

Internationalization at the College of Business, JBLFMU-Molo Through Collaborations: Benefits, Challenges, and Prospects

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ABSTRACT

Internationalization is a challenge that the maritime university (JBLFMU-Molo) faces against a domestic as well as global backdrop. In response to this challenge, this study discussed the merits of educational reform anchored on a distinct orientation of internationalization. Thus, the College of Business of JBLFMU-Molo started the different multinational activities that focus on the need of the maritime university to integrate international dimension into maritime business-related education. The researchers employed qualitative method through interview utilizing an open-ended instrument as a mode of data collection. Findings reveal that the flexibility of students and exposure to the international curriculum were the major important elements achieved through internationalization. Students who were exposed to international collaboration adjust to international culture and communication. Opportunities and prospects

of internationalization lead to more exposure to international trends, issues in maritime and business education, linkages in the business and education aspects, quality assurance, accreditation, and distance education. Through internationalization, educational reforms will be enhanced at the college. The study recommends that the administration of JBLFMU-Molo will be used as basis to continuously build closer linkages and increase more collaboration in student mobility, memoranda of agreement, and other programs to improve the overall quality of maritime and business-related education in the ASEAN region.

Keywords — Maritime Education, internationalization, institutional collaboration, and qualitative method, Philippines

INTRODUCTION

One of challenges of the 21st century education among Higher Education Institutions (HEIs) is in the context of globalization. The academicians, professors, and researchers in the universities shall be considered as the cradles of future decision-makers and change-agents for the new society (Camposano, 2012). These educational-catalysts and academicians shall provide individuals the breadth of training and expertise to face and interrelate with the economical, technological, ethical, and social issues of the modern times.

To address the demands of globalization, universities need to focus on research activities endeavors. Likewise, they should establish linkages between academic research and industrial research, in order to demonstrate the entire functioning of higher education. The concerns in the instruction must be to communicate to the future researchers a sense of responsibility to the society. The universities are deemed to be the future of the nation, specifically, they have the most number of intellectual reserves, which supply the ever-growing knowledge and trained manpower. There are no other institutions that are better equipped to cope with the aim of contributing to a sustainable development based on scientific rigor other than universities.

Tarc (2012) strongly emphasized the impacts of globalization in education. These impacts are the following: pressure to reduce public spending in education, pressure to expand higher education, and pressure to participate in the international comparisons of educational system, which has increased emphasis on math and science curricula. Privatization is an increasing approach in dealing with the age of globalization.

Globalization has affected university policies in the areas of goals, marketing policies, and the professional development, and opportunities for academics as mentioned in the study of Dalgic (2012). The study underscored the various attempts to prepare the human resources for changes in the higher education institutions (HEIs) in the context of globalization. The universities should endeavor to produce, teach, spread, and ultimately sell knowledge for creating unique academic programs and curricula in an attempt to compete with other universities. Universities should focus on knowledge that lead to the restructuring of education for greater humanization

Moreover, the study of Beck (2012) stressed that globalization has economic orientation, uncritical pursuit of internationalization can result in a reproduction of the economic dimensions of globalization and yet resistance to commoditization can be found in other dimensions of globalization that offer useful theoretical bases for both research and practice. The process of integrating an inter-cultural and international dimension into all areas of the university is a need. The university should comprehend the complexity of operation within the context of globalization to mitigate some of the harmful effects of this dimension in the field of education.

In the same vein, the internationalization at the College of Business, JBLFMU-Molo in maritime-related education came just a thought to the researchers after reading the paper of Wang and Jin (2011), both from Shanghai Maritime University, China entitled, *Internationalization of Maritime Education through Institutional Collaborations*. If this is happening in China, this can also happen in the Philippines. With the edge in foreign language like English, maritime students, specifically those enrolled at the John B. Lacson Maritime University-Molo, Iloilo City Philippines can make their way to international educational exposure if given an opportunity of a lifetime. Within the last six decades of the University's existence, many students from the College of Business have made it to the international collaborative programs. The international exposure was first done only in Japan, but later was extended to the United States of America (USA). The paper will not only be limited to students' exposure in Asia but anywhere in the whole world. Despite that lack of resources, many JBLFMU-Molograduates have made it to the international market.

FRAMEWORK

Internationalization in higher education, according to Knight (1996) is the process of integrating an international or intercultural dimension into

the teaching, research, and service function of the institution. As such, it is a dynamic process and not a set of isolated activities, integration, and infusion that contributes to the sustainability of the international dimension.

In the Philippines, Padama *et al.* (2010) proposed this framework as an offshoot of the investigation. The framework covers nine (9) dimensions, namely: 1) Curriculum and Instruction; 2) Facilities and Support System; 3) Cooperation and Development Assistance; 4) Diversity Income Generation; 5) Research Collaboration; 6) International and Intercultural Understanding/Networking; Understanding; 7) Academic Standards and Quality; and 8) Mobility and Exchanges for Students and Teachers; 9) International Students Recruitment.

The researchers applied the idea of Padama *et al.* (2010) that HEIs have been found to have varied processes of realizing their conceptions of internationalization. This difference may be uniqueness in the implementation of concepts of internationalization due to the techniques and strategies; however, processes and actions should find bed-rock underpinning from common conceptions held by the HEI administrators who must cascade the same to the faculty members who are tasked to realize via effective instruction. The students, being the recipients must manifest such conceptions taking the form of knowledge, skills and attitudes. And that learning must be the terminal gauge of internationalization.

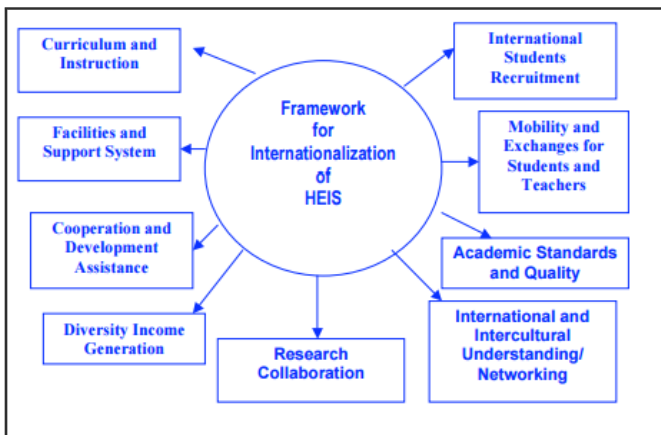


Figure 1. The Internationalization of Higher Education Framework
Source: Padama, E. (2010). Towards the Development of a Conceptual Framework for Internationalizing Private Higher Education Institutions, p.2.

OBJECTIVE OF THE STUDY

The study determined the important aspects of internationalization through institutional collaboration in the College of Business, JBLFMU-Molo, Philippines, the benefits that can be derived from internationalization, and the challenges of the internationalization process.

METHODOLOGY

The study employed descriptive-qualitative method by employing case study approach. An open-ended-data gathering instrument was used to gather the information. The respondents were requested to answer three (3) questions on important aspects of internationalization through institutional collaboration and the answers were tallied and categorized according to themes.

Interview method was also used involving a face-to-face meeting in which a researcher (interviewer) asked an individual a series of questions to arrive at the data needed in a particular investigation. In this study, it was utilized to substantiate the data derived from the open-ended questionnaire. The interview was conducted to find out the views of the students about the university (JBLFMU-Molo) in terms of internationalization. The interview also included the comments and suggestions in relation to the study.

The data derived from the interview were used to come up with different “themes” or “statements” that would describe the benefits, challenges, and prospects for collaboration to attain internationalization at the College of Business, JBLFMU-Molo, Iloilo City, Philippines.

Quantitative statistics such as frequency and rank were also used to categorize the different answers and statement of the respondents according to themes.

Respondents of the Study

The respondents of the study were the 44 BS Cruise Ship Management students from the College of Business, JBLFMU-Molo, Iloilo City, Philippines. Respondents of this study had participated in the International Educational and Cultural Exchange Program in the USA (United States of America). The respondents were further categorized according to the different school years and collaborating companies. Distribution of the respondents is shown in Table 1 and Table 2.

Table 1. Number of the Job Placement for BS Cruise Ship Management Students

School Year	Total Number of Students	%
2011-2012	4	9
2012-2013	18	41
2013-2014	1	2
2014-2015	21	48
Total	44	100

Table 2. Number of Collaborating Companies at the College of Business, JBLFMU-Molo

School Year	Collaborating Companies	Total	%
2011-2012	*High Hampton Inn Country Club, North Carolina *Crown Plaza, Louisiana *American Inn Lodge and Suites Medora, South Dakota	3	14
2012-2013	*High Hampton Inn Country Club, North Carolina *Sun Valley Resort, Idaho *The Country Club of Sapphire Valley, North Carolina *Crystal Mountain Resort, Florida *Bent Pine Country Club, New York *Hilton Head Marriot Resort & Spa, South Carolina *Marriot Resort & Spa, Florida *Paramount Country Club, New York *Nickelodeons Suites Resort, Florida	9	43
2013-2014	Weschester Country Club, New York	1	5
2014-2015	*Mt. Olympus Theme Park & Water Park Resort, Wisconsin *Chula Vista Resort & Water Park, Wisconsin *Wilderness Hotel & Golf Resort, Wisconsin *Best Western Premier Grand Canyon Squire Inn, Arizona *DNC Parks and Resorts Grand Canyon, Arizona *The Fudgery, South Carolina *Hard Rock Cafe, Washington D.C. *Hard Rock Cafe, New York	8	38
Total		21	100

RESULTS AND DISCUSSION

Student Flexibility through Institutional Collaborations

One of the goals of JBLFMU is to produce world-class seafarers to man the international highway. A successful strategy to build collaboration is to begin student partnership among various maritime institutions all over the world. An enthusiastic administrator can place a spotlight on student development through the formation of institutional collaborations. Coalitions among administrators lead to the development of a new organizational culture.

The need for student flexibility/mobility is to equip the cadets with skills and knowledge that will allow them to function and make adjustments in their work as future seafarers. In response to the increasing needs to expose students/cadets in international environments, the university has started to expose them to international partners, corporations, and organizations since SY 2009-2010. These results are stated in the study of Dalgic (2012) that in addressing internationalization, the universities should have various attempts to prepare the human resources for changes in the higher education institutions. They should endeavor to produce, teach, spread, and ultimately sell knowledge for creating unique academic programs and curricula in an attempt to compete with other foreign universities. Focus on knowledge leads to re-structuring of education focusing on greater humanization. They should redesign their academic, administrative, and pedagogic philosophies in line with the concept of internationalization. Transition phase should include the implementation of internationalization in the academic daily practices and research activities. In this study, challenges in the transition towards internationalization were identified.

Important Aspects of Internationalization

The respondents of the present study believe that internationalization is very much a priority and must be a main concern also in maritime university, especially at JBLFMU-Molo, Iloilo City, Philippines. The outcomes of the aspects of internationalization through institutional collaboration are listed below in descending level of importance:

Table 3. Important Aspects of Internationalization

Aspects of Internationalization	%	R
Developing the ability to adapt to a multicultural environment/workplace	28	1
Enhancement of job knowledge, skills, and attitude as a result of additional training/practice	25	2
Enhancement of English speaking proficiency	19	3
Job Placement Agreement (hourly rate, hour per hour, duties)	15	4
Visit other interesting places other than the place of work	13	5
Total	100	6

The results which stated the important aspects of internationalization such as “developing the ability to adapt to a multicultural environment/workplace, enhancement of job knowledge, skills, and attitude as a result of additional training/practice, and enhancement of English speaking proficiency.” The results are supported by Tarc (2012) stating that the impact of globalization in education is part of student participation to the international comparisons of the educational system. This phenomenon of globalization has been considered as a way of making educational delivery more efficient and improving the quality of education as shared by the respondents of this study.

Benefits of Internationalization

Chirea-Ungureanu and Danila (2009) authors of study entitled “*International Standards And Development Cooperation In Higher Education Or What Shall We Do Next?*” assert that an extremely important reason to internationalize higher education is the desire to achieve international academic standards. The achievement of international academic standards was a primary motivating factor for investing in, and emphasizing, the internationalization of the education system. The authors said:

If one goal of internationalization is to help students develop knowledge and critical thinking skills to understand their own and others' culture, history, politics, and economy, then we must be creative and find strategies to bring this dimension into the learning experiences and course work with our students.

There are marked benefits of internationalization among international students. Their *ability to gain international experience* was evident. They *are developing self-reliance and more matured outlook in dealings with their domestic as well as international counterparts*. International students are *more aware of the racial differences such as customs, social values, and non-verbal behaviours*. *Developing openness, flexibility and other life skills in their daily activities abroad is also one of the benefits cited in the study*.

The studies of Beck (2012), Sun (2005), Arcelo (2003), and Knight (2003) supported the results of this study by stressing that through globalization, the process of integrating an inter-cultural and international dimension into the characters of the students in the university is developed. Through global exposure, students of the university started to comprehend the complexity of operation along the context of globalization, which may bring the dynamic dimension in the field of education.

Table 4. Benefits of Internationalization

Benefits of Internationalization	%	R
Gaining international experience gives one edge in applying for jobs abroad	35	1
Developing self-reliance and more matured outlook	25	2
Understanding racial differences such as customs, social values, and non-verbal behaviours	23	3
Developing openness, flexibility and other life skills which can not be learned in the classrooms.	17	4
Total	100	

Challenges of Internationalization

In the implementation of the process of internationalization, challenges are always present. Universities encounter problems alongside the desire to improve the curriculum in the maritime institution. Some problems that may arise are unavoidable. For instance, “having to spend for self without family or usual group of friends” is one of the challenges. International students, at certain times, find academic exchange abroad very expensive. Funding may at certain times difficult to look for. The program of internationalization is in danger of extinction considering that funding is the usual problem. In some host schools, tuition is waived in exchange programs to help students/cadets. However, the

program may soon be terminated unless funding is solved. Financial support must be sought not only within the university but from other funding sources like non-government units, local government units, shipping companies, and other funding sources.

These challenges are mentioned in the challenges of the 21st century education among Higher Education Institutions (HEIs) in the context of globalization according to the study of Camposano (2012). He further reiterated that instruction among colleges in the tertiary level, more specifically among universities should be strengthened and be made globally competitive; the academicians, professors, and researchers in the universities shall be considered as the cradles of future decision-makers and change-agents for the new society. They shall be educational-catalysts and academicians shall provide interested individuals the breadth of training and expertise. Such training and expertise are needed to face and interrelate with the economical, technological, ethical, and social issues of the modern times.

Table 5. Challenges of Internationalization

Challenges of Internationalization	%	R
Having to spend for self without family or usual group of friends	75	1
Cost of Participation	25	2
Total	100	

Prospects of Internationalization

Prospects of internationalization can also be some issues facing maritime institutions. Most of the time, scholars stated that the project of internationalization can carry along with it more opportunities for professional growth and prospects of exposure to international trends in maritime issues and training. It is clear from their perspectives that the following areas are of increasing importance and interest as new developments in institutional collaboration towards internationalization take place.

Table 6. Prospects of Internationalization in JBLFMU

Agenda	Strategic Objective
Excellence in Education and Training	To develop and implement the faculty and student exchange program
A Strong Research Program	Establish JBLFMU as a Maritime Research Center recognized by CHED
A Sustainable Technological Environment	Maximize the Use of e-learning portal to improve preparedness for ASEAN and compliance to STCW 2010 Manila Amendment
Quality, Health, Safety, and Environment Advancements	Comply with ISO 9001, PACUCOA, PQA accreditation and certification to be ready for ASEAN 2015

CONCLUSIONS

Internationalization through students' participation in the International Educational and Cultural Exchange Program is aligned with JBLFMU's mission of producing world-class technical and professional manpower. Having experienced working abroad, these graduates are better prepared to compete in the global market.

The Cruise Ship Management students' participation in the International Educational and Cultural Exchange Program in the United States of America has integrated international, cultural, and global dimensions to their education in JBLFMU.

Internationalization through work or study in the US has developed the students' ability to adapt to a multicultural environment. This adaptability is important considering that in their line of work as graduates of Cruise Ship Management (CSM), whether working abroad cruise ships or in hotels and other hospitality establishments on land, have to interact with colleagues and customers coming from different cultures.

Through internationalization, educational reforms can also be enhanced and achieved. It can be an approach to benefit the CSM department at the College of Business, JBLFMU-Molo as the only maritime university in the Philippines and most especially, in the ASEAN region. Specifically, this could enhance the exchange faculty and students among foreign universities, which JBLFMU-

Molo has been an active member-institution of South East Asia Association of Institutional Research (SEAAIR).

TRANSLATIONAL RESEARCH

Through this study, intensified efforts towards internationalization in JBLFMU shall be encouraged and recognized. The administration of JBLFMU-Molo can start to build closer linkages and collaborations with other foreign institutions to increase student mobility. There will be more memorandum of understanding (MOU), memoranda of agreement (MOA), and this globalization shall be implemented with other programs to improve the quality of academic programs offered by the College of Business.

This study offers opportunities for the students in other academic programs of the College of Business, such as Tourism Management, Business Administration, and Information Technology, to participate in the International Educational and Cultural Exchange program.

In line with the Strategic Plan of the University, the College of Business will explore other approaches to internationalization such as the use of information and communication technology (ICT) to give an international dimension to instruction and research.

Likewise, this study shall be used as basis for the administration to work, develop, and implement a faculty and student-exchange program among prestigious foreign maritime or comprehensive universities abroad as mentioned also in the study of Samante (2007). The inter-relationships of faculty and students with the foreign faculty and students would broaden their understanding and made them globally competitive.

Parallel studies are highly suggested by the researchers to determine other approaches/indicators of internationalization that would enhance the teaching-learning at the maritime university, specifically, JBLFMU-Molo, Iloilo City.

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