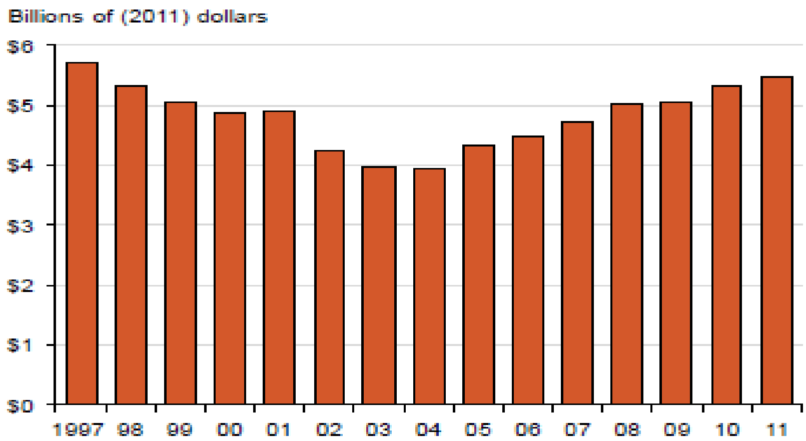


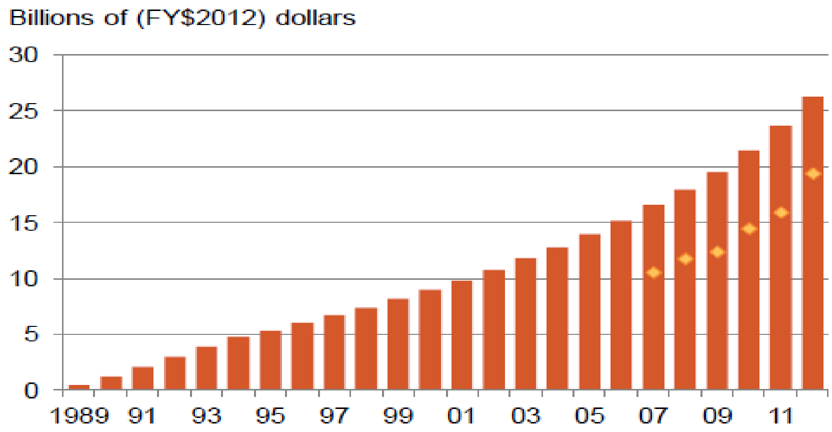
Figure 1: Commonwealth Grant Scheme between 1997 and 2011
Source: DIISRTE (2012a) Finance 2011: financial reports of higher education providers, Department of Industry, Innovation, Science, Research and Tertiary Education.

❖ *Lending to students*

Since 1989, the Commonwealth Government has lent higher education students money to pay for their courses. People who took out a loan but earn less than $49,095 in 2012-13 are not required to repay. The annual repaymetns depend on income levels. Students or former students who earn more than $49,095 pay a share of their income through the tax system each year until the debt is fully paid off. The share is between 4 per cent and 8 per cent of their income, depending on how much they earn.

The scheme was initially known as HECS (Higher Education Contribution Scheme). Since 2005, the program has operated under the name of HELP (Higher Education Loan Program). The most direct descendant of the original scheme, HECS-HELP, lends money to pay student contributions' – the student share of a Commonwealth-supported place.

The FEE-HELP scheme lends money to domestic full-fee students. OS-HELP helps finance overseas study by Australian students. SA-HELP supports a separate charge for student amenities. All the money borrowed is managed by the Australian Taxation Office.



igure 2: The fair value of HELP debt
Source: DIISRTE (2012b) Higher education report 2010, Department of Industry, Innovation, Science, Research and Teriary Education.

As illustrated in Figure 2, the amount of HELP debt has increased more than a hundred-fold since 1989. At 30 June 2012, HELP debtors owed the Commonwealth Government $26.3 billion whearas the fair value was $ 19.4 billion, about $6.9 billion less than its nominal value.

❖ *Direct grants to students*

Tuition subsidies and loans to students are paid direct to higher education providers on their behalf. For their living expenses, some students receive additional government support. The biggest student income support scheme is Youth Allowance. On average about 180,000 higher education students received Youth Allowance in 2011-12, at an estimated cost of around $1.6 billion.76 Youth Allowance spending has been going up in recent years, due to increasing numbers of students, changes to eligibility, and other reforms.

Along with Youth Allowance, there are two other smaller income support programs. Austudy is for students aged 25 or older, and in 2012-13 will cost an estimated $340 million for 27,800 students. Abstudy is for Indigenous students, and in 2012-13 will cost an estimated $36 million for 4,300 students.

❖ *Grants for research*

Universities receive two broad types of research grant. Project-based funding is awarded on a competitive basis. The money awarded needs to be spent on that project. Performance-based block research grants are driven by formulae including output indicators. "Block" funding means that universities have discretion on its precise use, within the broad parameters of the funding scheme.
The Australian Research Council (ARC) and the National Health and Medical Research Council (NHMRC) are the main sources of competitive project funding. Eligibly for ARC grants is largely restricted to universities, while eligibility for NHMRC grants is broader. However, universities are the main beneficiaries of NHMRC grants. Trends in ARC and NHMRC university funding are shown in Figure 3.

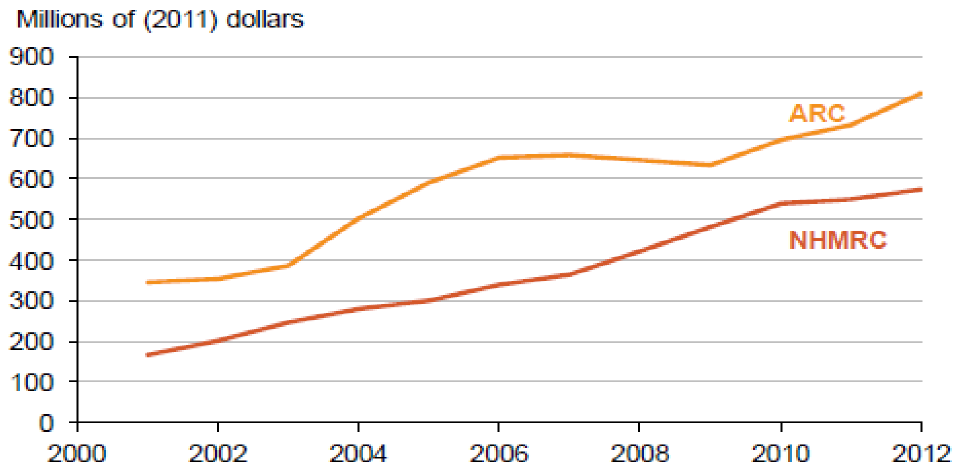


Figure 3: ARC and NHMRC grants to universities, 2001- 2012
Source: DIISR (2011) Science and innovation budget tables 2011-12, Australian Department of Innovation, Industry, Science and Research; NHMRC (2011) NHMRC Grants Funding for the Current Decade - 2002 - 2011, National Health and Medical Research Council; DIISRTE (2012c) Science, research and innovation Budget tables 2012-13, Department of Industry, Innovation, Science, Research and Tertiary Education.

Most universities in Australian claim that the research grants are not enough for them to cover the full costs of projects. Furthermore, it is unfair as the “Group of Eight” or sandstone universities with their prestige tend to win competitive grants (Top 8 accounted for 70 percent of the money granted by ARC and NHMRC).

Internal allocation of funding

Universities are not obliged to spend teaching revenues in the disciplines or departments that earned them. Some disciplines or departments are allocated more money than they earn for the university. This depends on the aims of each universities. In general, as doing research on some institutions such as Monash University, Griffith University and Melbourne University, etc…they usaully spend on employment benefits; buildings, grounds & other operating; depreciation & amortisation . In the next part, the paper specifically studies the situation of financial management of Monash University – among the top 8 Australian public universities to see how it manages its revenues va costs.

Case study: Financial management in Monash University

Located in State of Victoria South of Australia, Monash University is one of top universities in the world and a member of Group of Eight (8 best univerisities in Australia). Monash was establish nearly 50 years ago and until now, it has achieved a lot of success in both teaching and research. In 2012- 13, the University has ranked in top 1 percent of best university in over the world by Times Higher Education World University.

Revenues of Monash University

As one of the top universities in Australia and over the world, Monash university receives great grants from Commonwealth Government. In addtion, with its high prestige, its tuition fees and other fees are also higher than that of other universities as compared the same courses and units. Figure 4 represents revenues of Monash University in the academic year 2010- 2011.

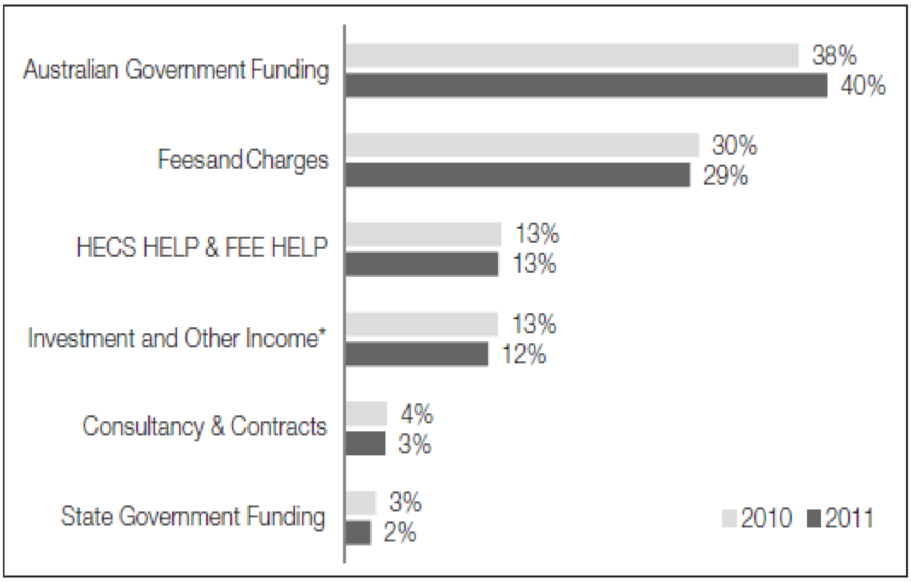


Figure 4: Revenue structure of Monash University
Source: Monash University, Annual report 2011- 2012,
http://www.monash.edu.au/pubs/ar/

As can be seen from Figure 4, the major revenue of Monash University came from two sources: Australian Government funding and fees & charges which accounted for 68 percent of total revenue in 2010 and 69 percent in 2011. Among all the money granted by the Commonwealth Government, the largest amount was from CGS. According to annual reports, CGS provided $248.640 million in 2010 and $267.775 million in 2011 to the University. In addition, ARC (Australian Research Council), NHMRC (National Health and Medical Research Council) and DIISR (Department of Innovation, Industry, Science and Research) also gave financial assistance to support teaching and research activities.

The second biggest revenue was fees and other charges. Profits that came from tuition fees and other fees students contributed made up about 30 percent ($343.210 million in equivalent) and 29% ($364.376 million in equivalent) in 2010 and 2011 respectively. This amount of money included course fees and charges from fee paying overseas students, fee paying domestic postgraduate and undergraduate students, fee paying domestic non-award students and fee offshore programs. As reported by the University, revenue from overseas students was much higher than that of domestics ones. For example, in 2011, Monash univesity received $317.902 million from foreign students but only $22.228 million from Commonwealth- supported students. There were some other charges such as amenities and service fees, parking fees and student accommodation. However, in comparison with income from overseas students, these charges consisted of a very small amount ($25.173 million in 2010 and $25.595 million in 2011).

The amount of money came from HECS-HELP và FEE-HELP scheme made up 13 percent of total revenues and was equal to the revenue of university investment. University gained $76.849 million in 2010 from dividends and interest payments. Futhermore, thanks to consultancy and contract research, Monash also got the extra amount of 4 percent and 3 percent of total income in 2010 and 2011 respectively.

Internal allocation of expenses at Monash university

In the case of Monash university, revenues were spend on three main activities. They are employment benefits, buildings, grounds & other operating and depreciation & amorisation (Figure 5).

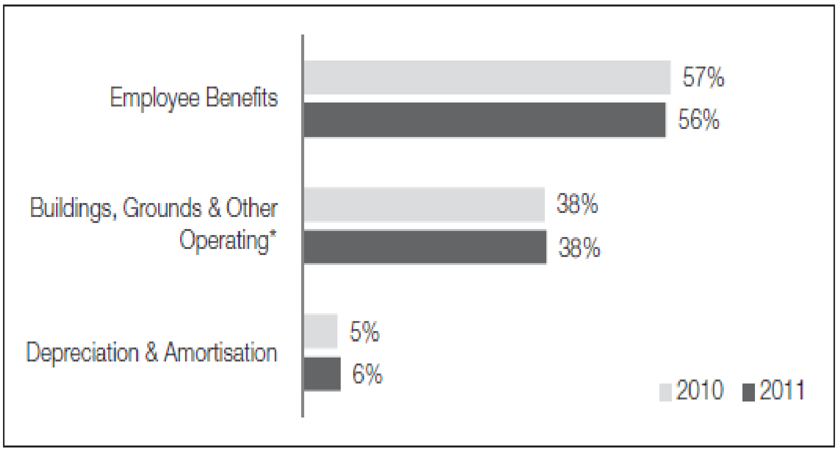


Figure 5: Cost structure of Monash university 2010- 2011
Source: Monash University, Annual report 2011- 2012,
http://www.monash.edu.au/pubs/ar/

Employee benefits represented the largest proportion of total expenses which were 57 percent in 2010 and 56 percent in 2011. This amount of costs included staff salaries, workers compensation, contribution to superannuation and pension scheme and payroll tax, etc. In 2011, university paid for academic staff nearly $420 million and for non- academic staff $380 million. This expenditure has increased at a greater rate than anticipated over the last few years as illustrated by the graph below.

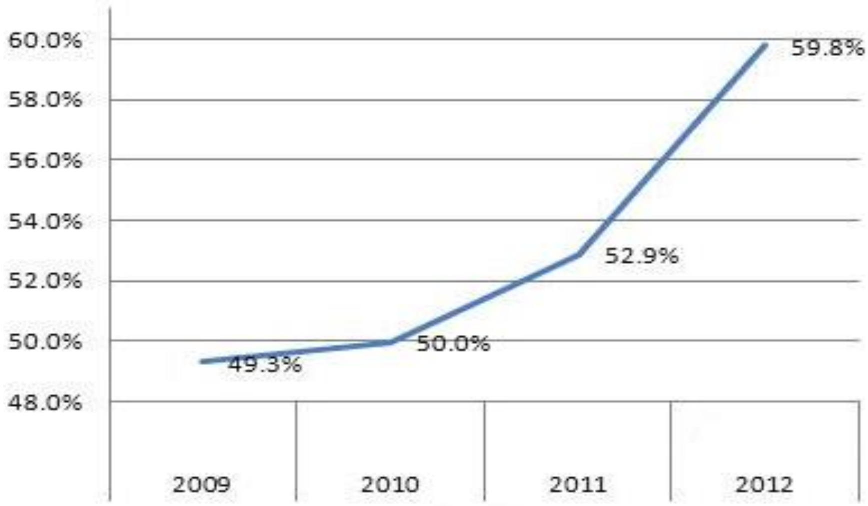


Figure 6: Salary cost as a % of Monash revenue during the period of 2009- 2012
Source: Labour costs vs Revenue http://www.adm.monash.edu.au/enterprise-agreements/enterprise-bargaining/labourcost.html

Note: Salary figures are net of the costs; Revenue figures are net of targeted capital grants; ** 2012 forecast from May 30 Projections.

This troubling correlation between slowing growth and increased expenditure can be explained that the global financial uncertainty has settled in and it continues to have negative impacts especially on the reduced demand for places by international students. This combined with a generally tighter funding environment means that the University has had to plan for substantially lower revenue growth into the future. It is estimated that each 1% salary increase will add approximately $10m each year to the university costs. Thus, the University must ensure that its planned expenditures, including on salaries is managed effectively.

The second biggest expenditure was buildings, grounds and other operating. According to 2011 annual report, Monash spent 38 percent of total expenses on facilities such as laboratory ($ 48.024 million), printers and stationery ($12.335 million), other equipment ($11.667 million) and books and library ($11.191 million), etc.

Depreciation & amortisation contributed to 5% and 6% of total costs in 2010 and 2011. To be more detailed, in 2011, these activities included buildings and equipment depreciation, library books depreciation, amortisation of software development and electronic publications. Besides, Monash University also use their money for scholarships, advertising, marketing or travel.

Lessons for financial management of public universities in Vietnam

After analysing financial management of public universities in Australia, this article suggests some recommendations for Vietnamese public universities as follows.

Firstly, Vietnamese public universities should be allowed to set up their own tuition fees and other fees depending on their teaching and research quality. It should be noted that the existing rates of fees in almost public universities in Vietnam seem not to cover the expenses fully. As a result, it is hard for these universities to improve the teaching quality, enhance buildings and facilities and do empirical research. Therefore, in the near future, the Department of Training and Education should allow public universities to decide their rational fees and other charges. However, management and monitoring activities are still required to ensure that universities obey the rule. For example, Training and Education Department can divide all disciplines into different clusters and cap the fee rates. Then, public universities are free to set up tuition fees but unable to exceed the cap. An alternative method is that Training and Education Department can split all universities into three groups: Group A, Group B and Group C depending on the teaching and research quality as Australian government did. According to this approach, group A which contains the best universities will demand the higher tuition fees than other groups. Nevertheless, to rank Vietnamese public universities appropriately, it is not easy for Department of Training and Education to build trusted criteria for evaluating and monitoring universities' quality.

Secondly, the higher budget is needed for research activities in public universities. The fact is that research funding of public universities is now limited and unable to cover the costs of projects. Consequently, studies' results are usually non- applicable. To solve this problem, the Government should increase the budget for universities' research in the near future. In addition, Vietnamese public universities also need to actively seek other grants by themselves. For example, they can link with enterprises and do research relating to enterprises' issues. Since then, universities not only attract more funding but also enhance the studies' results.

The third recommendation is that internal allocations of funding in public universities should be used and published transparently. To each academic year, universities are required to announce their plan to allocate their revenues in some activities such as staff salaries and bonuses, buildings and other operating and doing research, etc. That is to aim at balancing between revenues and expenditures of universities. As examining the pattern of revenues and expenditures of Australian public universities, it is clear that they spend most of their revenues on staff benefits. Meanwhile, in Vietnamese institutions, academic and non-academic salaries are rather low and not enough to cover the living expenses. Thus, the Government and The department of Training and Education should allow them to balance their income statement themselves and offer rational salaries' rate. In addition, they need to issue annual report to provide the internal information to the public through documents and website.

Finally, public universities in Vietnam need to attract more international students in order to earn more money and increase GDP. From analysing the financial management of Australian public universities, we see that higher education is a significant part of the Australian economy. In 2011, universities had revenue of $23.8 billion (Bond University, 2012). This figure does not count the non- university higher education providers (NUHEPs) that enrol at least 5.4 percent of all higher education students. According to Grattan Institute (2013), NUHEP higher education revenues are at least $700 million. Thus, the higher education sector was at least 1.7 percent of the Australian economy in 2011. Over the last twenty years, higher education has become as significant export industry. Publicly- funded universities earned around $4.1 billion from international student in 2011. International students also spend money on living expenses while in Australia, but the amount is not easy to quantify. From that examined fact in Australia, to earn more money, Vietnamese public universities must improve the teaching quality in order to increase the higher numbers of overseas students.

Conclusions

It should be noted that financial management in Australian public universities is concerned by both the Government and universities themselves. The Commonwealth Government establishes many funding schemes for teaching and doing research in universities such as CGS (Commonwealth Grant Scheme), ARC (Australian Research Council) or NHMRC (National Health and Medical Research Council). In addition, the Government also has some programs to support for students to cover their tuition fees and other charges. Apart from revenues funded by the Government, Australian universities can earn a lot of money from domestic and international students. After that, they will allocate their revenues appropriately depending on their targets. Examining financial management of public universities in Australia is very important for Vietnamese universities to evaluate their management. Consequently, Department of Training and Education as well as universities in Vietnam will have some sound solutions to enhance management activities as soon as possible.

References

1. Beaton-Wells, M. and Thompson, E. (2011). *The economic role of international students' fees in Australian universities*. The University of Melbourne.

2. Bond University, Annual report 2012.

3. DIISR (2011). *Science and innovation budget tables 2011-12*. Australian Department of Innovation, Industry, Science and Research.

4. DIISRTE (2012a). *Finance 2011: financial reports of higher education providers*. Department of Industry, Innovation, Science, Research and Tertiary Education. Retrieved from http://www.innovation.gov.au/HigherEducation/ResourcesAndPublications/HigherEducationPublications/FinanceReports/Pages/Finance2011.aspx

5. DIISRTE (2012b). *Higher education report 2010*. Department of Industry, Innovation, Science, Research and Teriary Education. Retrieved from http://www.innovation.gov.au/HigherEducation/ResourcesAndPublications/Documents/HEReports/2010HEReport.pdf

6. DIISRTE (2012c). *Science, research and innovation Budget tables 2012-13*. Department of Industry, Innovation, Science, Research and Tertiary Education. Retrieved from http://www.innovation.gov.au/AboutUs/Budget/Documents/SRIBudgetTables2012-13.pdf

7. Grattan Institute (2013). *Mapping Australian higher education*. Retrieved from http://grattan.edu.au/publications/reports/post/mapping-australian-higher-education-2013/

8. Griffith University, Annual report 2007- 2012. Retrieved from http://www.griffith.edu.au/about-griffith/plans-publications/annual-report

9. NHMRC (2011). *NHMRC Grants Funding for the Current Decade - 2002 – 2011*. National Health and Medical Research Council.

10. Monash University, Annual report 2011- 2012. Retrieved from http://www.monash.edu.au/pubs/ar/

11. Monash University, Labour costs vs Revenue. Retrieved from http://www.adm.monash.edu.au/enterprise-agreements/enterprise-bargaining/labourcost.html

Opportunities and Challenges of Double/Joint Degrees as Tools of Internationalization and Inclusivity in Higher Education

Päivö Laine[1] and Anne-Maria Aho[2]

[1]*Seinäjoki University of Applied Sciences, Finland (paivo.laine@seamk.fi)*
[2]*Seinäjoki University of Applied Sciences, Finland (anne-maria.aho@seamk.fi)*

ABSTRACT

Cooperation in curriculum development is an increasingly widespread internationalization action in higher education. A thorough analysis and comparison of curricula is required for the creation of double/joint degrees, in which a substantial part of the study programme is completed in a partner institution and mutually recognized. Functional double/joint degrees offer an opportunity of meaningful international learning experiences, a wider choice of courses and increased contacts between faculty members in participating institutions. Successful double/joint degree cooperation with its practical training periods, project tasks and thesis work achieves impact not only on students and higher education institutions but also on business and industry. The purpose of the paper is to examine the opportunities that double and joint degrees provide for internationalization and challenges that need to be faced. The analysis is based on the material gathered in connection with the planning, negotiation and implementation processes of double degrees in the authors' home institution Seinäjoki University of Applied Sciences. An experimental triple degree project between three partners in Finland, Germany and the United States constitutes a case study. The process of planning and progressive implementation is analyzed and the opportunities and challenges arisen are described. The biggest challenges are related to specific regulations of educational institutions and different national legislations. The most significant opportunities crystallize in internationalization and inclusivity of students. Furthermore, the internationalization of the higher education institutions and local business is developed. It can be concluded that the successful completion of the triple degree requires a strong commitment by the staff of partner institutions.

Keywords: Curriculum development, Double degree, Joint degree, Multiple degree, Internationalization of education

Introduction

Internationalization has been one of the strongest trends in the development of higher education globally in the last few decades and is regularly a core element in both national higher education policies and institution-level strategies. In different strategic statements the creation of double and joint degrees is seen as an important activity in the development of internationalisation. For example, in the Strategy for the Internationalisation of Higher Education Institutions in Finland 2009–2015 (Ministry of Education, Finland, 2009) the role of double/joint degrees has been noted as a means to create a genuinely international higher education community. The development of double/joint degree programs is not seen as an end itself but rather as a way of advancing both internationalization at home and cross-border internationalization across the higher education institution. It is not only an extended student mobility but internationalization operation that has an impact on different sectors and stakeholders of a higher education institution.

The popularity of joint and double degrees has increased at a fast rate all across the globe. Knight (2008) points out that Europe has been the most active in the provision of collaborative programs followed by Asia and the United States. The strong development of double/joint in Europe has been encouraged by the Bologna process and its transparency instruments: the European Credit Transfer and Accumulation System (ECTS) and the Diploma Supplement (DS) (JDAZ, 2015). In Europe, EU-funded programs such as Erasmus Mundus and EU-USA Atlantis have promoted joint degrees and similar initiatives, for example the Campus Asia program, have been launched in other continents too (JDAZ, 2015).

As the number and variety of collaborative degree programs have increased, a need of research into their formation, management and impact has arisen and, consequently, articles, surveys and handbooks have been published on the topic. These are complemented by case studies that provide interesting and valuable information for the academic and professional staff of higher education institutions where similar programs are being planned and developed. Both experiences of successful program implementations and accounts of challenges faced and solved are equally useful. Networks and projects such as Joint Degrees from A to Z (JDAZ), JOIMAN Network and Consortium of International Double Degrees (CIDD) have been started for sharing experiences and good practices as well as enhancing the quality of multiple degrees. Undoubtedly, double and and joint degrees give a large number of students an opportunity of taking an international higher education degree thus promoting internationalization and inclusivity. Increased research and publication as well as communication at all levels of higher education contribute to transparency and higher quality in jointly developed programs.

Definitions

A variety of terms occur in literature and reports as well as higher education institution websites that describe cooperational study programs. CIDD defines a *double degree program* as "a specific study path established between two universities, usually located in two different countries, which allows a student to earn two official degrees upon completion of the program, as long as the specific requirements set for the program are met" (Consortium of International Double Degrees, 2015). According to Knight (2011), in a double degree program two individual qualifications at equivalent levels are awarded after the collaborative program requirements established by the two partner institutions have been met. If more than two institutions are involved, the term multiple degree program is generally used. A triple degree program is the result of cooperation between three participating institutions. The term dual degree is also used interchangeably with double degree in international contexts. Knight (2008) notes that the use of this term may be confusing, because at the national level it often refers to a double major or a degree covering more than one disciplinary area. This paper concentrates on international double/joint degrees within the same discipline.

In a *joint degree program* only one qualification is awarded jointly by the cooperating higher education institutions (Knight 2011). The term joint program is also often used as a general term to refer to all types of programs offered jointly by two or more higher education institutions irrespective of the number of degrees awarded (JDAZ, 2015; Opetushallitus, 2011) Programs leading to two degree certificates (i.e. double degree programs) are much more common than joint degree programs because the national recognition of a joint degree may often involve a lot of challenges. By contrast, the main issues connected with double degree programs pertain to the harmonization of the different requirements and the quality assurance of the program.

Collaborative programs can be either *two-way* or *one-way* programs depending on whether student mobility and awarding of degrees is reciprocal or not. One-way programs are sometimes referred to as *transfer* programs which consist of 3+1, 1+2+1 or 2+2 structures. In these systems, which are especially common in China, students start their studies in their home country and continue in a foreign partner institution. Upon completing all requirements they receive degrees from each academic institution. Double/joint degree programs sometimes remain unilateral because students may not show an equal interest in the program in both participating institutions. Chan (2012) describes the role of double/joint degrees in the internationalization of a private Taiwanese university and notes that the university receives double/joint degree students from its Asian partners in Malaysia, Vietnam and Mongolia while the institution's own students prefer to participate in double degree programs in western universities.

Motivations for starting double and joint degree programs

The popularity of double degree programs, in particular, can be explained by the perceived benefits that accrue from them for individual students, academics and higher education institutions. The concrete outcome of a double degree for the student is the fact that he or she receives two national degree certificates, which may offer a useful competitive advantage in the global labour market. In the case of a joint degree it is important to make sure that the degree is recognized in the country where the graduate intends to find employment. In most cases a collaborative international program gives students an opportunity for a more profound internationalization experience than regular mobility does. It can also give access to subjects and courses that are not available in the home institution. Chan (2012) found out in interviews of Taiwanese students that the main attractions of double/joint degree programs were related to the enhancement of professional knowledge, skills, and employability. The students also appreciated the opportunity of broadening their international outlook and strengthening their English language proficiency.

For academics, being involved in double/joint programs provides opportunities of internationalization through staff mobility or incoming student mobility. A diversity of students can be experienced, useful networks created and professional development opportunities formed, among other things (JDAZ, 2015). For the higher education institution, double and joint degree programs support the internationalization strategy. The programs also contribute to improving the prestige and visibility of the institution. The collaborative design of study programs increases cooperation in curriculum development and provides an excellent opportunity of benchmarking. The process also improves comparability of courses and study programs, and there is added value in the form of expansion of course offering. An increased number of graduates also often has a positive effect on the finances of the university. However, the results of the survey conducted by Obst, Kuder and Banks (2011) show that the motivations of higher education institutions to start double or joint degree programs arise rather from strengthening and broadening the institution's portfolio than from financial factors.

Structure and content of double degree programs

An international double/joint degree infers that studies are conducted in two (or more) institutions that are located in different countries. For example according to the recommendation of the National Board of Education in Finland, all double/joint degree students must complete a *significant* proportion of their studies at a minimum of one foreign partner institution (Opetushallitus, 2011). In bachelor programs a significant proportion commonly means one year of academic studies in the foreign partner institution. In many cases double/joint degrees include joint supervision of thesis work and sometimes also a practical training period. Collaborative degree programs are either stand-alone programs that have been developed particularly for the double/joint degree scheme or optional tracks that complement the regular course offering of the participating institutions. In the survey conducted by Obst et al. (2011) 54 % of the double degree programs were optional add-on programs while 72 % of the joint degrees were stand-alone programs.

Adequate knowledge about degree structures and academic practices in the other participating country is a prerequisite for successful cooperation in curriculum design. This makes it possible to combine and schedule course units provided by participating institutions in appropriate and meaningful ways. Several models of student mobility are employed in collaborative programs globally. In programs leading to one joint degree the whole student cohorts move whereas in double degree programs either the whole group of students moves or mobility students participate in the regular courses provided by the host institution together with non-moving students. In double degree programs students usually start in their home institutions and the mobility period takes place typically in the third and/or fourth year. After the mobility period students either return to their home institutions or complete their studies at the host institution.

Process of creating a double/joint degree program

Partners in a double/joint degree scheme must be recognized, official higher education institutions that have the right to award degrees at the relevant level. Successful collaborative curriculum development is often based on functional reciprocal cooperation with the partner institution especially in student mobility. A double/joint degree program initiative may also derive from a faculty contact, suggestion by a student or recommendation of another partner in the international network of the institution. A clear conception of the partner institution’s degree structure and program content is also of great importance. Furthermore, sufficient interest in and demand for a double/joint degree program justifies the effort invested in the program creation process.

In order to succeed, a double/joint degree initiative requires support from all relevant actors in the higher education institution. Genuine commitment of the academic staff in the faculty is essential and they must have the support of both the experts of internationalization in the international office and the top management who decide on the internationalization strategy of the institution. In the JOIMAN Project publication (2011) two approaches to strategic policy are defined: top-down and bottom-up. In the top-down approach the double/joint degree policy is developed at the highest level of the institution and then spread to other levels. In a bottom-up approach the institution first becomes involved in a double/joint degree at the faculty level, after which it develops a policy to direct the further development of double/joint programs in the institution.

At an early stage, participating institutions usually draw up a cooperation agreement that includes the main issues, such as purpose and structure of the degree, recognition and reference to national qualifications, student admission, financial management and quality assurance. A number of useful checklists and contract templates have been produced and published in the context of different projects (see JDAZ, 2015). The starting point for the design of a joint degree program is defining learning outcomes. In a high-quality double degree program, the learning outcomes of the participating programs must be analyzed and it must be ensured that students who pursue the program will be able to achieve the outcomes of both programs. Typically, most of the content of a double degree program is based on the existing course provision but there may also be new courses that are designed specifically for the double degree program.

Developing double/joint degree programs pose a range of challenges, which are exemplified in the latter part of the paper that deals with a current case of a Finnish-German-US collaborative program development. Laine (2013) divides these issues into four main categories: statutory (connected with different legislations and educational structures), curricular (pertaining to comparison of curricula and recognition of studies), cross-cultural and implementational. Li (2010) lists similar aspects that need to be addressed in double/joint degree program design also adding a point concerning different tuition and cost structures between participating universities (as cited in Chan 2012, p. 20). In their survey on joint and double degree programs, Obst et al. (2011) found out that the top challenges to setting up double/joint degrees were securing adequate funding and ensuring sustainability. However; the results revealed that there was a great deal of variety in what was considered challenging in different countries.

In the double degree network of the institution represented by the authors, sufficient provision of English-taught courses has been a challenge in several universities. If students are required to complete some of the courses in the program in another language, for example German, Spanish or Russian, the threshold for participation often becomes too high. However, questions concerning curriculum, equivalences and study regulations are considered the most demanding to solve (Laine 2013). In the same survey students felt in some cases uncertain about the acceptance of their course choices in their home institution. In addition, wishes were expressed for more efficient student counselling. In cases where the programs are of different length in the home and host institutions it may be challenging to meet the requirements of both degree programs.

Double degrees in the case university

Seinäjoki University of Applied Sciences (Seinäjoki UAS) is a higher education institution in Finland offering bachelor's and master's programs in six disciplinary areas and conducting applied research in close cooperation with regional stakeholders. Developing collaborative degree programs is one of the internationalization actions listed in the international strategy of Seinäjoki UAS. At the moment Seinäjoki UAS offers ten double degrees in the field of business and one in the field of technology at the undergraduate level. Most of the double degree agreements have been signed with partner institutions within the European Union, but there is one Russian double degree partner and a recent program starting with Sanda University in Shanghai, China. The multiple degree initiative that is described in this paper is the first collaborative program at the master's level. The development of double degrees started as a bottom-up activity with the first initiative launched in business management and entrepreneurship education about ten years ago. In its strategy for international activities for years 2008-2015, creation of double degrees has been listed as one of the actions for the implementation of the strategic goal stating that teaching conducted in a foreign language and international degree programs are competitive in the European and global education market (Seinäjoki University of Applied Sciences, 2008). A checklist and a model double degree agreement have been compiled to support double degree development in different faculties and the relevant processes have been formulated in the quality assurance system.

Motivation for starting triple degree program

The developed triple degree program had one wider motivation issue in addition to the internationalization of individual students, academics and higher education institutions: promoting the internationalization development of the companies in the region. The needs of internationalization in local companies are on the increase and the importance of foreign business relations will be growing. The development project of the triple degree program aims to respond to this challenge. The formation of joint degrees at master level should pay attention to the working life orientation, which is one key drivers in master studies in Finnish universities of applied sciences. Key elements and benefits in the Triple Degree Program are described in Figure 1.

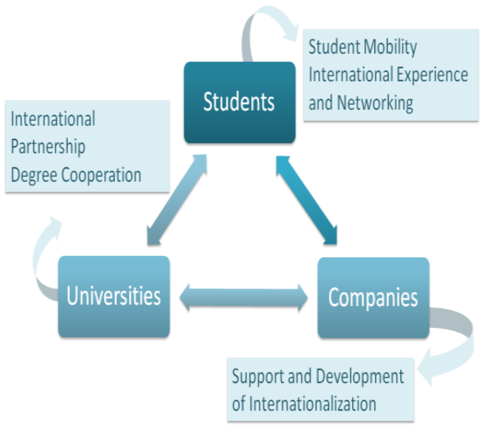


Figure 1. Key elements and benefits in the Triple Degree Program

Structure and content of triple degree program

The consortium that provides the triple degree program consists of Aschaffenburg University of Applied Sciences, Germany, University of Missouri—St. Louis, USA and Seinäjoki University of Applied Sciences, Finland. Each of them has its own MBA degree program in the field of international business. The triple degree program will be implemented as an optional part of the existing degree programs at each partner university. Each degree is granted to those students who meet the requirements of the partner universities (according to Finnish legislation this is the case of three years of work experience after the first qualifying academic degree i.e. bachelor's degree).

The three institutions will each recruit a cohort of students to participate in their International MBA program. They will offer an intensive course, in rotation and agree to accept the academic credits for this course and to allow the course credits to apply to the International MBA degree offered by each institution. The triple degree program requires participation in the intensive periods, some specified studies in the partner universities and the common acceptance of the master thesis. The target state of triple degree program is presented in Figure 2.

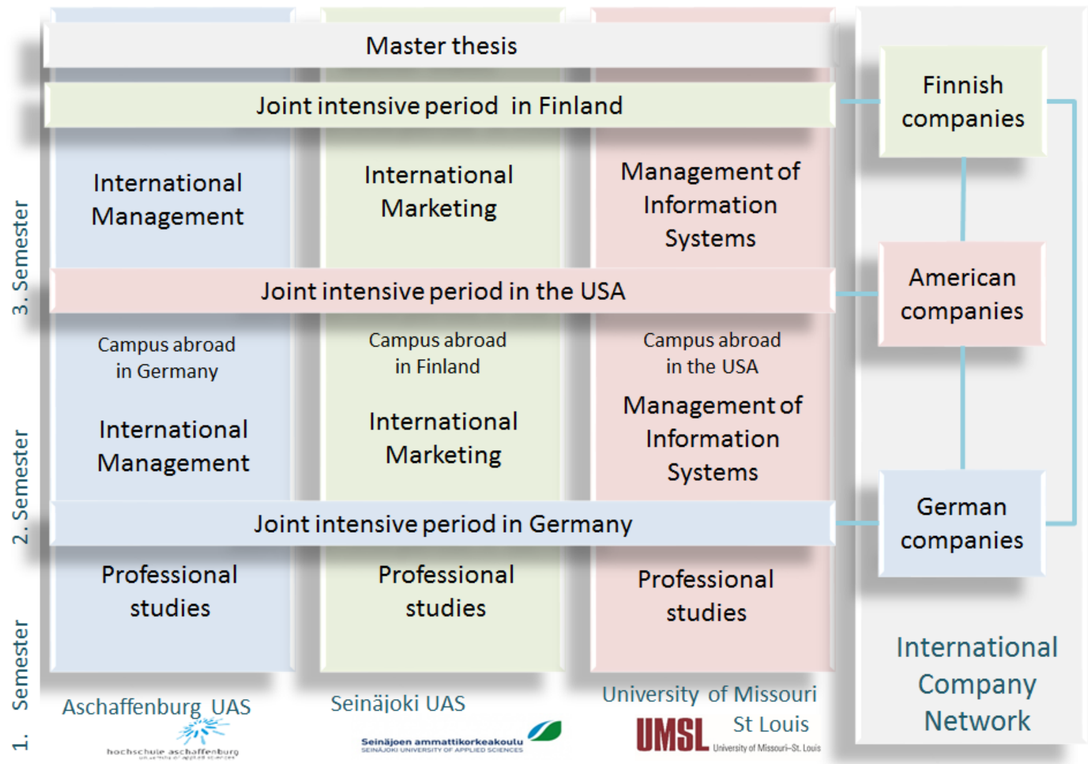


Figure 2. Target state of the triple degree program

Process of creating the triple degree program

The primary criterion for the choice of partners was reliability, which could be demonstrated by the previous co-operation activities with positive experiences. Despite this, it can be stated that the development of the triple degree program is challenging, because it requires the coordination of the various educational systems. In addition, legal and cultural differences brought their own challenges. For this reason, the creation of the joint program has proceeded step by step as shown in Figure 3.
At the starting stage, Seinäjoki UAS had a good and established relationship with both partner institutions including student and teacher mobility. Tailor-made study trips with company visit programs had also been organized. In addition, a double degree program with Aschaffenburg University of Applied Sciences at the bachelor level had already been started. At the first stage of the development project, the curricula of the programs involved were analyzed and a common module consisting of the intensive periods was developed. Furthermore, a trilateral partnership was confirmed by a cooperation agreement. At the second stage, a double degree agreement with Aschaffenburg UAS at the master level was concluded and an option for the double degree was preliminarily agreed with the University of Missouri, St. Louis. The planning process of the common studies has continued. At the current stage the system of the common intensive periods is established and discussions about the implementation of the triple degree program continue.

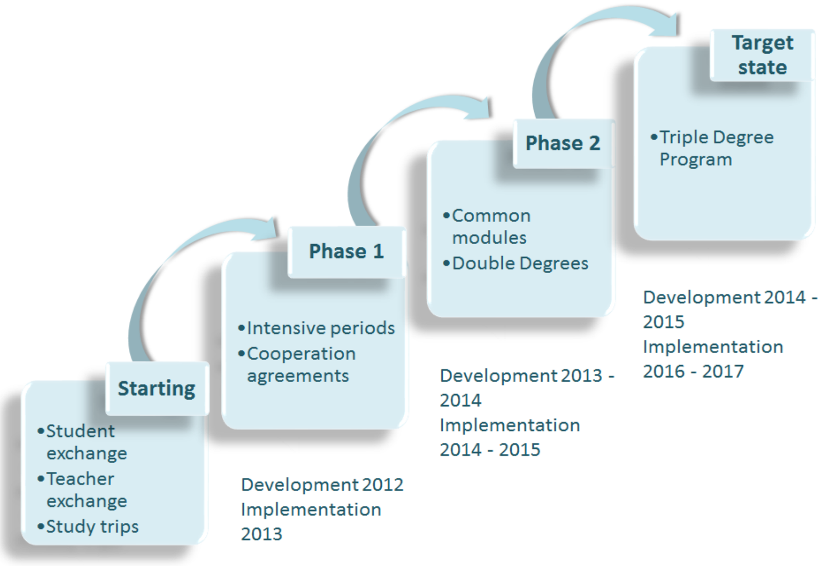


Figure 3. Development process of the triple degree program

Issues to be addressed in the triple degree program development

The SWOT analysis framework helps assess the issues affecting the development process of the triple degree program. The obvious strengths during the process have been prior experience of degree cooperation, trusting relationships and a common will. Cooperation proceeded smoothly because the partners knew each other and had worked together before. It is essential that complete mutual trust exists between the representatives of the participating institutions: all partners adhere to what has been agreed upon. It is especially important that all the members have a strong common will to carry out the plan. This has required a great deal of communication between the partners. Common meetings have been arranged during the intensive periods and in the context of teacher mobility. In addition, there have been online meetings and naturally a large amount of email communication. When two partners have met face to face, the third partner has in many cases been invited to participate via an online connection. The biggest challenge for the implementation of the triple degree program is the requirement of work experience that has been ordained in the Finnish admission criteria. In Finnish universities of applied sciences, a master student must have at least three years´ work experience, whereas in Germany it is typical that master studies are started immediately after the bachelor degree. Participation in intensive periods has proved to be difficult for some students because of their tight work schedules or high travel expenses. In addition, part time studies in the Finnish program set challenges for the arrangements and the use of time.

The triple degree program offers great chances for the future as it makes internationalization possible for participants at different levels. For an individual student it offers the opportunity of international competence building and opens up global networks. For academics and higher education institutions it provides interesting ways of developing curriculum design, teaching and learning. The program also promotes internationalization of companies and offers them a tool to start or extend their international network. For example, an intensive period was arranged in Seinäjoki in which the international student group developed service innovations for a local company; Olympic Training Center of Kuortane Sport Institute. They are developing their international operations, and the intensive period offered an international perspective for the development of new services. Before the intensive period of Global Innovation Strategy, the students conducted benchmarking research in their home country and during the course they developed service innovations in the close cooperation with the case company. All the theoretical lectures were planned to enable the students to apply their knowledge in practice. The company was satisfied with the final result and part of the students' innovation production has already been implemented.

Major threat is losing the commitment of the members of staff who are responsible for running the program. The development and maintenance of the program is challenging and requires both strong motivation and good personal relations. The sustainability of the program should be guaranteed in case of changes in the academic and professional staff in the participating institutions. If the success is only based on good personal relations, the smooth continuation of the program is at risk. Developing processes and taking care of quality assurance aspects will be of great importance. The objective is to integrate multiple degree operations into the established processes of the participating institutions.

Concluding remarks

To sum up, collaborative degree programs give a larger number of students an excellent opportunity of gaining an international degree than what would be possible without these arrangements. The positive impact on the internationalization of the whole higher education institutions and their stakeholders is also obvious. The experience gathered shows that careful planning is of great importance when making programs that vary in construction and length compatible with one another. Common understanding and uninterrupting communication between partners cannot be emphasized too much. In this cross-cultural understanding is also required. All agreements, documents and other material should be clearly formulated and unambiguous. Practices concerning all phases of program implementation should be well documented, and all partners should follow the regulations and rules that have been agreed upon. Informative web pages and brochures facilitate flow of information and counselling, and a thorough orientation for the students at the beginning of the program provides a good start. Continuous evaluation of the content and implementation of courses is essential to guarantee the high quality of education. Following the placement of graduates from double/joint programs and engaging alumni as a useful resource will also be important in the program development.

References

1. Chan, S. (2012). Going international: Double/joint degree programs in a Taiwanese university. *Asia Pacific Journal of Educational Development 1 (2): 17–27.*

2. JDAZ (2015). *Joint programmes from A to Z: A reference guide to practitioners*. The Hague. Retrieved from https://www.nuffic.nl/en/library/joint-programmes-from-a-to-z-a-reference-guide-for-practitioners.pdf.

3. JOIMAN (2011). *How to manage joint study programmes?: Guidelines and good practices from the JOIMAN network*. Retrieved fromhttps://www.joiman.eu/projectresults/publicdeliverables/how%20to%manage%20joint%20study%20programmes%20-%20final%20publication%20of%20the%20project/how%20to%20manage%20joint%20study%20programmes_joiman%20network.pdf

4. Li, B. L. (2010, February). *Practices and challenges of international dual degrees: The perspective of state universitie*s. Paper presented at the 2010 AIEA Conference, Washington, DC.

5. Knight, J. (2004). Internationalization remodeled: Definition, approaches, and rationales. *Journal of Studies in International Education 8 (1), 5-31.* Retrieved from oooo://tru.ca/__shared/assets/Internationalization-Remodeled29349.pdf.

6. Knight, J. (2008). Joint and double degree programmes: Vexing questions and issues. Comparative, International, Development Education Centre Ontario Institute for Studies in Education, University of Toronto. Retrieved from http://ecahe.eu/w/images/c/cc/Joint_and_double_degree_programmes_-_vexing_questions_and_issues_-_september_2008.pdf.

7. Knight, J. (2011). Doubts and dilemmas with double degree programs. In Globalisation and Internationalisation of Higher Education [online monograph]. *Revista de Universidad y Sociedad del Cnocimiento (RUSC).* 8 (2), 297–312. Retrieved from http://rusc.uoc.edu/ojs/index.php/rusc/article/view/v8n2-knight/v8n2-knight-eng.

8. Laine, P. (2013). Opetussuunnitelman kansainvälistämisen haasteita (Challenges in the internationalization of curricula). *Tapio Varmola - suomalaisen ammattikorkeakoulun rakentaja ja kehittäjä, 207–216*. Seinäjoki University of Applied Sciences

9. Ministry of Education, Finland (2009). *Strategy for the internationalisation of higher education institutions in Finland 2009–2015*. Publications of the Ministry of Education, Finland 2009:23.

10. Obst, D., Kuder, M. & Banks, C. (2011). *Joint and double degree programs in the global context: Report on an international survey*. Institute of International Education. Retrieved from file://C:/Users/l/Downloads/Joint-Double-Degree-Survey-Report-2011.pdf.

11. Opetushallitus (Finnish National Board of Education) (2011). *Design and implementation of joint/double degrees*. Retrieved from
12. http://oph.fi/download/137549_Joint_and_double_degrees_november2011.pdf.

13. Seinäjoki University of Applied Sciences (2008). *Seinäjoki University of Applied Sciences Strategy for international activities 2015: You Are Your Future.*

Student - Teacher Relationship among Higher Education Institutions: Students' Viewpoints

Charito G. Ong

Mindanao University of Science and Technology

ABSSTRACT

This paper reports on a study that was carried out with students in professional course at a private university. The study intended to widen a larger understanding of the student-teacher relationship based on research questions addressing the teachers' role, the learning process, and the assessment process in traditional approaches to teaching and learning. A didactical design was espoused, spotlighting on three learning outcomes in three phases. In each of the three phases, these learning outcomes were assessed by each student documenting their knowledge at the beginning, middle, and end of the course. Data was collected via in-depth interviews with students and through a questionnaire and was analyzed using an inductive thematic analysis of the material. The results indicate a student-teacher relationship involving ambiguity and complexity in relation to the degree of teacher direction as being teacher-centered or learner-centered and also in relation to the learning process as being reproductive or productive. The analysis of the results shows various aspects of the student-teacher relationship cropping up from students' beliefs about teaching, learning, and assessment and, in particular, performance-based appraisal. The locus of direction engages the teachers' role, the learning process, and the assessment process, which elucidate different viewpoints of supremacy associations in the student-teacher relationship.

Research Keywords: Performance-based appraisal, Student-teacher relationship, Higher Education

Introduction

Modern technology in education matches the certainty of changed roles for both students and teachers. In this growing model, students have to be managed by competent teachers who can equally match their skills. Bergman (2006) has identified a fifth key competency, *learning to learn*. This enables learners to be aware of the learning process. Moreover, it leads to the development of learner skills being able to solve problems in the learning situation. Thus, he becomes capable of building on prior knowledge, gained either from other educational experiences at work or in everyday life.

Chalk-talk as a strategy reflects a mist of control in the student-teacher relationship. Most students have definitely experienced traditional teaching and learning, understood as the knowledge transfer metaphor (Säljö, 2000). In this teaching environment, the students are seen as passive individuals. Garrison and Anderson (2003) posits that e-learning provides a different learning experience. Further, he states that much of the existing knowledge on the student-teacher relationship rests upon classroom teaching. Hence, it is equitable to consider that this mixture of new and old experiences creates confusion regarding control. Garrison and Baynton (2007) explore the notion of control as the balance between independence, power, and support. In the student-teacher relationship, independence is simply freedom in the students' learning; power deals with the question of responsibility for one's learning; and support grows from the role of the teacher. Thus, confusion can arise for both teachers and students when control shifts between the actors. Therefore, this paper gives light on the concept that aims to understand the student-teacher relationship in the context of performance-based appraisal for learning. The context of this research is a professional education course in a nurse education curriculum. It aimed to deal with the following queries:

How does the teacher's role change in a traditional teaching approach?
How does the learning process go in a chalk-talk environment?
How does the assessment process occur in a traditional classroom setting?

Methodology

The study focused on a group of private university students attending a Nursing course in Cagayan de Oro City. The course was mostly classroom-based, with two mandatory on line submissions at the end of the course. Between the meetings, the students worked in study groups, supported by the use of chalkboard talk. Each week the teachers conducted examinations. Furthermore, as a course requirement, the students underwent practical nurse training at the school's hospital.

The teachers who used performance-based assessment were enthusiastic about starting. Neither the teachers nor the students had prior experience of process-based assessment. Accordingly, the teachers took as their starting point by adopting a template that was modified for their particular needs. At the start of the course, the teachers introduced the students to performance-based assessment during the mandatory meeting by giving a chalk-talk lecture. Students had the opportunity to ask questions afterwards.

Teachers who used the pure on-line approach were more relaxed. Students were only given instruction through electronic mails. Further, they were required to submit their work output on line. They were likewise exposed to hospital training with minimum physical supervision.

Results

The outcome of this paper is presented as follows. It shows the student-teacher relationship from the teacher's perspective, the learning, and the assessment process. A table is moreover presented illustrating varied perspectives.

Table 1: The Student-Teacher Relationship in a teacher-centered environment

Teacher-centered teaching	Degree of teacher direction
	• The students expect teachers to talk more while they are acting passive
	• Teacher direction is strong, and students keep silent
	• Classroom is teacher-dominated

Teacher-Centred Teaching and Reproductive Learning

As reflected, teacher-centred learning does not have muuch reproductive strategy for learning. In this category, students expected teacher guidance to be authoritarian. The students waited for the teacher to give orders. Instructions should provide information on "how you shall think and how you shall write and what to focus upon."

Limited previous knowledge is not well enhanced in this setting. Students' reasoning of assessment was from a perspective of right or wrong, such as looking for an answer in the course. Not much feedback is provided if they did right or wrong. Lot of small assignments had to be accomplished.

Table 2 The Student-Teacher Relationship in a learner-centered environment

Teacher-centered teaching	Degree of teacher direction
	• The students expect teachers to facilitate the learning process
	• Teacher direction is strong yet students exercise freedom to participate
	• Classroom is alive with interaction

Learner-Centered Teaching

In the second table shown, the students searched for the reflective moment that gave them support for further reflection. The role of the teacher highlighted an openness that supported students' interpretations and decision-making regarding the task.

As they approached the end of the course, the students began to take extended decisions in relation to the instructions. Classroom tasks were developed more from students' activities and practice. More students understood their knowledge as growing deeper. Their previous knowledge had become more profound. Perspectives had become wider.

When the purpose of assessment was for learning, the students received questions and reflections from the teacher to elaborate and reflect on. Only one student received feedback, which was used for elaborating the knowledge during a two-week training period as a school nurse.
other.

Discussion of the Findings

This study aimed at gaining a better understanding of the student-teacher relationship in performance-based assessment. The typology of the four categories of thinking and action that was developed illustrates the diverse aspects of the teacher's role in relation to the student's approach to the learning process and also the diverse aspects of the student's role in relation to teacher direction. The nature of the diversity relates to the fact that while students can be categorized strongly within one quadrant, there is considerable overlap. Furthermore, the ambiguity in the students' narratives made it necessary to conduct a very close analysis in order to derive the students' voices with regard to these four categories. The results did not clearly illustrate the extremes of teacher-centered teaching and reproductive learning and learner-centered teaching and productive learning from the starting point to the end of the process. Therefore, the students did not move from reproductive to productive learning in their learning process. Because of the diversity, the students' previous experiences played an important role in understanding process-based assessment. The data revealed two categories, with particular approaches arising from previous experiences of teaching, learning, and assessment in relation to this new experience.

In summary, the key findings from this study lead to an increased understanding of the student-teacher relationship in the distance education context and, in particular, the ways in which the power relationship involves the teacher's role, the learning process, and the assessment process. Power relationship shows more openness than authoritarianism but also reveals greater demands on the student to take responsibility for his or her own learning. In terms of the student's learning process, the power relationship illuminates a shift in reasoning, decision-making, and actions with regard to the new experience of openness in process-based assessment in distance learning, in contrast to a traditional approach to learning. The assessment process plays an important role in the student-teacher relationship, which also influences the learning process and, in particular, has implications for the role that students expect their teachers to play. The next stage of the study will explore the impact of the teachers' beliefs about process-based assessment on this nursing education course.

References

1. Bergström, P., & Granberg, C. (2007). Process diaries: Formative and summative assessment in on-line courses. In N. Buzzetto-More (Ed.), *Advanced principles of effective online teaching: A handbook for educators developing e-learning*. Santa Rosa, California: Information Science Press.

2. Bernstein, B. (2000). *Pedagogy, symbolic control and identity: Theory, research, critique* (Rev. ed.). Lanham, Maryland: Rowman & Littlefield Publishers, Inc.

3. Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan, 80*(2), 139-148.

4. Boyatzis, R. (1998). *Thematic analysis and code development: Transforming aualitative information*. London and New Delhi: Sage.

5. Coffey, A., & Atkinson, P. (1996). *Making sense of qualitative data*. London and New Delhi: Sage.
6. Garrison, D. R., & Anderson, T. (2003). *E-Learning in the 21st century: A framework for research and practice*. London and New York: RoutledgeFalmer.

7. Garrison, D. R., & Baynton, M. (1987). Beyond independence in distance education: The concept of control. *The American Journal of Distance Education, 1*(3), 3-15.

8. Harris, M. (2007). Scaffolding reflective journal writing - Negotiating power, play and position. *Nurse Education Today, 28*, 314-356.

9. Illeris, K. (2009). Transfer of learning in the learning society: How can the barriers between different learning spaces be surmounted, and how can the gap between learning inside and outside schools be bridged? *International Journal of Lifelong Education, 25*(2), 137-148.

10. Langer, A. M. (2002). Reflecting on practice: Using learning journals in higher education and continuing education. *Teaching in Higher Education, 7*(3), 337-351.

11. Moore, M. G. (1980). Independent study. In R. Boyd & J. Apps (Eds.), *Redefining the discipline of adult education*. San Francisco: Jossey-Bass.

12. Moore, M. G. (2007). The theory of transactional distance. In M. G. Moore (Ed.), *Handbook of distance education* (2nd ed. pp. 89-105). New Jersey and London: Lawrence Erlbaum Associates.

13. SAOL (2009). *Svenska Akademins ordlista 13:e upplagan* [The Swedish language 13th edition, in Swedish]. Stockholm.

14. Säljö, R. (2000). *Lärande i praktiken. Ett sociokulturellt perspektiv*.[Learning in practice. A sociocultural perspective, in Swedish]. Stockholm: Prisma.

15. Taras, M. (2005). Assessment – summative and formative – some theoretical reflections. *British Journal of Educational Studies*, *55*(4), 466-478.

16. Taras, M. (2007a). Assessment for learning: Understanding theory to improve practice. *Journal for Further and Higher Education, 31*(4), 363-371.

17. Taras, M. (2007b). Machinations of assessment: Metaphors, myths and realities. *Pedagogy, Culture & Society, 15*(1), 55-69.

18. Thorpe, K. (2004). Reflective learning journals: From concept to practice. *Reflective Practice, 5*(3), 327-343.

Enhancing Income Generation in State Universities and Colleges

Sylva Elena B. Payonga[1] and Susana C. Cabredo[2]

[1]*Associate Professor, Bicol University College of Agriculture and Forestry-Aquinas University of Legazpi, Philippines (let5459payonga@yahoo.com)*
[2]*VP for Academic Affairs and Dean, Graduate School, Aquinas University of Legazpi, Philippines (susanccabredo@yahoo.com)*

ABSTRACT

State Universities and Colleges (SUCs) are allowed to establish income generating projects and promote profitable management of productive resources. The Higher Education Modernization Act or Republic Act 8292 further strengthened the capability of SUCs to generate other income through the utilization of economic resources.

The Bicol University (BU) as one of the SUCs, considered Income Generating Projects (IGPs) as a major intervention program to generate financial resources that can augment recurrent budgetary requirements of performing the institutional functions of instruction, research and extension. Hence, the central focus of the study is on the status and prospects of the IGPs of Bicol University. Specifically, the study provided answers to the questions about the operational procedures for existing IGPs in the colleges of Bicol University; the status of the operational and financial management of IGPs; and, the operational and financial issues in the implementation and management of IGPs. The study was delimited to the colleges of Bicol University with IGPs. The descriptive-evaluative research was adopted using a questionnaire to generate the data needed. Interviews, personal observation and documentary analysis were resorted to by the researcher. The results the study revealed that: (1) The operational procedures for IGPs engaged in by the colleges were to some extent consistent with the appropriate BU-IGP operational procedures; (2) The status of the operational and financial management of IGPs revealed that the respondents rated organization and management, production and monitoring and evaluation “implemented”; and, marketing and financial management “fairly implemented.” The overall status of operational and financial management of IGPs was “fairly implemented”; (3) The operational and financial issues were encountered “sometimes” in the IGP implementation; (4) Of the IGPs, the swine/hog production, nursery production, and coconut production had good prospects. One of the colleges had prospects for an improved ginger tea production, through product research and development.

Keywords: Income generation, Income generating project, State universities and colleges, Status, Prospects

Introduction

Over the years, enormous efforts have been made to advance education and cause change and economic development. As envisioned by the Commission on Higher Education (CHED) in its Strategic Plan for 2011-2016, it shall effectively work in partnership with other major higher education stakeholders in building the country’s human capital and innovation capacity towards the development of a Filipino nation as a responsible member of the international community (CHED, 2012). The belief that education is an engine of growth hinges on the quality of education of a country. Its importance cannot be ignored and it is vital to enrich a country's production capacity. As stated in the 1987 Philippine Constitution the state shall assign the highest budget priority in education in conformity with the need for system-wide and holistic view of the requirements and capabilities of the entire human resource development program. The human capital theory provides a basic justification for large public expenditure on education (Fagerlind and Saha, 1997). Human resources are the active agencies who accumulate capital, exploit natural resources, build social, economic and political organization, and carry forward national development (Psacharopoulos and Woodhall, 1997).

Republic Act 5521 provided Bicol University the mandate to give professional and technical training and advanced and specialized instruction in literature, philosophy and the arts, besides providing for the promotion of scientific and technological research. Mandated by its charter to promote academic, research and extension activities, Bicol University continues to be a catalyst of development in the Bicol Region. Crucial to development, however, is a concern on how resources shall be effectively and efficiently utilized to attain desired result. Bicol University, like any other State Universities and Colleges (SUCs) in the country, has been tasked to perform production function along with the functions of instruction, research and extension. Bicol University is consequently emboldened to take upon income generating projects, commonly referred to as entrepreneurship. Entrepreneurship carries out new combinations of productive forces or enterprises. The entrepreneur is an agent of change, doing things often already done in new and innovative ways by defining new products or services, new methods of production, new markets, new sources of supply or new tones of organization (Kao and Lian, 2001). Ironically, productivity consciousness can be counterproductive if efforts to improve productivity have no direction at all or are aimed at wrong goals (Villegas, 1985). The utilization of these resources can be paralleled with the Higher Education Institution's (HEIs) prime function of delivering quality education.

Income Generating Projects (IGPs) are supplementary funds to sustain operation and development of all government agencies. They have become necessary to cushion the impact of budgetary slash implemented in recent years for the maintenance and operation of all government agencies in which State Universities and Colleges are not spared (Alvaran, Jr., 2002).

To enhance the production function of Bicol University, it envisioned a "Productive Scholarship: An academe model for core competency-based entrepreneurship and commits to pursue sustainable income generating projects through productive scholarship in support of excellence in instruction, research and extension services" (BU-IGP Manual, 2005). The government circulars, sought to interface entrepreneurship with different programs of SUCs, like Bicol University, to enrich instruction, research and extension in the long run and to prepare students become future entrepreneur. As President Benigno Aquino said in his budget message submitted to the 15th Congress, "We are gradually reducing the subsidy to SUCs to push them toward becoming self-sufficient and financially independent, given their ability to raise their income and to utilize it for their programs and projects."

It is apparent that the colleges of Bicol University implement IGPs, but the capacity for development seem not to have been adequately exploited. No studies have been undertaken that primarily put emphasis on the status and prospects of IGPs in the Bicol University. It was looked forward to that this study would provide new challenges in bringing better development directions of performing the University's production function. In the light of the findings of this study, policy measures that could contribute to the enhancement of BU-IGP implementation and management were proposed.

Statement of the Problem

The study determined the status and prospects of Income Generating Projects (IGPs) of Bicol University.

Specifically, it sought answers to the following:

1. What are the operational procedures for existing IGPs in the colleges of Bicol University in terms of -
   a. organization and management
   b. production
   c. marketing and distribution
   d. financial management
   e. monitoring and evaluation
2. What is the status of the operational and financial management of IGPs in the colleges of Bicol University?
3. What are the operational and financial issues in the implementation and management of IGPs in the colleges of Bicol University?
4. What policy recommendations or measures can be provided to enhance IGP implementation in the Bicol University?

Theoretical Framework

The challenge to study the financial efficiencies and investment potentials of BU-IGPs rests on the efficient use of scarce institutional resources in the production of useful products and creation of valuable services. Cognizant of the importance of university investment and growth of financial resources of income generating projects, the Schumpeter Innovation Theory, the Goldberg Agribusiness System Theory, and the Theory of Constraints (TOC) were considered as bases of the study.

An increasing emphasis on developing and implementing income generating projects is a starting place of success in sustaining growth. Organizations embrace the concept of innovation and recognize it as a fundamental element of growth. The challenge consists in developing innovative strategies in the various areas of enhancing income generation, not only in terms of products but also optimizing asset management, resource productivity, and defining of benchmarks and processes to measure improvements toward profitability and sustainability.

This study adopted the Goldberg Agribusiness System Theory. The IGP process aspires to generate, mobilize and manage material, technological and financial resources, and successfully attain its objectives. The process necessitates mobilization of the necessary resources on time and with less cost. The IGP captures the idea that the behavior of the whole is greater than the sum of its parts, and it is comprised of interrelated processes. It is a constant process of taking inputs and transforming them into outputs. It looks into the enterprise in its totality so that men and material resources of the enterprise can be organized to attain its overall objectives efficiently.

Enhancing income generation through IGPs is a vital resource of SUCs. They supplement the budget of the school, provide opportunities for interfacing instruction, research and extension, as well as for entrepreneurial training of students and interested entrepreneurs. In the implementation, however, of projects, such as the IGP, there are constraints to its productive and successful operations. As a result, it is in a manager's interest to identify and reduce the constraints within the organization. The study determined the status of the IGPs in the colleges of Bicol University and by this means, it would uncover constraints that would limit successful implementation of IGPs. For this reason, the study was also anchored on the Theory of Constraint (TOC).
The theoretical framework is illustrated below (Figure 1).

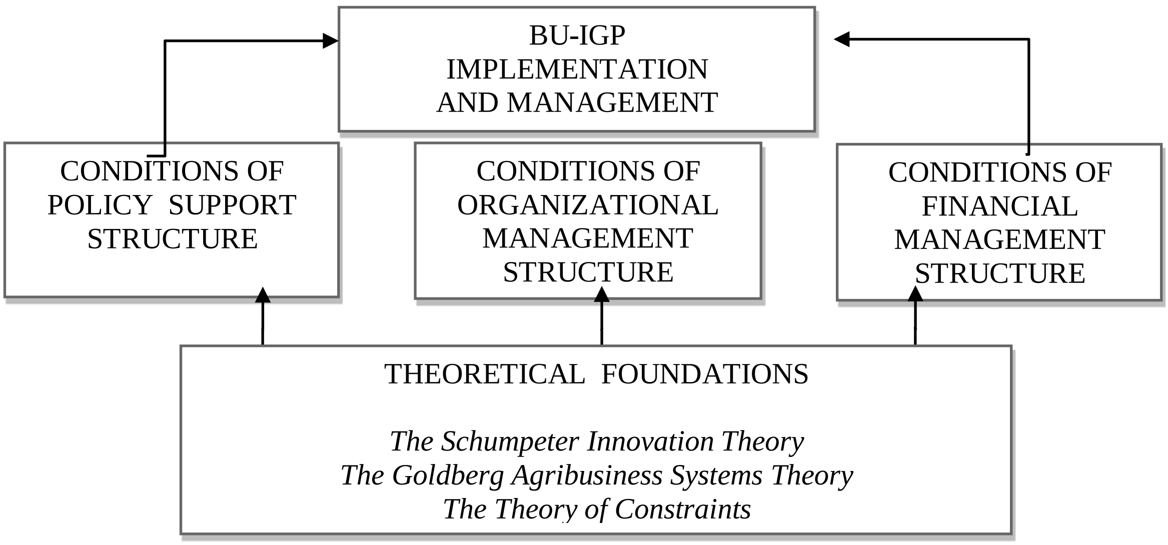


Figure 1. The Theoretical Framework of the Study

Conceptual Framework

The study used the Research Evaluation Input-Process-Output system approach to the understanding of relevant factors and variables to be considered in order to understand the phenomena of the Income Generating Projects (IGPs) of the Bicol University. The general approach attempted to answer the problem of the study.

Research Evaluation Input System. The important variables of input-process-output framework considered in the study were the BU-IGP Policies and Guidelines, BU-IGP Management Team Profile, BU-and IGP Implementation Methods and Activities. The sufficient and favorable conditions of financial resource allocation, organizational management deployment and policy support structure will likely and significantly contribute to increased productivity and efficiency, improved pricing strategies, and consequently result to enhanced financial profitability and sustainability of BU-IGPs. Enhanced production methodologies, improved management and marketing strategies, economic spending and adequate support services will eventually result to favorable financial efficiency of the BU-IGPs.

Research Evaluation Process System. The evaluation process undertaken included the following: (a) Determination of the operational procedures of IGPs in terms of organization and management, production, marketing, financial management and monitoring and evaluation; (b) Determination of the status of the operational and financial management of IGPs; (c) Evaluation of the IGP implementation and management; and, (d) Determination of operational and financial management issues and recommendations for the enhancement of BU-IGPs.

Evaluation Output System. The evaluation output system of the study is the appropriate recommendations on the improvement and enhancement BU-IGP implementation and management operation that serve part of the feedback mechanism of the BU- IGP management system.

The conceptual framework of the study provides the analytical perspective in viewing the enhancement of
income generation of SUCs through BU-IGP implementation. The conceptual framework is shown in Figure 2.

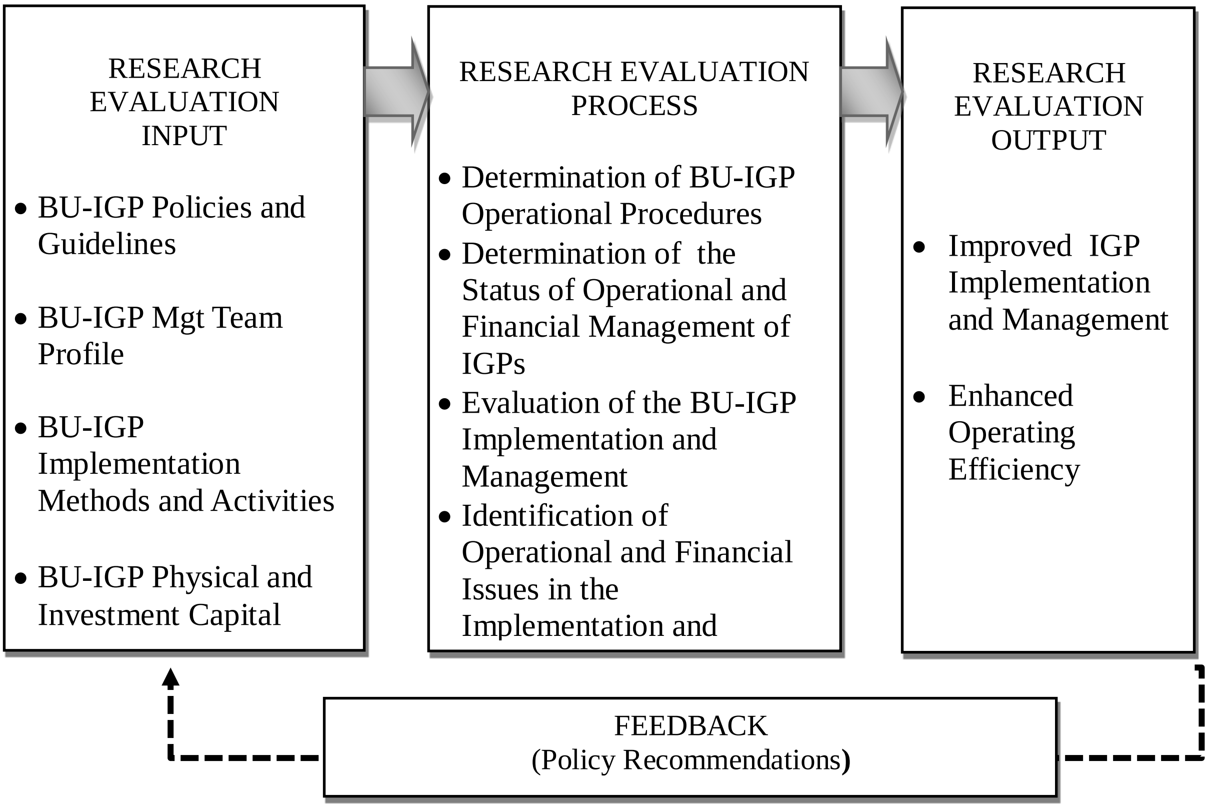


Figure 2. The Conceptual Framework of the Study

Research Methodology

The study utilized the descriptive-evaluative method of research. The data was collected through survey, with the aid of a questionnaire, obtained from twenty-six (26) respondents of four (4) colleges in Bicol University namely, BU College of Agriculture and Forestry (BUCAF), BU College of Industrial Technology (BUCIT), BU Tabaco Campus (BUTC), and BU Polangui Campus (BUPC), which had only the *functional* Income Generating Projects. The choice of the respondents was prompted by the fact that these are the persons who execute the management and operations of IGPs. The number of respondents varied depending on the number of IGPs per college. There was a total enumeration of the respondents from the four (4) colleges. The interviews, personal observation and documentary analysis were resorted to as verification devices to make certain the desired data and their reliability. The study employed the frequency and weighted mean in the analysis of the data. The mean responses were interpreted using the scale for the status of operational and financial management of IGPs, as follows:

Rating Scale	**Interpretation**	**Description**
5	Fully Implemented	- entirely implemented
4	Implemented	- implemented as expected
3	Fairly Implemented	- implemented moderately or with reasonable limits
2	Rarely Implemented	- hardly ever or not often implemented
1	Never Implemented	- at no time implemented or not implemented at all

For the operational and financial issues in the implementation and management of IGPs, the scale is shown below:

Rating Scale	**Interpretation**	**Description**
5	Always	- issue is encountered at all times
4	Very often	- issue is encountered very frequently or very repeatedly
3	Often	- issue is encountered fairly frequently or in a majority of instances
2	Sometimes	- issue is encountered occasionally or every now and then
1	Never	- issue is certainly not or under no circumstances encountered

Results

The study revealed the following findings:

1. The operational procedures for IGPs engaged in by the colleges were to some extent consistent
with the appropriate BU-IGP operational procedures.

2. The BU College of Agriculture and Forestry had the most number of IGPs, which included crop

production, animal production and internet services. The seed capital of IGPs ranged from P50,000.00 to P1,200,000.00. The status of the operational and financial management of IGPs revealed that the respondents rated organization and management (4.27), production (4.17), and monitoring and evaluation (4.0) "implemented." They rated marketing (3.0), product disposal (3.0) and financial management (3.36) "fairly implemented." The overall status of operational and financial management of IGPs was "fairly implemented" (3.36).

3. The operational issues encountered "often" were the (1) Delayed processing of papers for procurement of supplies/inputs for IGP causing delay of supplies/inputs needed by IGPs; and, (4) the inadequate equipment, machinery, transportation and other facilities. The issues encountered "sometimes" were ((1) Approved IGP operating guidelines are not implemented to the greatest extent possible; (3) Inadequate personnel to man the production activities; (4) Lack of participation among personnel to engage in IGPs; (5) Project Managers are technical equipped but their business expertise is insufficient; (6) Project Managers are assigned to more than one IGPs; (7) Low commitment of Project Managers and laborers; (9) Marketing is done by the Project Manager or Production Coordinator; (10) Marketing strategies are not fully developed; (11) Limited market for products; and, (12) Size of some projects is not economical. Except for the delayed/no financial reports encountered "often," the respondents encountered the following issues "sometimes": (1) High cost of production; (2) Not enough or no capital for new projects; (3) Limited capital for existing IGPs; and, (4) Profit sharing/incentive scheme is not adequately implemented. The operational issues (2.14) and financial issues (2.33) were encountered "sometimes" in the implementation and management of IGPs.

4. There are prospects for crop and animal production in BUCAF and these commodities have been continuing. In the case of BUPC, it has a great prospect for an improved ginger tea production through its continuing product research and development. In the case of BUCIT, possible expansion of market for diploma jacket product can be made. In the different colleges, interface strategies for economic enterprise development can be pursued in their instruction, research and extension programs.

The study did not research on the effects of improved efficiency in IGP management on teaching and learning. However, the involvement of the academic staff in IGPs, did not in any way cause detrimental quality of teaching, but rather enriched instruction, as they *utilized IGPs as venues of laboratory classes and source of materials for teaching.* Further, their involvement provided dynamic and innovative technical and entrepreneurial leadership that promoted quality education in the university. The deficiencies in IGP management could constitute impediments to the acquisition of teaching and learning resources. It is essential to ensure that IGPs do not suffer from resource constraints which may result in poor quality of processes or outputs. Teaching and learning need to engage learners with the novel ideas as well as key processes so that they will understand what comprises quality and standards of specific domain. How personnel and learning materials are combined would contribute to the most effective system for teaching and learning.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The different areas -- organizing and management, production, marketing, financial management,
and monitoring and evaluation -- in implementing IGPs in BU, following the operational procedures, are as much as is needed to maintain their operations.

2. The operational and financial management of IGPs which are essential processes for a more efficient utilization of resources and cost-effective operations were not in every way "fully implemented."
The execution of IGPs requires efficient mobilization of skills and resources that will in every respect or circuitously result to new and added value to the economic benefits of State Universities and Colleges', various clientele, and problems will be minimized if not completely solved.

3. IGPs have to take advantage of the strengths and control the weaknesses. Considering that the
opportunities are external to IGPs, there is not much that can be done to impact them as they are not controllable. The project managers can manage their way around threats and manage to leverage opportunities.

4. No matter how well a project is planned and managed, both in the operational and financial
aspects, is bound to produce issues or problems. As the theory of constraints adopts, "A chain is no stronger that its weakest link." The processes are therefore vulnerable since the weakest part can always damage or at least adversely affect the outcome.

5. The IGPs in BU have areas of potential success. The productive use of its economic resources
and active pursuit full development of the economic resources into enterprise systems will fairly generate adequate profits and support the SUC's primary function of delivering quality education to its students.

Recommendations

Based on the findings of the study, the following are recommended:

Operational Policy Recommendations

1. The Implementing Guidelines for the operation and management of Income Generating Projects must be revisited, other guidelines be proposed, and revisions of existing ones be made to match or conform to the current needs of IGP operations.

2. Continuing in-house training programs for Project Managers on business management and other aspects of business operations must be developed.

3. For colleges with a number of IGPs, a staff must be assigned to assume responsibility of the
processing of papers for the procurement of inputs/supplies needed by IGPs.

4. Assignment as Project Manager must be limited to a maximum of two IGPs for those without administrative designations and one IGP for those with administrative designations. Production Coordinators should not be assigned as Project Manager.

5. Marketing strategies for various IGP products, price and pricing, distribution and promotion must be altogether developed.

6. Submission of status reports of Project Managers after each production cycle must be strictly enforced.

7. A regular in-house IGP Performance Review must be conducted semi-annually or annually.

Financial Policy Recommendations

1. Colleges, like BUCAF, should engage in backward integration to cope with the high cost of inputs. This will ensure efficiency of the swine production and provide additional income for the IGP.

2. A full-time bookkeeper for IGPS must be designated in the colleges.

3. Reconciliation of income and expenses for IGPs must be completed on a monthly basis to ensure
correct entries at the end of the year and facilitate expeditious preparation of financial statements. This will enable IGP management to determine and distribute profit share/incentive promptly.

4. Record keeping using IGP prescribed forms among Project Managers must be strictly enforced.

5. Proposals or Project Feasibility Studies should be developed/packaged to source possible funding support from government institutions or private investors.

References

1. Aquino, G. V. (1974). *Essentials of Research and Thesis Writing*. Alemars-Phoenix Publishing House, Inc., Quezon City, Philippines.

2. Babalola, J. B. (2003). ,*Budget Preparation and Expenditure Control in Education, Basis Text in Educational Planning*. Ibadan Awemark Industrial Printers.

3. Best, J. W. (1970), *Research in Education*. (2nd ed.), Englewood Cliffs, New Jersey: Prentice-Hall, Inc.

4. Donnely, J. H., Jr., et. al.(1992). *Fundamentals of Management.(* 8th ed.), Von Hoffman Press, Inc., USA.

5. Donnely, J.H., Gibson, J. and Ivancevich, J.(1975), *Fundamentals of Management.* Business Publications, Inc., Texas, USA.

6. Fagerlind, A. and Saha, L.J. (1997). *Education and National Developments.* New Delhi. Reed Educational and Professional Publishing, Ltd.

7. Fajardo, F. R. (2004) *Economic Development*. (3rd Edition) NBS, Inc., Manila, Philippines.

8. Franco, E. A., et al. (1988). *Management in the Philippine Setting*. NBS, Inc., Manila, Phil.

9. Garcia, M. V., et. al.(2009). *Income Generating Activities: A Key Concept in Sustainable Food Security*. ACF International, New York: USA.

10. Kao, R. W.Y. and Liang, T. Tw. (2001). *Entrepreneurship and Enterprise Development in Asia*. Pearson Education Asia Pte Ltd., Singapore.

11. Koontz, H. D. and O'Donnel, C. J. (1971). *Principles of Management.* McGraw-Hill: NY, USA.

12. Koontz, H. D. and Weelrich (1990). *Development Planning Essentials in Economic Policy.* NY: Harper and Row.

13. Lazo, S. L. (2002). *Guidebook on Income Generating Projects.* CLSU, Nueva Ecija, Philippines.

14. Manuel, B. B. and Medel, P. C. (1976). *A Practical Guide to Methodology of Research and Thesis Writing.* Manila: GIC Enterprises and Company, Inc.

15. Marzan, G. E. (2004). *Entrepreneurship and Its Role in the Management of State Colleges and Universities.* CLSU, Nueva Ecija, Philippines.

16. Medina, R. G. (2003). *Principles of Economics.* (1st ed.) Rex Bookstore, Manila, Philippines.

17. Neuman, W. L. (2000). *Social Research Methods: Quantitative Approach.* (3rdEdition). London: Ally and Bacon.

18. Psacharopoulos, G. and Woodhall, M. (1997). *Education for Development: An Analysis for Investment Choice.* New York Oxford University Press.

19. Rodriguez, R. A. and Echanis. E. S. (2001). *Fundamentals of Management: Text and Philippine Cases.* Diwata Publishing, Inc. Mandaluyong, Metro Manila, Philippines.

20. Sicat, G. P. (1983). *Economics*. National Bookstore, Mandaluyong City, Philippines.

21. Stanton, E. S. (1982). *Reality-Centered People Management.* New York: AMACOM.

22. Villegas, B. (1985). *Managerial Economics.* Sinag-Tala Publishers, Inc., Manila, Philippines. Manuals/Circulars/Memoranda/Articles

23. Battad, F., et al. (2000). *Income Generating Manual*. TESDA and Central Luzon State University, Muñoz, Nueva Ecija, Philippines.

24. BU-BOR Referendum, No. 16, s. 1993, *"Policies of the BU Income Generating Program".*

25. CHED. 1997. Memorandum Circular No. 04, s., 1997.

26. Implementing Rules and Regulations for R. A. 8292

27. CHED Strategic Plan, 2011-2016

28. Commission on Audit Circular No. 84-239

29. Department or Trade and Industry – Small and Medium Enterprise Development (DTI-SMED) Res. No. 01, Series of 2003 dated 16 January 2003.

30. FAO. Integration of Fisheries into Coastal Area Management. *FAO Technical Guidelines for Responsible Fisheries and Agriculture,* No. 3, Rome, FAO, 2006.

31. Hwang, K. K. *Easternization: Socio-cultural Impact on Productivity*. Tokyo, Japan: APO, 1995.

32. Laing, M. B. *Small Business Quick Guide to Goal Setting.* Formidable Business Pty Ltd, Blackburn Australia, 2012.

33. Message of Pres. Benigno Aquino, 15th Congress, Philippines, August 12, 2011.

34. National Budget Circulars No. 92-8 and 331.

35. Operating Manual for Income Generating Projects. Bicol University, Legazpi City. July 2005.

36. The 1987 Constitution of the Republic of the Philippines. *Article XIV, Sec. 5.5.* Unpublished Theses/Dissertations

37. Alvaran, A., Jr. *"Resource Generation Strategies of Selected State Universities: An Assessment,"* Unpublished Doctoral Dissertation, PUP, Manila, Philippines, October, 2002.

38. Lasala, J. J. *"Status of Income Generating Projects of Sorsogon State College – Castilla Campus,"* (Unpublished Master's Thesis, SSC, Sorsogon City, 2008)

39. San Pablo, M. H. *"Sustainability of IGPs of Sorsogon State College,"* (Unpublished Master's Thesis, Sorsogon State College, Sorsogon City, 2005)

40. Peteza, G. E., Jr. "The Entrepreurial Skills of Managers and Financial Performance of Income *Generating Program in Camarine Norte State College,"* (Unpublished Dissertation, Bicol University, Legazpi City, February, 2004)

41. Longasa, E. G. *“The Relevance of Income Generating Projects to the Sustainability of Programs of SUCs in Eastern Visayas.”* (Unpublished Dissertation, 2003)

42. Torio, S. A. *“The Status of Income Generating Projects of State Universities in Region V.”* (Unpublished Dissertation, Catanduanes State University, Virac, Catanduanes, 2000)

43. http://newsinfo.inquirer.net/196837/sucs-commit-to-bigger-better-role-in-education

44. http://www.thepoc.net/commentaries/9585-aquino-slashes-budget-of-state-schools-in-2011-proposal.html

45. www.ched.gov.ph/chedwww/index.php

Management of International Higher Education in Vietnam - Existing Problems

Ho Thuy Ngoc[1]

[1]*Faculty of International Education, Foreign Trade University, Vietnam (ngocht@ftu.edu.vn)*

ABSTRACT

The economic development achievements have contributed to considerably enhancing the people's living standard, resulting in higher demand and requirements towards higher education. The demand comes from both students and employers due to outdated Vietnamese education system. Learners tend to choose international programs run in Vietnam and employers are interested in recruiting graduates from such programs. Therefore, the number of international programs is rapidly increasing in the country. Besides the practical benefits gained from the programs, many problems have been shown due to poor management. Partnership management, quality management, program management are commonly seen nation-wide. The paper provides a general view of the international higher education in Vietnam with an emphasize on the understanding of international higher education, highlighting benefits and addressing common problems as a result of poor management. International programs in Foreign Trade University are used as a case study. A range of methods is suggested to bring about better management of international higher education in Vietnam toward students' success.

Key words: International higher education, Management, International program

Introduction

The economic development achievements have contributed to considerably enhancing the people's living standard, resulting in higher demand and requirements towards higher education. Besides, integration and internationalization has become stronger and stronger, especially in education field. Accompanying with that is higher demand and requirements towards education. The demand comes from both students and employers due to outdated Vietnamese education system. Learners tend to choose international programs run in Vietnam and employers are interested in recruiting graduates from such programs. Therefore, the number of international programs is rapidly increasing in the country. Besides the practical benefits gained from the programs, many problems have been shown due to various reasons such as social awareness of international education, management, education habit, etc. Among such reasons, management is proven to produce the most problems, problems in quality management, in program management, in student management, partnership management. The above-mentioned problems can be seen in any international higher education nation-wide. Therefore, the paper focuses on existing problems in management of international higher education in Vietnam. The paper provides a general view of the international higher education in Vietnam, highlighting benefits and addressing common problems as a result of poor management based on reported data and results of qualitative method carried by the author and her team for a project named “Improving international higher education management in Foreign Trade University” in 2014. Besides, case studies have been done on selected international programs in Foreign Trade University. The paper aims at bringing a range of methods for a better management of international higher education in Vietnam toward students’ success from Foreign Trade University’s experiences.

International higher education in Vietnam- demand, understanding, benefits

International higher education is an inevitable demand from the society. Higher education directly supplies human labor forces to the society. Therefore, the quality of higher education has significant impact on the development of the economy of a nation. Since liberalization in the mid-80s, Vietnam's economy has grown with large-scale foreign direct investment. Much of that has gone to manufacturing and, increasingly, hi-tech industries. Such economic development achievements have contributed to considerably enhancing the people’s living standard, resulting in higher demand and requirements towards higher education. This is a spiral development of higher education with the core of human resource quality.

Due to outdated local higher education system which has been addressed in various researches (Ruby & Ladd, 1999; Pham Hong Thanh, 2010; Pham-Minh, 1995), learners tend to choose international programs run in Vietnam and employers are interested in recruiting graduates from such programs.

What can be considered as international programs? The concept of "international higher education" can be understood in two ways, the one is training with the goal of taking international qualifications, and the other is training with the goal of reaching the international standards with quality and content of the program (Phan Thuy Chi, 2013). The first understanding focuses on the results of the program; accordingly the joint training program allows students to receive international degrees upon the graduation. Meanwhile, the second understanding emphasizes on content, process of implementation, and considers the results that students have received, absorbed during the joint training program as a whole. The first approach can provide clear distinction between this training form and local programs. However, it cannot show the real quality.

The second approach extends the connotation of this concept; accordingly, not only joint training programs with foreign educational institutions but also the local training programs can still be considered "international higher education" if their quality reaches the international standards. However, due to the lack of official the quality assurance of training, the approach will be difficult to get public consent.

The paper concludes that the first way of understanding international higher education is reasonable and convenient in the short term, as most of the joint training programs at the higher education in Vietnam have developed for the past 10 years. In the long term, this concept should be understood in the second way to ensure the sustainable development and quality for joint training programs in particular and for the development of education in Vietnam in general.

Across the country, there are 273 international programs licensed by the Ministry of Education and Training up to June 2015 in 82 higher education institutions (Vietnam International Education Department, 2015). The first license was granted in 2003. 12 years have been passed with many benefits for the society, which are:

- Internationally standardized programs

It is obvious benefit. They are well-designed programs, standardized implementation, great learning materials; prestige and quality of the partner are confirmed by system of verification, rating and the society's assessment; quality management by outputs. Let look at a bachelor program on Business Studies in Foreign Trade University (FTU). This is the progression bachelor program on Business Studies between FTU and University of Bedfordshire (UoB). The program was built up to meet international standards of quality from United Kingdom. Although 2 years in Vietnam and final year in UoB is the standard model, students are offered the final year in Vietnam if they cannot afford the final year there in UK. FTU imports the syllabi from UoB and delivers the program entirely in English. Students' assessment and degrees are under strict control of UoB. The program is approved by the Vietnamese Ministry of Education and Training. Every year, approximately 200 applicants are recruited and up to now 135 graduates out of 800 students in our Progression Bachelor Programs including 8 cohorts of Progression Bachelor of Business Studies. To maintain the substantiality of the program, the Academic Quality Supervising Team of Bedfordshire University pays a frequent visit at Foreign Trade University to carry out the periodic inspection of the Undergrad and Grad program at International Education Department, according to QAA standards (the Quality Assurance Agency). The team usually expresses their satisfaction and confidence in the capability and suitability of facilities and professionalism of the Foreign Trade University in the collaborative programs with foreign countries.

- Developed students' skills

It is admitted that most employers in Vietnam are required to train graduates again, both working skills and knowledge. The programs in FTU consist of business-focused modules with a great part of practical components, which bring students to approach not only theories but also business in real world. Students are required to spend time and effort on doing small business projects. One of highly appreciated project is called Active Business, with the aims to do something meaningful that can support the people with disadvantages; students develop a charity project with a slogan of "Learning is not solely based on theory". The overall objectives is to offer students with necessary skills to meet the requirements of the future employers, which varied from making business plans, writing reports, presenting and especially problem solving skill. Through a various learning methods, students have chances to experience the real environment, to apply knowledge in the specific situation, and through work group model, the student will improve their communication skills as well as their social responsibility. With the aim to contribute more for the society, support people with difficulties. The students can be aware of and send out the message "Let spread out the smile, let happiness replace sadness, let warm up the hearts and together make the life of all victims become more meaningful".

- Reasonable cost for students

This is last but not the least of the benefits. This is the most obvious differences between international programs in Vietnam and full-time study abroad. Average tuition fee for the entire program in Vietnam is estimated at 20% of the tuition fee and living expenses for a year in the country providing programs.

International higher education in Vietnam- common problems due to management

2.1. Data and Methodology

We used data obtained from the survey conducted in 2014 for a project named "Improving international higher education management in Foreign Trade University" in which we interviewed 200 students, 15 lecturers, 3 management staff, 3 enterprises recruiting graduates from international programs in Foreign Trade University. The aim of the survey was to identify and categorize problems existing in international programs in Foreign Trade University. All data collected were computerized by the software company Cspro and analyzed by SPSS software version 19.

The paper also compares the survey results with situations in other institutions implementing international programs including University of Commerce, National Economic University, and Polytechnique University by interviewing management staff in such institutions.

The study also used data and information research papers presented in the International Conference on Quality Improvement of Joint Training Programs in Vietnam held in Hanoi in 2014.

2.2. Findings

Vietnam is rather young in the area of integration in international higher education. 12 years experiences have brought benefits but also faced with many problems. They are including but not limited to distorted public awareness of international higher programs such as high school students have considered the programs stand-by solution once they are not recruited in domestic programs; quality management assuring the programs implemented in Vietnam is similar to those abroad; pedagogic methodologies. The paper finds out that most problems are due to management.

Managing domestic programs is not easy task and managing international program is much more complicated due to language barriers, different culture, long distance, jet lag, etc. The paper reveals that problems commonly occur in managing the following areas:

Firstly, problems are found in partnership management. The selection of partners plays an extremely important role in determining the success of an international program. Tight cooperation with partners to manage sudden problems from the partners is necessary as well. Cases have been seen in Vietnam where partners do not qualified enough but are chosen, leading to the situation that students cannot go to partners' countries to complete their studies due to losing their highly- trusted status for sponsoring students visa. These situations were really shocked for both local institutions, students and the society. London Metropolitan University (UK) lost his right to recruit international students from outside EU in 2012, resulting in the cancellation of visa for students studying in its program in Foreign Trade Unviersity in Vietnam. University of Bedforshire (UK) and University of West London were not allowed to sponsor new students in 2013. University of Bedforshire got back the license after 3 months of investigation and such three months were as long as a decade for Foreign Trade University's students. Thanks to the flexible and good management of media, tight cooperation with the partners, Foreign Trade University could avoid chaos, complaint and panic from the students, their parents and public concept. However, there were other cases where lack of management led to the ruin of reputation of both parties and social worry. The joint training program between Business Administration School of Hanoi National University with Irvine University (US) had been run for several years but Irvine University was not recognized in US[5]. The situation resulted in hundreds of graduates without chances to have their degrees recognized.

[5] Information collected from the official website of Vietnam International Education Department, Ministry of Education and Training. Retrieved at http://m.thongtintuyensinh.vn/Bat-nhao-chuong-trinh-lien-ket-dao-tao_C213_D6151.htm.

Secondly, international programs have been launched in unbalanced manner. Nguyen Xuan Minh (2013) have pointed out that too many programs in economics, management, business management[6] and a few programs in technologies, applied science, mechanics. Such reality has led to the redundancy of human resource in economic- related areas. This argument was also admitted by the Ministry of Education and Training[7]. Even in an institution, there are many similar programs which can create internal competition, leading to separation of efforts on recruitment, performance of programs.

Thirdly, quality management is a serious problem in international higher education. Although it is targeted that quality of international programs run in Vietnam should be the same as in the partners 'countries, it is admitted that many programs have had quality poorly controlled. Nguyen Hoang (2013) revealed that many universities and educational institutions in Vietnam have just conducted the programs to attract as many learners as possible without focusing on paying attention to improve the quality of training. The language capacity of Vietnamese students does not meet the requirements of the joint training programs, resulting in students' inability of capturing information from foreign teachers as well as reading out all materials. Facilities necessary for studying like library, well- equipped class rooms, multi-function labs are not always available in local institutions. This has led to an adverse effect in various methods of delivering lectures. Take e-learning as example. E-learning is believed to have fundamental effects on higher education (Eom, Wen, & Ashill, 2006). According to a survey implemented during the 1997-1998 academic year, there is an increasing number of credit-granting courses at the college level provided through e-learning which has supported enrollments of more than 1,400,000 students (Rost, 2000). Long Pham (2013) based on an extensive review of literature, proposed a conceptual model for e-learning service quality and its possible relationship with e-student satisfaction and e-student loyalty in Vietnam. However, e-learning is not recognized by Vietnamese authorities. Programs having e-learning modules normally cannot get the licenses.

Keys to successful international higher education management in the light of FTU's experience

Established in 1960, for 50 years of development, FTU has gained enormous achievements in providing talented and high quality human resources to the economy and thus made great contribution to the cause of industrialization, modernization and global economic integration of the country. Over the past decades, FTU has built up a global network with a large number of universities and organizations all over the world. FTU is keen to cooperate with foreign universities and international organizations to set up joint training programs, conduct joint research, organize international conferences, workshops, and seminars, and set up service centers. Indeed, promoting international cooperation has always been recognized as an indispensable and very important element for the development of the FTU in an increasingly competitive environment.

From FTU's experiences, keys to the successful management of international higher education are simple but not easy to possess: common targets shared among reliable partners, active and reliable staff in charge and internationally standardized facility management.

---

[6] 119 programs out of nearly 180 programs up to June 2013.

[7] Information collected from the official interview with the Representative of the Minsitry of Education and Training publicized at http://www.huongnghiepviet.com/trac-nghiem/forum/19-tin-tuc-giao-duc-a-van-de-giao-duc/6908-co-cau-nganh-nghe-dao-tao-dang-thay-do.

Nguyen Hoang (2013) showed that 70% of parents and students who have been interviewed agreed that the first factor for them to choose an international program is the reputation of the partner universities. 100% students of international programs in Foreign Trade University who were interviewed provided the same reply as Nguyen Hoang (2013) survey. There should be a thorough understanding of the partners in all aspects, especially its reputation. It's "brand" is based on the quality of education, infrastructure, the ability to joint training... that was confirmed during the existence, operation and development of the university. Thus, a university with "reputation" will be known by many students and have many aspirations to attend. When involved in affiliate with reputable schools, training institutions in the country will be "benefit" from prestigious of partner universities, in contrast, foreign universities also take advantage of its position and facilities to ensure that the process of recruitment, teaching and learning reach quality. Common targets shared among partners were main ingredients for Foreign Trade University to get over the three months when University of Bedfordshire had license suspended. Both universities aimed at students' chance to continue their study in UK. Therefore, we both had prompt actions to provide all evidence in need to UKVI[8] to get the license back and contacted the students frequently to keep them updated and reassured them.

The target can be great but it is still never achieved if staff does not actively put the target into reality. Staff is strictly required to meet standards in terms of languages, behaviors and attitudes to work. Communicating with foreign partners in different time zone can make them work over time or out of working hours. However, Foreign Trade University's staff is well trained to adapt with such pressures. Another challenging thing is staff's deadline management. It is admitted that deadline in Vietnam is not strictly kept, affecting people's attitude to work. However, in international programs, deadline miss can heavily affect on students' academic-related issues. Therefore, Foreign Trade University has built up a follow-up mechanism to assure that all deadline can be met.

The third suggestion seems costly to many local institutions. However, it is strongly recommended toward students' success in international programs. There is a wrong perception that installation of internationally standardized facilities is enough to provide an internationally standardized environment to local students. The paper affirms that this is the first step. From the survey, the paper finds out that management of such facilities to make sure that they work properly all the time shall be an important component to the students' success. Available computers but not work or having virus injected, weak wifi, unretrivable e-library are few examples of results of poor management of facilities. Again, Foreign Trade University has built up a report procedure for facilities to quickly discover the problems and quickly resolve them.

Conclusion

Up to now, a great deal literature has identified advantages, benefits that international higher education can bring in Vietnam. Little researches on comprehensive problems arising out of the management of such programs. The paper pointed out common problems shared among higher education institutions with a case study on Foreign Trade University. The solution suggested in the paper can be implemented at institutional level. Further research on macro management is in need of performance to provide a complex of solution to improve higher education management in Vietnam in the context of international integration in higher education.

References

[8] UK Visa and Immigration Agency.

1. Eom, S. B., Wen, J. H., & Ashill, N. (2006). The determinants of students' perceived learning outcomes and satisfaction in university online education: An empirical investigation. Decision Sciences. *Journal of Innovative Education*, 4(2), 215-235.

2. Long Pham (2013). Relationships between E-learning Service Quality, E- Students Satisfaction and E- student Loyalty in Vietnam. *International Conference Proceedings: Quality Improvement of Joint Training Programs in Vietnam*. 978-604-927-758-0, 5-13.

3. Nguyen Hoang (2013). Solution to Improve the Quality of Joint Training Programs in Vietnam. *International Conference Proceedings: Quality Improvement of Joint Training Programs in Vietnam*. 978-604-927-758-0,109-121.

4. Nguyen Xuan Minh (2013). Development of Joint Training Programs with Foreign Countries in Vietnam: Orientation and Solutions. *International Conference Proceedings: Quality Improvement of Joint Training Programs in Vietnam*. 978-604-927-758-0, 85-95.

5. Phan Thuy Chi (2013). Quality of International Joint Training Programs from Perspective of Learners and Training Institutes. *International Conference Proceedings: Quality Improvement of Joint Training Programs in Vietnam*. 978-604-927-758-0, 95-105.

6. Pham Hong Thanh (2010). Implementing a student-centered learning approach at Vietnamese higher education institutions: Barriers under layers of casual layered analysis (CLA). *Journal of Future Studies, September 2010*, 15(1): 21-38.
7. Pham-Minh, Hung. (1995). The educational system of Vietnam. In David Sloper & Le ThacCan (Eds.), Higher Education in Vietnam. *Indochina Unit: Institute of Southeast Asian Studies*.41-61.

8. Ruby, Ralph, & Paula Ladd. (1999). Learning styles and adjustment issues of international students. *Journal of Education for Business*,7 (6), 363-79.

9. Rost, B. (2000). Interaction analyzed in traditional and satellite-delivered extension education presentations. *Journal of Extension*, 38(1), 347-367.

10. Vietnam International Education Department (2015). List of International Programs having licenses granted by the Ministry of Education and Training June 2015. Retrieved from http://www.vied.vn/index.php?option=com_content&view=article&id=2801:danh-sach-cac-chuong-trinh-lien-ket-dao-tao-voi-nuoc-ngoai-da-duoc-bo-giao-duc-va-dao-tao-phe-duyet&catid=179&Itemid=549&lang=vn.

CONFERENCE PROCEEDING
INTERNATIONALIZATION AND INCLUSIVITY OF HIGHER EDUCATION IN SOUTH EAST ASIA: PERSPECTIVES, PRACTICES AND PRAGMATICS

----------------*----------------

LABOUR PUBLISHING HOUSE
Adress: 175 Giang Vo Street – Hanoi - Vietnam
Tel: (84.4) 38515380; Fax: (84.4) 38515381
Email: info@nxblaodong.com.vn
Website: www.nxblaodong.com.vn

South Branch
85 Cach Mang Thang Tam Street, District 1, Ho Chi Minh city, Vietnam
Tel: (84.8) 38390970; Fax: (84.8) 39257205

Responsible for Publication:
Vo Thi Kim Thanh

Editor: Vo Mai
Detailing : Dao Ngoc tien
Cover: Nguyen Huu That
Edited prints: Dao Ngoc Tien

ASSOCIATE PUBLISHER
FOREIGN TRADE UNIVERSITY
Adress: 91 Chua Lang Street, Dong Da District, Hanoi, Vietnam

Print 100 volumes, format 21x 29,7 cm, at Tan Dai Viet Printing and Office Services Joint Stock Company; Adress: 16 Chua Lang Street, Dong Da District, Hanoi city, Vietnam. Confirmation Number of Registration Published: 2619-2015/CXBIPH/07-203/LĐ; Number of decision: 1057/QĐ-NXBLĐ date 25/09/2015; Code ISBN: 978-604-59-4639-8; Complete printing and deposited date 28/09/2015