

Readiness Of The Higher Education Institutions In Surigao Del Norte Towards Internationalization Of Education

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ABSTRACT

This study was conducted to specifically determine the present strategic initiatives and practices, opportunities and challenges of the college or the university on globalization based on the following: curriculum and instruction; research and extension and international linkages and networking as basis to propose a program of development on internationalization of education. It is quantitative in approach, using descriptive survey research design. The participants were 98 officials and staff of six selected Higher Education Institutions in Surigao del Norte namely: Surigao State College of Technology now Surigao de Norte State University (with three satellite campuses in del Carmen, Mainit and Malimono), Surigao Education Center, St. Jude Thaddeus Institute of Technology and St. Paul University. Findings revealed that the strategic initiatives and practices and the opportunities on globalization as to Curriculum and Instruction ($M= 1.96$, $SD = 0.48$), Research and Extension ($M= 2.55$, $SD = 0.60$, and International Linkages and Networking ($M=1.78=SD0.42$) is not so evident which means that the readiness is to a less extent or is barely noticeable. Results on the opportunities and challenges ($M=2.07$, $SD=0.52$) described that the challenges which prevailed over the opportunities are not so evidently addressed so readiness is barely noticeable. The researcher thus, recommends the use of the researcher proposed development program on internationalization of education by the selected HEIs who participated in this study for their reference in moving forward in internationalization of education.

Keywords: *Strategic Initiatives and Practices, Opportunities and Challenges, Curriculum and Instruction, Research and Extension, International Linkages and Networking, Globalization, Internationalization in Education*

Introduction

One of the most trending concepts of today is globalization. Considering this, there is an urgent need for education to be responsive to cater to the global welfare of the learners. The 21st century learning requires the higher education institutions to go for internationalization in order to align with the demands among nations for cross-border and cross – cultural education as a result of globalization and integration. The challenge among higher education, thus, is to respond to the realities of globalization and development in education which are the phenomena of the 21st century but which should be translated to opportunities for the regional to national good.

The Department of Education (DepEd) had launched the K to 12 Basic Education Program in response to globalization, internationalization of education and the ASEAN Economic Community (Rosaroso, Dakay, and Sarmiento: 2015). A DepEd article cites one common problem frequently encountered by overseas Filipino workers, which is, the non-recognition of their degrees due to insufficiency of basic education and deteriorating quality of higher education. The Commission on Higher Education (CHED) likewise acknowledges the same challenge in education. CHED Memorandum Order 62 S. 2016 Article 1.2 clearly states that the Internationalization of Philippine Higher Education would help to facilitate the development of the human resources to become responsive to the needs of the present time. Internationalization effectively prepares individuals for the global workforce, fosters national

development and competitiveness, and generates additional financial gains in the local economy (Moshtari and Safarpour: 2023; Qia et.al: 2024). Hence, the four fold functions need to strengthen namely: curriculum and instruction, research, extension and production (<http://www.carsu.edu.ph/manual>). According to Knight as cited by Zolfaghari, Sabran and Zolfaghari (2009) in the teaching and learning process, research and scholarly activities as well as the service to society is an integral part of the universities in internationalization. This means that, all of these areas are vital in pursuing quality education. This is the reason why the Commission on Higher Education (CHED) is underway working on its action plan for tertiary education. Therefore, universities are working to meet global standards, connect with international partners, and get students ready for a world without borders (Rogayan and Mendoza: 2023).

Along its leveling up effort, Licuanan (2011) points a deterring factor when she stated that there some Colleges and Universities in the Philippines which have unfortunately failed to provide quality education. Some studies on Philippine education have revealed that the expansion of educational opportunities is inversely matched by a deteriorating quality of education in the country as pointed by Corpus in 2003. In addition, Killingley and Ilieva (2015), pointed out that the area of weakness is the relative lack of opportunity and openness of the higher education sector to international students and international faculty. There are other pressing issues that should be addressed. Durban contends (2012) that in spite of all the efforts made by CHED, it still failed to regulate the opening of programs. Universities' local programs do not always match international programs (Moshtari and Safarpour: 2023). This resulted to a mismatch of the educational output to the needs of society. There are universities which produce graduates who cannot be absorbed by the labor market in the Philippines. The situation brings us to an examination of the different issues and concerns now face by the Philippine educational system which is accounted on the curriculum and instruction area.

Further, Durban: 2012; Beltran: 2024 posited that the response to the international academic community is the globalization of education because through this, colleges and universities can to produce globally competitive graduates. However, programs still need to be realigned to meet the international standards which include the qualification of teachers, quality facilities, instructional materials, library resources, the support services and strategies that conform to the international accreditation requirements. As a consequence, the lack of these requisites, Filipino graduates who work abroad end up as laborers or domestic helpers, into jobs which do not fit their educational credentials.

CHED Memorandum Order No.2 Series of 2008 Article 1 states that the Commission on Higher Education recognizes that globalization, changing foreign policies, and liberalization of trade in goods and services worldwide have created a climate for borderless teaching and learning as well as expanded the opportunities for transnational education. However, there are significant data gaps for international students studying in the tertiary education system which indicates that the Philippines has the lowest number of international students among ASEAN comparator group (Killingley and Ilieva: 2015). In March 2014, CHED Chairperson Patricia Licuanan admitted that the Philippines need to accomplish a policy framework for the "Internationalization of Higher Education" and inclusion of more Philippine Universities in the ASEAN University Network including the participation in the ASEAN International Mobility of Students (AIMS) Program. Further, she added that there should be a development of a better credit transfer system and "Diploma Supplement which will enable the comparability of Philippine higher education with those of other countries." This is the challenge faced by the Commission on Higher Education which governs the operation and monitoring of the performance of Philippine Higher Education Institutions (HEIs). It clearly figures out that the Philippine higher education shall be attuned with the demands for a cross-cultural and cross-border education which have been brought about by the integration and collaboration of nations for globalization.

Another significant point to note for internationalization is on the area of research as one of the functions of higher education. It has been revealed that the research output is low compared to ASEAN peer countries. Elsevier 2015 carried out a research in literature and studies for the British Council and the Foreign Commonwealth Office which highlighted five selected ASEAN countries namely: Philippines, Indonesia, Thailand, Malaysia and Vietnam (Killingley and Ilieva: 2015). Malaysia has maintained high growth rate of 2.2 percent of the world's research output, Thailand comes next in the research output while the Philippines ranks as the lowest. This clearly points out that the country's research capability is less strong. This is an indicator that should stir those responsible to pay more attention to nurture and develop domestic research capacity.

Consequently, these realities portray that there are things needing improvement. The issue directly points out to improving the quality of education in Philippine Higher Education. Ardakania (2011) posited that

internationalization in education is not only to strengthen the international aspect of higher education but it would also strengthen the country in the regional and international competitions. Padama (2010) contended that Internationalization is already a part of the core operation of HEI's in the National Capital Region. That is why; the Commission on Higher Education has mandated to provide awareness to all HEIs regarding internationalization in order to develop a data base, collect information and even develop a conceptual framework to serve as a model for HEIs in the Philippines towards internationalization.

However, in Surigao del Norte, there is still no data base and documented information for internationalization initiatives among local Colleges and Universities. This awareness and the gaps and declarations in the preceding statements propelled the researcher to conduct the present study with the end in view to propose a program for development of internationalization in education among HEI's in Surigao del Norte.

Methodology

This quantitative study employed a descriptive survey design to assess the current strategic initiatives, opportunities, and challenges related to globalization among selected higher education institutions (HEIs) in Surigao del Norte, with the aim of formulating a development program for the internationalization of education. The study involved 98 participants, including school presidents, vice presidents, deans, program heads, and support services staff from both public and private HEIs. Data was collected using a researcher-made questionnaire, validated for content and construct, which covered participants' demographics, the extent of readiness for globalization, and additional written responses. Ethical standards were strictly observed, including obtaining consent, ensuring confidentiality, and handling data with care. The researcher personally administered the questionnaires, and the responses were analyzed to address the research objectives while maintaining a balance between potential harm and benefits.

Results and Discussion

1.1. Table 1. Extent of Readiness of the Present Strategic Initiatives and Practices on Globalization as to Curriculum and Instruction by Selected Higher Education Institutions in Surigao del Norte

Indicator	Mean	SD	Verbal Interpretation	Qualitative Description
Accreditation for quality assurance	2.82	0.87	Evident	Readiness to a Moderate Extent
International students	1.47	0.30	Not Evident	Least Implemented
Student exchange program	1.52	0.37	Not Evident	Least Implemented
Foreign visiting lecturers	1.55	0.44	Not Evident	Least Implemented
Cross-cultural training through twinning programs	1.72	0.51	Not Evident	Least Implemented
Overall Mean	1.96	0.48	Not so Evident	Readiness to a Less Extent

Table 1 illustrates summary of the extent of the readiness of the present strategic initiatives and practices on globalization as to curriculum and instruction by the selected higher education institutions in Surigao del Norte. As shown, the overall average mean is 1.96 with SD of 0.48 verbally interpreted as "Not so Evident" and qualitatively described as *Readiness to a Less Extent* meaning, the implementation is barely noticeable. The result reveals that the highest mean of 2.82 with SD of 0.87 verbally interpreted as "Evident" and qualitatively described as *Readiness to a Moderate Extent*, the indicator, *There is an evidence of accreditation for quality assurance* which is common among the participants of this study. These accrediting bodies are AACUP for state college and PAASCU for private sectarian academic institution. The ISO providers are TUV Rheinland Philippines for school G and AJA for school E. The accreditation activities are initiatives that geared towards maintaining quality standards. On the other hand, there are indicators which are "Not Evident" hence, qualitatively described as *Least Implemented*, as follows: *There are international students* (M=1.47, SD=0.30), *There is a student exchange program* (M=1.52, SD=0.37), *There are foreign visiting lecturers in some programs* (M=1.55, SD=0.44) and *there is a cross-cultural training through twinning programs* (M=1.72, SD=0.51).

The results suggest that curriculum and instruction need to be improved in order to align with international standards. The curriculum is the heart of the institution, a good curriculum marks quality standards and quality education. This is why; the Commission on Higher Education (CHED) mandated that HEIs must to attune their

curriculum with the realities of the 21st education. The emergence of the ASEAN integration brought about in teaching, a change from the instruction- centered paradigm in higher education to one that is learner-or student-centered, within a lifelong learning framework which is Outcomes- based. (CHED CMO-NO.46 p.11s. 2012 OBE and Typology). In fact, students need more student-centered learning and access to current knowledge (Valentino and Hagenimana: 2020).

The alignment to the policies and requirements should be considered a priority for the improvement and development of the curriculum and instruction. This is the realm of attuning the curriculum in order to respond to globalization. Curriculum is the major vehicle for accomplishing internationalization (Kumar, Kant, Kumari: 2018) and the most effective and sustainable approach to learn internationalization is through the curriculum. Moreover, the internationalization of the curriculum is geared to better prepare the graduates for employment in the global market by engaging them into international activities and experiences.

Table 2. *Extent of the Readiness of the Present Strategic Initiatives and Practices on Globalization as to by Research and Extension the Selected Higher Education Institution in Surigao del Norte*

Indicators	Mean	SD	VI	QD
1. There are international and intercultural campus events for extension services.	1.96	0.56	NSE	LsE
2. There is training on how to address the global challenges conducted in the community extension service for sustainable productivity of the local community and international community in general.	2.27	0.69	NSE	LsE
3. There is an institutional link between research, curriculum and teaching.	2.49	0.75	NSE	LsE
4. There is a researcher and graduate student exchange programs.	1.82	0.53	NSE	LsE
5. There are international research partners in academic and other sectors.	2.12	0.65	NSE	LsE
6. There is an international funding grant from international partner for extension programs	1.87	0.56	NSE	LsE
7. There is an international funding grant from international partner for research.	1.88	0.57	NSE	LsE
8. There are international Memorandum of Agreements in	1.93	0.58	NSE	LsE

Table 2 displays the summary on the extent of the readiness of the present strategic initiatives and practices on globalization as to research and extension by selected higher education institution in Surigao del Norte. As shown, the overall average mean is 2.05 with SD of 0.06 verbally interpreted as “Not so Evident” and qualitatively described as *Readiness to a Less Extent*. The result reveals that the highest mean is 2.49 with SD 0.53 verbally interpreted as “Not so Evident” and qualitatively described as *Readiness to a Less Extent*. *There is an institutional link between research, curriculum and teaching*. Pandi and Tiwari (2014), asserted that the system of education in a nation is comprised of learning, teaching, training and research in formal or informal ways. The findings reveal that the curriculum and instruction in the higher education institutions would also place an emphasis on research.

On the other hand, the lowest indicator which is “Not so Evident” hence, qualitatively described as *Less Readiness*, is there is a researcher and graduate student exchange program. This implies that the implementation is barely noticeable. CHED mandates and keep emphasizing to HEIs to generate more research output. However, despite the efforts to improve the research capacity among HEI’s, in general, most of the higher institutions find difficulty in complying. The lack of international exposure among researchers is one of the reasons that there is a limited opportunity to present and publish internationally. The study of the British council (2015), it was revealed that the Philippines has the lowest productivity in terms of research.

Table 3. *Summary of the Extent of the Readiness of the Present Strategic Initiatives and Practices on Globalization as to International Linkages and Networking the Selected Higher Education Institution in Surigao del Norte*

Indicators	Mean	SD	VI	QD
1. There is an established data based/ linkage for possible partnership with the industries in the international community for possible employment of graduates.	2.03	0.54	NSE	LsE
2. There is participation in an international network on some educational organizations and affiliations.	1.92	0.49	NSE	LsE
3. There are International development assistance projects.	1.76	0.44	NSE	LsE
4. There is a link between development projects and training activities with teaching and research in the international community	1.87	0.46	NSE	LsE
5. There is a customized/contract training program offshore for international linkage and partnership	1.67	0.38	NE	LeE
6. There is a franchise delivery of programs in overseas institutions.	1.62	0.34	NE	LeE
7. There is an offering of Offshore teaching sites and distance Education	1.59	0.37	NE	LeE
8. There is a database on the access of scholarship grants Abroad	1.73	0.41	NE	LeE
9. There are international Community-based partnerships and projects with non-government groups or private sector companies	1.87	0.55	NSE	LsE
10. There is a community service and intercultural project work for international partnership	1.73	0.49	NE	LeE
Overall	1.78	0.42	NSE	LsE

Table 3 shows the summary of the extent of the readiness of the present strategic initiatives and practices on globalization as to International Linkages and Networking by the Selected Higher Education Institution in Surigao Del Norte. As shown, the overall average mean is 1.78 with SD of 0.42 verbally interpreted as “Not so Evident” and qualitatively described as *Readiness to a Less Extent*. The result reveals the highest mean of 2.03 with SD of 0.54 verbally interpreted as “Not so Evident” and qualitatively described as *Readiness to a Less Extent*. This is the indicator, *There is less evidence of established data based/ linkage for possible partnership with the industries in the international community for possible employment of graduates*. This is a necessity for programs that require OJT like Maritime Education and Hotel and Restaurant Management. The expanded linkages and networking is essential because this is a wonderful opportunity to acquire a global perspective. The promotion of academic linkages abroad pave the way to help the development of strategies to internationalize Philippine higher education and monitor graduate and undergraduate competitiveness with international standards of quality and excellence (Romero: 2004, Beltran: 2024).

In this view, the government has created Senate Bill (S.B 1593) on transnational education as a vehicle towards internationalization. The modes of transnational higher education programs would assert to shape the new educational system to be attuned with international practices. On the other hand, the lowest mean is 1.59 with SD of 0.37 verbally interpreted as “Not Evident” hence, qualitatively described as *Least Readiness*, which is, there is an offering of offshore teaching sites and distance education. In all the HEIS surveyed, this program which does not exist yet. This finding thus, indicates that international linkages and networking among selected higher education institution in Surigao del Norte which is readiness to a less extent suggests that implementation is barely noticeable.

1.1. Table 4. Extent of Opportunities and Challenges of Globalization Experienced by Selected Higher Education Institutions in Surigao del Norte

Indicators	Mean	SD	VI	QD
1. Sufficient exposure to international opportunities and benefits like:				
1.1 scholarship grants;	1.98	0.60	NSE	LsE
1.2 research collaborations;	2.07	0.65	NSE	LsE
1.3 partnerships / linkages for twinning programs;	1.98	0.61	NSE	LsE
1.4 alternative mode of delivering education such as blended learning, online and modular type.	1.94	0.49	NSE	LsE
2. There is an evident readiness of the faculty, students and the institution in general.	2.25	0.61	NSE	LsE
3. Sufficient capacity to accommodation and support mechanisms to host international students.	1.95	0.58	NSE	LsE
4. The institution has favorable capacity to host as a delivering partner institution on some programs local/international.	2.05	0.61	NSE	LsE
5. Difficulties of recognition in establishing equivalences in study programs.	1.97	0.49	NSE	LsE
6. International engagement is not viewed as a key strategic priority.	2.07	0.48	NSE	LsE
7. Lack of accommodation and support mechanism to host international students	2.13	0.53	NSE	LsE
8. Insufficiency of institutional funding to promote internationalization initiatives.	2.27	0.61	NSE	LsE
9. Inflexibility in curriculum to accommodate international students.	2.18	0.56	NSE	LsE
Overall	2.07	0.52	NSE	LsE

Table 4 displays the summary of the extent of the Opportunities and Challenges of globalization as experienced by the Selected Higher Education Institutions in Surigao del Norte. As shown, the overall average mean is 2.07 with SD of 0.52 verbally interpreted as “Not so evident” and qualitatively described Readiness to Least Extent.

The result reveals that the highest mean is 2.27 with SD of 0.61 verbally interpreted as “Not so Evident” and qualitatively described as *Readiness to a Less Extent*. This is the indicator, *there is evidence of the Insufficiency of institutional funding to promote internationalization initiatives*. The opportunities may turn out to become challenges. In reference to global perspective, many challenges are emerging in education because of the wide and indispensable changes happening due to technological advancement. Also shown on the table is the result revealed that of the indicators are readiness to a less extent, meaning the indicators are not so observed.

The lowest mean is 1.94 with SD 0.49 verbally interpreted as “Not so evident” and qualitatively described as *Readiness to a Less Extent*, that is, with regards to *alternative mode of delivering education such as blended learning, online and modular type*. This implies that the extent of the opportunities on these modes of learning is not so observable. Addressing the challenges of globalization is a huge task to do because it would entail reform and transformation among higher education institutions to become responsive to the global demand. This is expected among colleges and universities, to think out of the box and become visionaries to deliver quality education that capacitates students to become globally competitive. The ASEAN is a crucial reform marks significant enhancement as a noteworthy avenue in opening the gates of economic development (Albia and Chan: 2017). The higher education institutions carry the task to produce the “best brains” and highly competitive leaders in the industry. The curriculum, teaching, and learning of various disciplines are influenced by the perspectives and frameworks that guide their understanding of knowledge (Neumann et al. 2002; Clifford 2009 as cited by Shahjahan et. Al)This notes the relevance and interdependence of the industry and the higher education institution that is why the opportunities spring out to different dimensions, from studies to employment of graduates.

1.1.

Table 5. Summary of the Extent of the Actions in Dealing with the Challenges on Globalization among Selected Higher Education Institution in Surigao del Norte

Indicators	Mean	SD	VI	QD
1. The institution is engaged to look for sources to provide world-class facilities.	2.44	0.70	NSE	LsE
2. The institution has established an office for external affairs and linkages.	2.15	0.66	NSE	LsE
3. The institution has undergone accreditation from recognized international accrediting and regulatory bodies.	2.47	0.73	NSE	LsE
4. The institution has created a Quality Assurance Office to plan and monitor standards.	2.84	0.86	NSE	LsE
5. The institution has participation in the government policy towards internationalization.	2.72	0.91	E	ME
6. The institution has established clear vision, policies and guidelines towards engaging in the internationalization of education.	2.64	0.83	E	ME
7. The institution involved the stakeholders, support services, staff and administration to support internationalization initiatives.	2.46	0.72	NSE	LsE
8. There is an institutional funding that will promote internationalization initiatives	2.07	0.61	NSE	LsE
9. The institution has collaboration with partner agencies for sufficient exposure to international opportunities for partnership as to academic programs.	2.28	0.73	NSE	LsE
10. The institution has benchmarked strategies to employ for the internationalization in education.	2.39	0.77	NSE	LsE
11. There is an auxiliary service that support educational services including promotion activities, recruitment of students, admission, registration, processing of payment , student orientation, and other related activities	2.39	0.73	NSE	LsE
12. There is a study program or course of study or parts of a course that leads to a qualification after completion among staff, administration and faculty.	2.31	0.71	NSE	LsE
14. The institution has recognized its readiness to go for internationalization.	2.30	0.70	NSE	LsE
15. There is an increased recognition of the academic degrees and programs offered by the institution of its graduates in other countries.	2.24	0.64	NSE	LsE
Overall	2.42	0.71	NSE	LsE

Table 5 displays the summary of the actions in dealing with the challenges on globalization by the selected Higher Education Institutions in Surigao del Norte. As shown, the overall average mean is 2.24 with SD of 0.71 verbally interpreted as “Not so Evident” and qualitatively described as *Readiness to a Less Extent*. The result reveals the highest means which are as follows: *The institution has participation in the government policy towards internationalization* (M=2.71, SD= 0.91), *The institution has established clear vision, policies and guidelines towards engaging in the internationalization of education* (M= 2.64, SD= 0.83) *The institution upholds academic quality through programs that have achieved required level of accreditation and other quality assurance requirements* (M=2.59, SD= 0.82). All verbally interpreted as “Evident” and qualitatively described as *Implemented to a Moderate Extent*. This implies that this puts faith an evidence of implementation of the participation in the government policy towards internationalization through CHED requirements in the compliance to Outcomes Based Education. In addition, this is the reason why the institutions have established clear vision, policies and guidelines towards engaging in the internationalization of education. Another strong point of the action initiated is

the accreditation and other quality assurance endeavors which have been cited in the previous tables as part of the initiatives.

However, there are indicators which are “Not so Evident”, hence qualitatively described as *Least Ready* as follows: *There is an institutional funding that will promote internationalization initiatives* (M=2.07, SD=0.61), *The institution has collaboration with partner agencies for sufficient exposure to international opportunities for partnership as to academic programs* (M=2.28, SD=0.73), *There is an increased recognition of the academic degrees and programs offered by the institution of its graduates in other countries* (M=2.24, SD= 0.64), *The institution has recognized its readiness to go for internationalization* (M=2.30, SD= 0.70), *There is a study program or course of study or parts of a course that leads to a qualification after completion among staff, administration and faculty.* (M=2.31,SD=0.71), *There is an auxiliary service that support educational services including promotion activities, recruitment of students, admission, registration, processing of payment , student orientation, and other related activities* (M=2.39, SD=0.77), *The institution has benchmarked strategies to employ for the internationalization in education* (M=2.39,SD=0.73), *The institution is engaged to look for sources to provide world-class facilities* (M=2.44, SD=0.70), *The institution involved the stakeholders, support services, staff and administration to support internationalization initiatives* (2.44,SD=0.70), *The institution has undergone accreditation from recognized international accrediting and regulatory bodies* (2.47,SD=0.73), and *The institution has created a Quality Assurance Office to plan and monitor standards* (M-2.84,SD 0.86).

The findings are *readiness is to a less extent* since it is not so visible; hence, the readiness is barely noticeable. This implies that, there is a need to improve in these areas and actions shall be addressed and included in the developmental plan of the school. Rosaroso (2015), states that one of the problems arising on student’s mobility for scholarship and exchange programs is the fact that universities abroad would only tie up with a college/university whose faculty have the appropriate and acceptable qualifications.

There are diverse reasons the higher education institution of which several are similar. This could be best viewed examining and looking considering the lowest means identified. Also noted, that the lowest mean is generally related to aspects that require budget like providing world class infrastructure, an office that solely administers and takes charge of international linkages and networking. There are indeed a lot of factors to consider and adequate funds that would support the initiatives of the school.

Table 6. Grand Summary of Results on the Extent Readiness of the Selected Higher Education Institutions in Surigao City

Indicators	Average Mean	SD	VI	QD
Curriculum and Instruction	1.96	0.48	NSE	LsE
Research and Extension	2.05	0.60	NSE	LsE
International Linkages and Networking	1.78	0.42	NSE	LsE
Opportunities and Challenges of Globalization	2.07	0.52	NSE	LsE
Actions in Dealing with the Challenges	2.42	0.71	NSE	LsE
Total average	2.06		NsE	LsE

Table 6 shows the grand summary of the extent of readiness by the selected Higher Education Institutions in Surigao del Norte. As shown, the overall average mean is 2.06 interpreted as “Not so Evident” and qualitatively described as *Readiness to a Less Extent*. The result reveals the highest means which are as follows: *The institutions have actions in dealing with the challenges* (M=2.42, SD= 0.71), As revealed in the results there are actions taken by the institutions which are as follows: accreditation activities with the accrediting bodies like PAASCU, PACUCOA, and ISO. There are also Research and Extension activities with local and international partners/ collaborations. In addition, the access and equity to education mandated by CHED is also visible among HEIs with the offering of the free higher education among public tertiary schools, the scholarship programs for access and the provision of alternative modes of learning or acquiring qualification by offering TESDA/ TVET programs for ladderization leading to a degree.

The lowest is the international linkages and networking with the mean of 1.78 and SD of 0.42 verbally

interpreted as “Not so Evident” or the extent of readiness is barely noticeable. This describes that there is a need for more linkages and networking. It is imperative that when the connectivity is increased there are possible opportunities. Linkages help the access of wide range sources and up -to- date information. In addition, through partnerships, it creates an avenue for literacy and continuing education.

Table 7. Summary of the Extent of the Actions in Dealing with the Challenges on Globalization among Selected Higher Education Institution in Surigao del Norte

Indicators	Mean	SD	VI	QD
1. The institution is engaged to look for sources to provide world-class facilities.	2.44	0.70	NSE	LsE
2. The institution has established an office for external affairs and linkages.	2.15	0.66	NSE	LsE
3. The institution has undergone accreditation from recognized international accrediting and regulatory bodies.	2.47	0.73	NSE	LsE
4. The institution has created a Quality Assurance Office to plan and monitor standards.	2.84	0.86	NSE	LsE
5. The institution has participation in the government policy towards internationalization.	2.72	0.91	E	ME
6. The institution has established clear vision, policies and guidelines towards engaging in the internationalization of education.	2.64	0.83	E	ME
7. The institution involved the stakeholders, support services, staff and administration to support internationalization initiatives.	2.46	0.72	NSE	LsE
8. There is an institutional funding that will promote internationalization initiatives	2.07	0.61	NSE	LsE
9. The institution has collaboration with partner agencies for sufficient exposure to international opportunities for partnership as to academic programs.	2.28	0.73	NSE	LsE
10. The institution has benchmarked strategies to employ for the internationalization in education.	2.39	0.77	NSE	LsE
11. There is an auxiliary service that support educational services including promotion activities, recruitment of students, admission, registration, processing of payment , student orientation, and other related activities	2.39	0.73	NSE	LsE
12. There is a study program or course of study or parts of a course that leads to a qualification after completion among staff, administration and faculty.	2.31	0.71	NSE	LsE
14. The institution has recognized its readiness to go for internationalization.	2.30	0.70	NSE	LsE
15. There is an increased recognition of the academic degrees and programs offered by the institution of its graduates in other countries.	2.24	0.64	NSE	LsE
Overall	2.42	0.71	NSE	LsE

Table 7 displays the summary of the actions in dealing with the challenges on globalization by the selected Higher Education Institutions in Surigao del Norte. As shown, the overall average mean is 2.24 with SD of 0.71 verbally interpreted as “ Not so Evident” and qualitatively described as *Readiness to a Less Extent* . The result reveals the highest means which are as follows: *The institution has participation in the government policy towards internationalization* (M=2.71, SD= 0.91), *The institution has established clear vision, policies and guidelines towards engaging in the internationalization of education* (M= 2.64, SD= 0.83) *The institution upholds academic quality through programs that have achieved required level of accreditation and other quality assurance requirements* (M=2.59, SD= 0.82). All verbally interpreted as “Evident” and qualitatively described as *Implemented to a Moderate Extent*. This implies that this puts faith an evidence of implementation of the participation in the government policy towards internationalization through CHED requirements in the compliance to Outcomes

Based Education. In addition, this is the reason why the institutions have established clear vision, policies and guidelines towards engaging in the internationalization of education. Another strong point of the action initiated is the accreditation and other quality assurance endeavors which have been cited in the previous tables as part of the initiatives.

However, there are indicators which are “Not so Evident”, hence qualitatively described as *Least Ready* as follows: *There is an institutional funding that will promote internationalization initiatives* (M=2.07, SD=0.61), *The institution has collaboration with partner agencies for sufficient exposure to international opportunities for partnership as to academic programs* (M=2.28, SD=0.73), *There is an increased recognition of the academic degrees and programs offered by the institution of its graduates in other countries* (M=2.24, SD= 0.64), *The institution has recognized its readiness to go for internationalization* (M=2.30, SD= 0.70), *There is a study program or course of study or parts of a course that leads to a qualification after completion among staff, administration and faculty.* (M=2.31,SD=0.71), *There is an auxiliary service that support educational services including promotion activities, recruitment of students, admission, registration, processing of payment , student orientation, and other related activities* (M=2.39, SD=0.77), *The institution has benchmarked strategies to employ for the internationalization in education* (M=2.39,SD=0.73), *The institution is engaged to look for sources to provide world-class facilities* (M=2.44, SD=0.70), *The institution involved the stakeholders, support services, staff and administration to support internationalization initiatives* (2.44,SD=0.70), *The institution has undergone accreditation from recognized international accrediting and regulatory bodies* (2.47,SD=0.73), and *The institution has created a Quality Assurance Office to plan and monitor standards* (M=2.84,SD 0.86).

The findings are *readiness is to a less extent* since it is not so visible; hence, the readiness is barely noticeable. This implies that, there is a need to improve in these areas and actions shall be addressed and included in the developmental plan of the school. Rosaroso (2015), states that one of the problems arising on student’s mobility for scholarship and exchange programs is the fact that universities abroad would only tie up with a college/university whose faculty have the appropriate and acceptable qualifications.

There are diverse reasons the higher education institution of which several are similar. This could be best viewed examining and looking considering the lowest means identified. Also noted, that the lowest mean is generally related to aspects that require budget like providing world class infrastructure, an office that solely administers and takes charge of international linkages and networking. There are indeed a lot of factors to consider and adequate funds that would support the initiatives of the school.

Conclusion

Based on the study's findings, it can be concluded that the selected higher education institutions (HEIs) in Surigao del Norte exhibit limited visibility in their strategic initiatives and practices related to globalization, particularly in areas such as curriculum and instruction, research and extension, and international networking. Despite the availability of opportunities for globalization, these are not fully tapped or maximized by the institutions, largely due to financial constraints and other considerations. Conversely, the challenges associated with globalization are more prevalent and noticeable. While the HEIs have taken some actions to address these challenges, these efforts are not clearly visible, indicating a lack of readiness for globalization.

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