Internationalization of Teacher Education Institutions: Assessment of Quality and Impacts

Patricia B. Lagunda, Ph.D.
Flordeliza A. Castro, Ed.D.
Noel T. Franco Jr.
What is “Internationalization”?

- Internationalization is “a process to introduce intercultural, international and global dimensions in higher education to improve the goals, functions and delivery of higher education, and with that to improve the quality of education and research (de Wit, 2011, p.3).
Why study “Internationalization”? "International dimension takes an increasingly central role in higher education" (de Wit, 2011, p.1).

- Internationalization is a major concern and widely acknowledged issue among higher education institutions (Teichler, 2004 as cited in Po-Yun, 2008; Po-Yun, 2008).
Assessing Internationalization

Four domains of internationalization
Padama et al (2010, as cited in Balagtas, et al., 2012):
1) Knowledge Creation and Application
2) Quality and Excellence
3) Culture of Sharing and Service
4) Growth Efficiency and Accountability
• Curriculum & Instruction
• Research Collaboration

• Mobility & Exchanges for Students & Teachers
• International & Intercultural Understanding / Networking
• Cooperation & Development Assistance

Domain 1
Knowledge Creation and Application

Domain 2
Quality & Excellence

Domain 3
Culture of Sharing & Service

Domain 4
Growth, Efficiency & Accountability

Source: Balagtas et al., 2012
Po-Yun (2008, p. ii) analyzed the impacts of internationalization on the quality assurance policies of higher education institutions in Finland and Taiwan.
Research Questions:

(1) How do school administrators and faculty members assess the current status of internationalization of their respective teacher education institutions?

(2) What issues and challenges do school administrators and faculty members encounter in relation to internationalization?
Instruments

- Instrument developed by Balagtas et al. (2012)
  Scale:
  0-.50 = Not at all internationalized
  0.51-1.50 = Internationalized to little extent
  1.51-2.50 = Internationalized to some extent
  2.51-3.50 = Internationalized to high extent
  3.51-4.00 = Internationalized to a very high extent
- Open-ended questions adopted from the study of Po-Yun (2008)
Respondents

• Administrators (8 college deans, 8 program heads, 8 directors of the office of student affairs)
• Faculty members (5 from each of the 8 teacher education institutions in Region-3)
<table>
<thead>
<tr>
<th>Dimensions</th>
<th>Administrators</th>
<th>Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total Mean</td>
<td>Std. Dev.</td>
</tr>
<tr>
<td>1. Curriculum and Instruction</td>
<td>2.43</td>
<td>0.5708</td>
</tr>
<tr>
<td>2. Research Collaboration</td>
<td>1.61</td>
<td>0.3538</td>
</tr>
<tr>
<td>3. Academic Standards and Quality</td>
<td>2.39</td>
<td>0.3971</td>
</tr>
<tr>
<td>4. Mobility and Exchanges for Students and Teachers</td>
<td>1.52</td>
<td>0.2588</td>
</tr>
<tr>
<td>5. International and Intercultural Understanding / Networking</td>
<td>1.35</td>
<td>0.5508</td>
</tr>
<tr>
<td>6. Cooperation and Development Assistance</td>
<td>1.26</td>
<td>0.3394</td>
</tr>
<tr>
<td>7. International Students Recruitment</td>
<td>1.28</td>
<td>0.0462</td>
</tr>
<tr>
<td>8. Facilities and Support System</td>
<td>1.79</td>
<td>0.5581</td>
</tr>
<tr>
<td>9. Diversity Income Generation</td>
<td>0.86</td>
<td>0.1721</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1.61</td>
<td>0.3608</td>
</tr>
</tbody>
</table>
Definition of internationalization

• Entry of foreign students. (N=5)
• Internationalization with respect to higher education means that our education is congruent not with other foreign countries; elements of internalization, making our graduate’s internationally competitive; compliance with world class standard in education (N=15)
Definition of internationalization

- It is being able to develop global citizens and accept multicultural differences, live in solidarity with people of other nations. (N=12)
- Internationalization is globalization, understanding and appreciating the culture of other countries. (N=18)
Effects of internationalization

• “We become known in other countries.”; university’s prestige (N=4)
• “Collaboration with church-related agencies abroad.”; international linkages (N=5)
• Internationalization will mean for our institutions to upgrade our facilities and instruction in order to be at par with other higher education institutions in other countries and to produce quality graduates. (N=25)
Effects of internationalization

- Being able to interact with open mind the citizens of different nation, including our country mates; critical thinking skills collaboration. (N=4)
- There is no much effect. The school doesn’t have foreign students. (N=2)
Impacts of internationalization

• Inclusion of technology in the teaching-learning environment; online learning (N=3)
• Training and equipping teachers in handling local and foreign students; improving instruction / quality of education (N=7)
Impacts of internationalization

• The institution needs to seek more foreign grants and linkages. (N=4)
• Quality assurance and internationalization will harness the best in our professor; graduates will have a wider employment base, and how it can be done even with limited resources. (N=9)
Impacts of internationalization

- There is a demand to upgrade the institution’s financial capability and facilities. (N=2)
- This will keep us abreast and updated with the current trends and issue in education, economic exchange, business counterparts and fellowships. (N=4)
- None (N=2)
### Perceived TEIs Status of Internationalization

<table>
<thead>
<tr>
<th>N</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=18, F=30</td>
<td>• Very slow manifestation of internationalization; poor facilities and limited resources; no program for internationalization at this time;</td>
</tr>
<tr>
<td>A=6, F=10</td>
<td>• Starting still.</td>
</tr>
</tbody>
</table>
• Participants’ overall ratings of their respective teacher education institutions using the nine dimensions show that the said institutions have undergone internationalization at some extent.
Summary and Conclusion

- According to the responses of both groups of respondents, internationalization was mostly evident among the teacher education institutions (being assessed in the study) in the curriculum and instruction dimension as this dimension got the highest ratings in both groups of respondents.
Summary and Conclusion

• On the one hand, diversity income generation and mobility and exchanges for students and teachers received the lowest ratings from the administrators group and faculty members group, respectively.
Summary and Conclusion

• Majority of the respondents said that there was a very slow manifestation of internationalization in their respective colleges and universities due to lack of enough resources to support the changes in policy, improvement of facilities and innovation of educational programs being offered in their institutions.
Recommendations

• School administration should carefully consider all the nine dimensions of internationalization in the formulation or modification of their quality assurance policy.

• School administrators and teachers should look into their respective institutions’ weak areas (in accordance with the nine dimensions of internationalization) and work together for their institutions to improve on those dimensions.
Recommendations

• Higher education institutions, especially teacher education institutions, must have a clear understanding of internationalization and must be constantly reviewing and assessing their internationalization status not only for the institutions’ prestige but also for the benefit of one of the important stakeholders of education – the learners.
References


