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# **HARVEST**

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# HARVEST

*The Institutional Research Publication of Baliuag University*

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## TABLE OF CONTENTS

|   |            |  |
|---|------------|--|
| <i>Ma. Niña I. Adriano</i><br><i>Myra P. Gonzales</i>   | <i>1</i>   | Attitudes and Perceptions of Baliuag University Students Toward Internationalization Amidst ASEAN Integration          |
| <i>Marie Joyce D. Veneracion</i>  | <i>22</i>  | Nasyonalismo: Ang Makabayang Pilosopiya sa Pagpapanumbalik ng Maka-Pilipinong Kamalayan                                |
| <i>Rolando R. Calma, DBA</i>  | <i>49</i>  | A Tracer Study of the Bachelor of Science in Business Administration Graduates of Baliuag University From 2013 to 2015 |
| <i>Leticia T. Alcantara</i><br><i>Willam DC. Enrique, PhD</i><br><i>Don Jose DG. Pangilinan</i> | <i>80</i>  | Professional Preparedness of Student Teachers of Baliuag University College of Education                               |
| <i>Sammy Isidro P. Pagaduan</i>   | <i>113</i> | <i>Si Boss o si Bossing</i> : Persepsyon ng mga Kawaning Baliwageño sa Kanilang Tagapamuno                             |
| <i>Christian E. Jordan</i>  | <i>141</i> | Finding the Missing Pieces: The Impact of Spirituality on the Death Anxiety Experienced by Elderly Individuals         |
| <i>Maria N. Cusipag, PhD</i>  | <i>165</i> | The Self-Reviewed Compositions of Taiwanese EFL Learners Exposed to Different Feedback Patterns                        |
|   | <i>188</i> | About the Authors  |

**Attitudes and Perceptions of Baliuag University Students  
Toward Internationalization Amidst ASEAN Integration**

*Ma. Nina I. Adriano and Myra P. Gonzales*

**Abstract**

A number of research studies have established that there is a relationship between perception and preparedness, as well as preparedness and attitude. These studies have also indicated that attitude and perception are linked to preparedness. However, the context in which these studies were conducted were on career and student preparation, teachers' attitude and teachers' preparation, and risk perception and disaster preparedness. The present study examines the relationship of three variables in the context of students' attitude and perception of internationalization, the benefits they obtain from it, and the support given to internationalization by higher education institutions (HEI). Using a survey questionnaire, the study revealed that BU students have a positive perception of internationalization, HEI's support to internationalization, and the benefits of internationalization. This positive perception could be attributed to their awareness of international opportunities provided to them such as international travel grants and international practicum.

*Keywords:* ASEAN integration, awareness, internationalization, student perception

With the ASEAN integration commencing in 2015 onwards to its full integration by 2020, internationalization efforts of HEIs must be fast-tracked, if not already put in place. The extent and success of internationalization in an HEI are measured by how students perceive the HEI environment through internationalization programs in both curricular and co-curricular programs. By looking at internationalization outcomes through the eyes of the students who are at the receiving end of this endeavor, the HEI will be able to know whether its efforts are effective in producing the expected outcomes.

*Internationalization*, as defined by Knight (2003), is “the process of integrating an international, intercultural and/or global dimension into the goals, functions (teaching/learning, research, service) and delivery of higher education” (p. 11). It is an integrative process of international efforts (Green & Olson, 2003) throughout the institution that are reflected in academic policy and implementation as well as in institutional support levels, instead of just fragmented activities. Given this definition, internationalization should not be confused with international education. The latter refers to an institution’s international activities such as students and faculty exchange programs, foreign language studies, and so on (Iuspa, 2013).

One main difference between the two, according to Green and Olson (2003), is that the term *international education* is deemed as distinct or separate from the rest of education. This means that the activities stand alone and are not integrated with the rest of the education processes. On the contrary, in internationalization, all activities are integrated into the HEI’s mission, strategic plans, structure, and funding priorities (Green & Olson, 2003).

Due to the holistic nature of internationalization, an HEI that fully embraces the concept needs to adjust its teaching (learning), research, and service functions to meet the



intended internationalization outcomes such as students' familiarization with international opportunities; knowledge of the importance of intercultural competence; confidence in their ability to work in the global economy; and readiness in future involvement in international activities (Opp, 2017).

Preparedness, on the other hand, is measured through the efforts of the HEI to disseminate the information essential for students to embrace internationalization. HEIs play a significant role in bringing about these developments. Since ASEAN member-states have to harmonize standards, systems, and processes in higher education, it is the responsibility of the HEI to cascade to students whatever improvements and curricular modifications they implement to make their institution ASEAN integration-ready. It is, therefore, important for the HEI to know the attitude and perception of its students who will be directly affected by the integration and who will benefit from this change.

### **Review of Related Literature**

ASEAN integration has brought to the fore the need for HEIs to focus more on internationalization efforts. Among these efforts are putting up branch campuses, providing cross-border collaborative arrangements, designing programs for international students, and establishing English-medium programs and degrees (Knight & Altbach, 2007). However, not all of the results of these efforts are deemed beneficial. According to the 2005 International Association of University Survey, 96% of the respondent countries (out of 95) believe that internationalization brings benefits to higher education, although 70% admitted that there are substantial risks associated with it (Knight, 2007).

Studies included in this review particularly focus on internationalization efforts of higher education institutions in the Asian region. With ASEAN integration in place since

2015, the region has seen increasing numbers of students in cross-border higher education, yet decreasing numbers of domestic college students, especially in Korea and Japan due to their low birth rate (Bang, 2013).

As a result of this development, many Asian countries such as Taiwan, China, Japan, Philippines, Korea, Hong Kong, Singapore, and Thailand have adjusted their educational systems to make the quality of education on a par with global standards (Mok, 2007). These countries likewise reviewed their current practices and issues of internationalization and reform of higher education (Mok, 2007; Huang, 2007).

Once such study conducted by Li (2010) examined the experience of Thailand in which, according to him, higher education internationalization was made a priority in its national education development plan. In the process, Thailand has experienced a degree of progress concomitant with a series of setbacks. This finding supported the argument of Knight (2007) that claimed the risks that go with the process are inevitable.

While Li (2010) investigated the experiences at internationalization in terms of personnel, curriculum, and research, Bang (2013), on the other hand, examined the current practices of internationalization at three private universities in Korea. The study explored the reasons behind internationalization of these institutions and the strategies and programs they implemented. Implementation is one of the dimensions claimed by Dijk and Meijer (1997) that need to be examined to know the extent of internationalization of an HEI.

The aforementioned studies analyzed the learning teaching component of HEIs through the curricular and co-curricular programs offered to students. It was in this light that this study was conducted. By looking at the perception of students and the outcome of internationalization, the HEI would be able to know whether the benefits of



internationalization outweigh the risks in the particular HEI under study. Through this study, the HEI could appropriately adjust its efforts to mitigate the risks and increase the benefits.

Thus, to determine the benefits of internationalization, the researchers surveyed the students who are the direct recipients of curricular changes. They described the students' attitude toward internationalization and their perception of it and provided recommendations on how to reverse the negative perception concomitant with the study's findings.

### **Theoretical Framework**

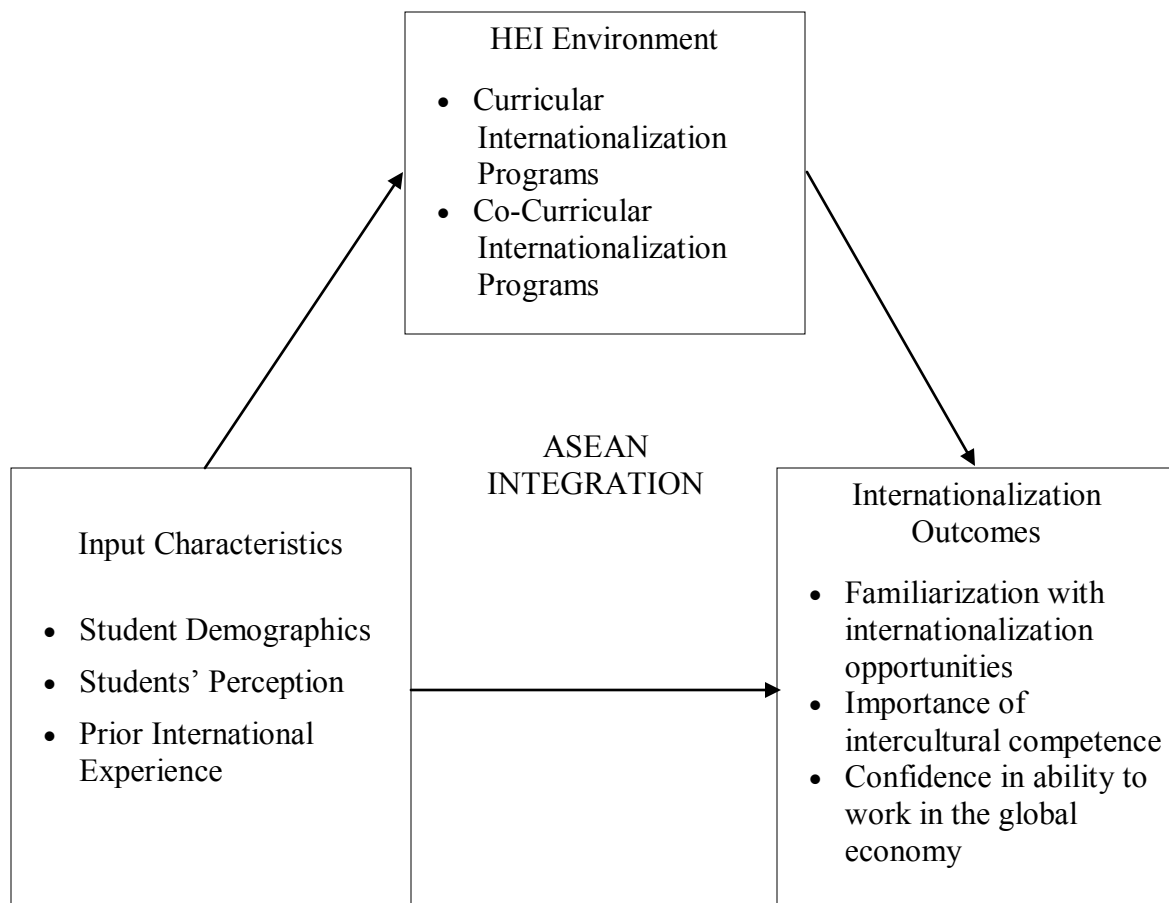
This study used the internationalization model by Van Dijk and Meijer (1997). Their study, conducted in The Netherlands, aimed to explore the process of internationalization in the context of HEIs. Their analysis was an expansion of the Davies' model which has four quadrants: (a) Quadrant A: Ad hoc Marginal — International efforts within the university are very small, sporadic, and marginal to the university policies; (b) Quadrant B: Systematic-Marginal — International efforts are still small but institutions show some organizational structures. Some relative levels of strategic planning take place. Staff training is available but limited; (c) Quadrant C: Ad hoc Central — The amount of international efforts are seen across a number of different categories with a wide range of market segments and client groups. Acceptance of projects is based on “knee-jerked basis and support services are often not geared toward international effort, and ground rules change rapidly” (Davies, 1992, p. 188); (d) Quadrant D: Central-Systematic — Universities present a large volume of international activities which reinforce each other and have intellectual coherence.

Following their analysis, Van Dijk and Meijer (1997) added a support dimension (referring to type of support available for international activities) and eventually limited the original four dimensions to three. Their model came to be known as the Internationalization

Cube with the following dimensions: Policy – can be either priority or marginal; Support – either interactive (support provided with interaction between central, faculty, and departmental levels) or unilateral/one-sided (support provided at the central or peripheral level); and Implementation – either structural/systematic or ad hoc.

This framework was used in this study, particularly the aforementioned variables. Moreover, the instrument used was also taken from the Dijk and Meijer model.

### Conceptual Framework



*Figure 1.* Outcomes of internationalization relative to students' demographics, perception, international experiences, and the HEI's environment (Adopted from Opp, 2014).

### **Statement of the Problem**

This research study aims to investigate the attitudes and perceptions of Baliuag University students toward internationalization amidst ASEAN integration. Specifically, it answers the following questions:

1. What is the general perception of internationalization by the student respondents?
2. What are the students' perceptions of the HEI's support for internationalization?
3. What are the students' perceptions of the benefits of internationalization?
4. Is there a significant difference between students' perception of internationalization and the following:
  - a. Course
  - b. Gender
  - c. Willingness/non-willingness to participate in a study abroad program
  - d. Experience/lack of experience in a foreign study program
5. Does awareness of internationalization opportunities affect students' perception of internationalization?

### **Method**

#### **Participants**

A total of 388 participants from seven colleges—College of Arts and Sciences, College of Business Administration and Accountancy, College of Information Technology Education, College of Education, College of Environmental Design and Engineering, and College of Hospitality Management and Tourism, and College of Nursing—of the chosen HEI were selected using the simple random sampling. There were 156 males and 232 females. The total number was determined using Slovin's formula with 95% confidence

level, yielding a total of 342, with the difference serving as a buffer.

### **Instruments**

The survey method was used to gather data. The questionnaire entitled “Student Survey on Internationalization” was adopted from the study of Iuspa (2013). It is a 5-point Likert scale that rates the level of agreement of respondents to the statements provided, with the following values: 5=strongly agree; 4=agree; 3=neutral; 2=disagree; and 1=strongly disagree. It consisted of three parts: Part 1 inquired about the students’ demographic profile such as age, gender, year level, and course; Part 2 surveyed students’ *general attitude toward internationalization* (1-13 items) with questions 1, 2, 3, and 12 relating to the policy dimension as recommended by Davies (1992) when analyzing the policy dimension.

The *support for internationalization* (14-20) section measured “internationalization from the campus, college/school, and department and whether the courses with international content included sufficient relevant examples” (Carley, Cheurprakobkit, & Paracka, 2006, p.11); while the *benefits of internationalization* section (21-26) focused on students’ attitudes about the perceived benefits internationalization brings to them overall. Part 3, on the other hand, consisted of four items, requiring a *yes* or *no* response.

The original name of the school where the survey was conducted — Florida International University — was changed to Baliuag University, to reflect the context of the study. The rest of the items were not modified.

### **Data Analysis and Statistical Treatment**

Frequency, mean, and percentage were used to analyze the data, using SPSS. The data were interpreted as follows:

|  |   |                              |
|--|---|------------------------------|
| 1.0-1.50 = strongly disagree           | } | Negative perception          |
| 1.51-2.50 = disagree                   |   |                              |
| 2.51-3.50 = neither agree nor disagree | } | Neither positive or negative |
| 3.51-4.50 = agree                      |   |                              |
| 4.51-5.00 = strongly agree             | } | Positive perception          |

*T*-test was used to measure whether there was a significant difference between students' perception of internationalization and (a) gender, (b) willingness/non-willingness to participate in a study-abroad program, as well as (c) experience/lack of experience in studying abroad. To find out if there was a significant difference between students' perception and their course, the ANOVA was used.

### Results and Discussion

In describing the general perception of students on internationalization, mean and standard deviation were used to analyze the data. Table 1 shows the general attitudes of students on internationalization.

Table 1

#### *Students' General Attitude Toward Internationalization*

| General Attitude About Internationalization   | CAS  | CBAA | CITE | CoE  | CoN  | CEDE | CHMT | Mean | Interpretation |
|---|------|------|------|------|------|------|------|------|----------------|
| 1. Students are made aware of what internationalization is all about.                               | 3.48 | 3.83 | 4    | 4.18 | 4.04 | 3.82 | 3.71 | 3.87 | A              |
| 2. HEI's current mission statement supports the definition of internationalization presented above. | 3.64 | 3.72 | 3.99 | 4.16 | 4.04 | 3.63 | 3.75 | 3.85 | A              |
| 3. Internationalization is discussed by students, administrators, and faculty.                      | 3.24 | 3.4  | 3.74 | 4.14 | 3.65 | 3.65 | 3.55 | 3.62 | A              |

(continued)

Table 1 (continued)

|     | General Attitude About Internationalization   | CAS  | CBA  | CITE | CoE  | CoN  | CEDE | CHMT | Mean | Interpretation |
|-----|---|------|------|------|------|------|------|------|------|----------------|
| 4.  | International learning is an important element of the HEI's educational process.                                  | 3.92 | 4.16 | 4.11 | 4.3  | 4.35 | 3.76 | 4.02 | 4.09 | A              |
| 5.  | Curriculum development in response to internationalization is discussed by students, administrators, and faculty. | 3.24 | 3.59 | 3.77 | 4.05 | 3.96 | 3.57 | 3.8  | 3.71 | A              |
| 6.  | The HEI has exchange programs abroad that will foster internationalization of instruction, research, and service. | 3.24 | 3.65 | 3.84 | 4.25 | 4    | 3.45 | 3.45 | 3.70 | A              |
| 7.  | Learning a foreign language is not essential for an undergraduate education.                                      | 3.76 | 3.36 | 3.04 | 3.23 | 3.57 | 2.82 | 2.78 | 3.22 | NAD            |
| 8.  | Students can understand their own culture more fully if they have studied another culture.                        | 3.96 | 3.75 | 3.9  | 4.2  | 3.57 | 3.65 | 3.69 | 3.82 | A              |
| 9.  | Study abroad programs are the best way for students to encounter another culture.                                 | 3.84 | 3.92 | 4.29 | 4.18 | 4    | 3.88 | 4.1  | 4.03 | A              |
| 10. | I believe an understanding of international issues is important for success in the workforce.                     | 4    | 4.18 | 4.07 | 4.25 | 4.09 | 3.71 | 3.94 | 4.03 | A              |
| 11. | Learning about people from different cultures is a very important part of education.                              | 4.36 | 4.15 | 4.21 | 4.25 | 4.48 | 4.06 | 4.18 | 4.24 | SA             |
| 12. | Contact with individuals whose background differs from my own is not an essential part of education.              | 3.28 | 2.82 | 2.55 | 3.05 | 2.83 | 2.76 | 2.57 | 2.88 | NAD            |
| 13. | My HEI has a genuine commitment to internationalization .   | 3.48 | 3.64 | 3.97 | 4.11 | 3.57 | 3.65 | 3.61 | 3.72 | A              |
|     | Overall Mean  | 3.49 | 3.68 | 3.87 | 3.98 | 3.80 | 3.63 | 3.73 | 3.74 | A              |

Note. SA=strongly agree; A=agree; NAD=neither agree/disagree; D=disagree; SD=strongly disagree.

As can be gleaned from the table, students generally have a positive attitude or view toward internationalization as evidenced by a mean of 3.74. The College of Arts and Sciences (CAS) recorded the lowest mean of 3.49, while the highest mean was posted by the College of Education (CoE), with a mean of 3.98, although both ranges were considered positive.

Of the 13 statements, statement 11, “Learning about people from different cultures is a very important part of education” got the highest mean ( $M=4.24$ ), in which respondents strongly agreed. This was the only statement that students strongly agreed with. However, it is important to point out that when a similar statement was rephrased negatively such as in statement 12, “Contact with individuals whose background differs from my own is not an essential part of education,” students neither agreed nor disagreed ( $M=2.88$ ). However, in analyzing the figures using percentage, 43% of the respondents agreed and strongly agreed with the statement.

There seems to be a discrepancy on students’ understanding of the two statements. This gives the impression that students are more inclined to give a high score to statements that are framed positively than those constructed negatively. The result of statement 12 also came as a surprise since students who have a positive attitude toward internationalization should have regarded mingling with people from different backgrounds as essential to education (Davies, 1992). However, this has not been the case.

Likewise, statement 7, “Learning a foreign language is not essential for an undergraduate education” also had a low mean ( $M=3.22$ ), in which students neither agreed nor disagreed. Looking at the percentages, however, there are more students who disagreed with the statement (40%) than those who agreed (31%), with the remaining 29% in the middle.



Overall, the results show that students generally have a positive attitude toward internationalization. However, students should be educated on the importance of establishing contact with people from different backgrounds which is essential to education.

Table 2

*Students' Perception of HEI's Support for Internationalization*

|              | HEI's Support for Internationalization  | CAS  | CBAA | CITE | CoE  | CoN  | CEDE | CHMT | Mean | Interpretation |
|--------------|---|------|------|------|------|------|------|------|------|----------------|
| 14.          | My college strongly promotes student engagement in internationalization.                        | 3.56 | 3.76 | 3.82 | 4.14 | 4.22 | 3.47 | 3.86 | 3.83 | A              |
| 15.          | I am encouraged in my college to take courses that incorporate international content.           | 3.16 | 3.39 | 3.6  | 3.8  | 4.04 | 3.37 | 3.78 | 3.65 | A              |
| 16.          | My courses with international content have provided examples from all regions of the world.     | 3.28 | 3.51 | 3.58 | 3.66 | 4.13 | 3.55 | 3.82 | 3.43 | A              |
| 17.          | My college department encourages me to participate in a study abroad program.                   | 2.72 | 3.42 | 3.37 | 3.61 | 3.74 | 3.37 | 3.75 | 3.62 | A              |
| 18.          | My college takes advantage of community resources to enhance international learning experience. | 3.32 | 3.55 | 3.55 | 3.8  | 3.87 | 3.39 | 3.88 | 3.49 | A              |
| 19.          | My college/department encourages me to conduct research on international topics.                | 3.12 | 3.41 | 3.36 | 3.61 | 3.78 | 3.49 | 3.63 | 3.37 | NAD            |
| 20.          | My college/department encourages me to attend international symposiums/lectures.                | 2.56 | 3.42 | 3.51 | 3.64 | 3.61 | 3.24 | 3.61 | 3.57 | A              |
| Overall Mean |   | 3.10 | 3.49 | 3.54 | 3.75 | 3.91 | 3.41 | 3.76 | 3.56 | A              |

Note. SA=strongly agree; A=agree; NAD=neither agree/disagree; D=disagree; SD=strongly disagree.

Table 2 indicates the students' perception of BU support for internationalization. This part measured students' perception of "internationalization from the campus, college, and department and whether the courses with international content included sufficient

relevant examples” (Carley, Cheurprakobkit, & Paracka, 2006, p.11). As presented, students generally have a positive perception of the University’s support for internationalization ( $M=3.56$ ). However, CAS students posted the lowest overall mean ( $M=3.10$ ), which means that they have neither a positive nor a negative perception of BU’s support for internationalization. This could be explained by the fact that 56% of CAS students surveyed are not aware about international travel grants offered to BU students or about co-curricular international activities conducted on campus. Thus, their lack of awareness could have contributed to their low perception of the University’s support for internationalization.

In addition, the College of Business Administration and Accountancy (CBAA) and the College of Environmental Design and Engineering (CEDE) each registered a perception that was neither positive nor negative ( $M=3.49$ ,  $M=3.41$ ), respectively. The result is surprising on the part of CBAA because 80% of their students are aware of international travel grants they can avail of. On the part of CEDE, a little more than half of the students surveyed are aware of the same international travel grants. This finding implies that awareness of international opportunities does not guarantee that students will have a positive perception of internationalization.

The College of Nursing (CoN), on the other hand, had the highest perception of BU’s support for internationalization ( $M=3.91$ ). This is understandable since many students take up Nursing because they want to work abroad. Thus, their motivation for pursuing the nursing career could have added to their awareness. However, on the percentage of BU students who are aware if there are international travel grants offered them, only 39% responded in the positive.

Of the seven statements, item no. 19, “My college/department encourages me to

conduct research on international topics,” recorded the lowest mean ( $M=3.37$ ), in which students neither agreed nor disagreed. This could be attributed to the fact that research in the University is disciplinal and taken during the students’ 3<sup>rd</sup> year, second semester in college.

The highest mean was registered for statement 1, “My college strongly promotes student engagement in internationalization” ( $M=3.83$ ). However, one form of student engagement in internationalization, that is, “conducting research on an international topic” does not seem to be conducted by students as manifested by its low rating. When it comes to co-curricular international activities on campus, more than half of the students (56%) said they are not familiar with these undertakings.

Table 3

*Students’ Perception of Benefits of Internationalization*

|     | Benefits of Internationalization  | CAS  | CBAA | CITE | CoE  | CoN  | CEDE | CHMT | Mean | Interpretation |
|-----|---|------|------|------|------|------|------|------|------|----------------|
| 21. | International learning helps prepare students to become responsible global citizens.  | 4.24 | 4.24 | 4.15 | 4.23 | 4.43 | 3.86 | 4.2  | 4.19 | A              |
| 22. | International learning makes me appreciate other cultures more.   | 4.32 | 4.24 | 4.15 | 4.23 | 4.48 | 3.92 | 4.08 | 4.20 | A              |
| 23. | The more we know about other countries, the better we will understand our own.  | 4.52 | 4.15 | 4.19 | 4.14 | 4.3  | 3.86 | 3.94 | 4.16 | A              |
| 24. | International education helps me recognize and understand the impact other cultures have on Philippine life and vice versa. | 4.6  | 4.13 | 4.15 | 4.16 | 4.35 | 3.86 | 4.02 | 4.18 | A              |
| 25. | Learning other cultures helps me better tolerate ambiguity when communicating with a foreigner.                             | 4.4  | 4.09 | 4.08 | 4.14 | 4.48 | 3.9  | 3.98 | 4.15 | A              |

(continued)

Table 3 (continued)

|     | Benefits of Internationalization  | CAS  | CBA  | CITE | CoE  | CoN  | CEDE | CHMT | Mean | Interpretation |
|-----|---|------|------|------|------|------|------|------|------|----------------|
| 26. | International education can explain the root causes of basic global problems such as over-population, poverty, climate change, and disease. | 4.44 | 4.02 | 4.14 | 4.2  | 4.35 | 3.82 | 4.02 | 4.14 | A              |
|     | Overall Mean  | 4.42 | 4.15 | 4.14 | 4.18 | 4.40 | 3.87 | 4.04 | 4.17 | A              |

Table 3 presents the students' perception of the benefits of internationalization. *Benefits*, in this context, refers to internationalization outcomes such as students' familiarization with international opportunities; knowledge of the importance of intercultural competence; confidence in their ability to work in the global economy; and readiness in future involvement in international activities (Opp, 2017).

As can be seen from the table, of the three dimensions of internationalization, the students' perception of the benefits of internationalization had the highest mean ( $M=4.17$ ). This result confirms that students are aware that they will indeed benefit from internationalization. Thus, 85% of the respondents expressed their intention to participate in a study abroad program. It must also be noted that 67% of the respondents are familiar with international travel grants offered to BU students. Aware about internationalization, these students responded positively on the importance of intercultural competence. They are confident to work in a globalized workplace and are prepared to involve themselves in international activities.

Table 4

*Analysis of Variance on Students' Perception by Course*

| Source         | <i>df</i> | <i>SS</i> | <i>MS</i> | <i>F</i> | <i>p</i> |
|----------------|-----------|-----------|-----------|----------|----------|
| Between Groups | 6         | 5.53      | .92       | 4.57     | .000     |
| Within Groups  | 381       | 76.97     | .20       |          |          |
| Total          | 387       | 82.50     |           |          |          |

A one-way analysis of variance (ANOVA) was calculated on students' perception of internationalization according to their courses. There was a significant difference in the students' perception of internationalization based on their courses,  $F(6,381) = 4.57, p = .000$ . A Tukey post hoc test disclosed that there were differences in the students' perception of internationalization between the College of Education ( $4.04 \pm .43, p = .000$ ) and the College of Arts and Sciences ( $3.67 \pm .38, p = .000$ ), College of Business Administration and Accountancy ( $3.8 \pm .40, p = .000$ ), and College of Environmental Design and Engineering ( $3.6 \pm .50, p = .000$ ), as well as between the College of Nursing ( $4.05 \pm .47, p = .000$ ) and the College of Environmental Design and Engineering ( $3.6 \pm .50, p = .000$ ). There was no statistically significant difference in the students' perception of internationalization between the College of Hospitality Management and Tourism and other colleges and the College of Information Technology Education and other colleges ( $p > .05$ ).

The finding manifests that the College of Education students' perception of internationalization differs from that of students from the College of Arts and Sciences, the College of Business Administration and Accountancy, and the College of Environmental Design and Engineering. The same is true with the College of Nursing and the College of Environmental Design and Engineering. On the other hand, students from the College of Hospitality Management and Tourism and the College of Information Technology Education

have similar perceptions of internationalization with that of the other colleges.

Table 5

*Independent T-Test on Students' Perception Based on Gender*

|        | <i>n</i> | <i>M (SD)</i> | <i>95% CI</i> | <i>t</i> | <i>df</i> | <i>p</i> |
|--------|----------|---------------|---------------|----------|-----------|----------|
| Male   | 156      | 3.81 (.49)    | (-.13, .06)   | -.66     | 386       | .51      |
| Female | 232      | 3.84 (.44)    |               |          |           |          |

An independent samples *t*-test was conducted to find out if there is a significant difference between the perception of male and female students' of internationalization. The result showed that there is no significant difference between the perceptions of male and female students. This means that the perceptions of male and female students' are the same.

Table 6

*Independent T-test on Students' Perception Based on Willingness and Study Experience Abroad*

|             | <i>n</i> | <u>Willingness and Experience</u> |           |               |           | 95% CI | <i>t</i> | <i>df</i> | <i>p</i> |
|-------------|----------|-----------------------------------|-----------|---------------|-----------|--------|----------|-----------|----------|
|             |          | <u>Yes</u>                        | <u>No</u> |               |           |        |          |           |          |
|             |          | <i>M (SD)</i>                     | <i>n</i>  | <i>M (SD)</i> |           |        |          |           |          |
| Willingness | 329      | 3.87 (.44)                        | 59        | 3.59 (.49)    | .23, 2.06 | 4.42   | 386      | .000      |          |
| Experience  | 52       | 3.96 (.47)                        | 336       | 3.81 (.46)    | .02, .29  | 2.25   | 386      | .025      |          |

An independent samples *t*-test was used to find out if there is a significant difference between students' perception of internationalization and their willingness or unwillingness to participate in a study abroad program. Students who are willing to participate in a program to study abroad yielded a mean of 3.87 (*SD*=.44) and students who are not willing to participate in a study abroad program had a mean of 3.59 (*SD*=.49), *t* (386)=4.42, *p* = .000. The result suggests that students who are not willing to participate in the study abroad program do not have a very positive perception of internationalization, while those who have

a more positive perception of internationalization are willing to participate in such a study program.

The same independent samples *t*-test was also used to find out if students who have experienced studying abroad differ in their perception of internationalization than those who have no prior experience. The results indicated that there is a significant difference between the perception of students who have prior experience studying abroad ( $M=3.96$ ,  $SD=.47$ ) and those who have none ( $M=3.81$ ,  $SD=.46$ );  $t(386)=2.25$ ,  $p = .025$ . It is also suggestive that the students who have experienced studying abroad have a more positive perception than students who do not have the same opportunity.

Table 7

*T-test Result on Students' Awareness of Internationalization Activities*

|           | <i>n</i> | <i>M (SD)</i> | <i>95% CI</i> | <i>t</i> | <i>df</i> | <i>p</i> |
|-----------|----------|---------------|---------------|----------|-----------|----------|
| Aware     | 259      | 3.89 (.45)    | (.11, .30)    | 4.15     | 386       | .000     |
| Not aware | 129      | 3.69 (.47)    | (.10, .30)    |          |           |          |

An independent samples *t*-test was used to find out if there is a significant difference between students' perception of internationalization, particularly if they are aware of internationalization activities or not. Results revealed that students who are aware of internationalization opportunities available to them have a more positive perception ( $M=3.89$ ,  $SD=.45$ ) than students who are not aware of the same opportunities ( $M=3.69$ ,  $SD=.47$ ,  $t(386)=4.15$ ,  $p = .000$ ). This outcome suggests that students who are well-informed about available internationalization opportunities and activities in the University have a more positive perception than students who are not informed. Moreover, it underscores the importance of informing students about activities and opportunities available to them so that



they will accept and perceive internationalization programs positively.

### **Conclusions and Recommendations**

BU students have a positive perception of internationalization, HEI support to internationalization, and the benefits of internationalization. Such positive perception could be attributed to their awareness of international opportunities provided to them like international travel grants. Of the three factors influencing their perception, benefits to internationalization posted the highest mean. Given this outcome, it is recommended that students should be made aware of the international activities and opportunities available to them to further increase their favorable perception of internationalization.

Students' perception of internationalization is affected by their respective course, willingness to participate in study abroad programs, and prior experience. However, perception is not affected by gender. Students differ in their perception based on their awareness of the internationalization activities available to them, willingness or non-willingness to participate in a study abroad program, and prior experience of studying abroad. Because of this, it is highly suggested that aside from informing students about available opportunities and activities, they should also be exposed to more internationalization activities on campus and abroad.

The study further showed that students who are aware of internationalization opportunities and activities have a more positive perception than students who are not aware of such things. It is, therefore, proposed that students be encouraged to join internationalization activities on campus to increase their awareness and to develop in them a positive perception toward internationalization.

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