



RESEARCH ARTICLE

READINESS OF DEPED SCHOOLS FOR INTERNATIONALIZATION

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ABSTRACT

This study determined the level of readiness for internationalization of DepEd schools in the three (3) divisions of the Province of Surigao del Sur using the descriptive-survey method of research. Frequency, mean, Spearman Correlation and linear regression were the statistical tools used in the study. Findings revealed that most respondents were females with the age bracket of 48-60, married and Master's Degree holders with adequate experience in teaching. As to k to 12 curriculum, all the respondent schools were very much ready for internationalization while on teachers' qualification and student services, the schools were moderately ready but, less ready for physical plant and facilities. On managerial flexibility, for both investment decisions and marketing strategy, school head respondents were highly flexible in their management of the schools. Likewise, there is significant correlation between the extent managerial flexibility and readiness of schools for internationalization. However, there were internationalization challenges faced by the schools. Among them were the imbalance between the number of teachers, facilities and equipment, supplies, textbooks and the number of pupils, minimal budget for upgrading, or repair of buildings and other school facilities and the purchase of technology or ICT for instructional purposes. Managerial flexibility significantly influences the readiness of schools for internationalization. Thus, the higher the extent of managerial flexibility, the more ready are the schools in facing the challenges of internationalization. The more aware the respondents are the higher is their managerial flexibility. Since internationalization requires a lot of budget and thorough preparation, the more, respondent schools need to strengthen their public, private, academe partnership or linkages and intensify their strategies of earning additional income. A model for quality for internationalization and one-year internationalization plan for DepEd schools are proposed in the study.

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INTRODUCTION

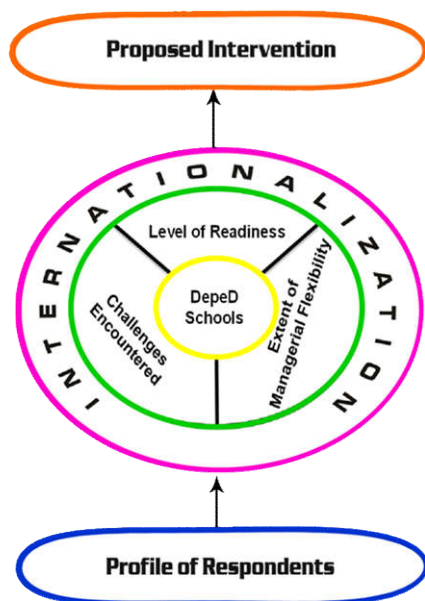
Internationalization fortifies friendship, collaboration and understanding among nations and institutions (Tango, 2014). Likewise, International education invites unity in diversity where language and cultures become avenues to achieve national and international goals (Chiang, 2012). At the elementary school level, international education gives students early exposure to international contacts, networks, and relationships, develop global capabilities and global citizenship, all of which promote a wider goal of world peace (Shacklee and Baily, 2012; Schoorman, 2016). It is in this context that this study determined the readiness of DepEd schools for internationalization. High extent of managerial flexibility or innovativeness, global curriculum, teacher

competence, quality student services, upgraded physical plant and facilities, and the use of ICT or instructional technology increase the readiness of DepEd schools toward internationalization. Several studies have been undertaken on internationalization of education. Singapore aspired to prepare students for the future challenges of globalization. It nurtured in students the willingness to think in new ways, solve problems and create new opportunities for the future (Ministry of Education Singapore, 2014). Taiwan highlighted the full implementation of international education policies in elementary and junior high schools (International Bureau of Education, 2011). The Asian Society emphasized that all students should have access to a global education and recommended that states across the globe should develop a systematic change in educational systems, starting from elementary school, extending into high school, including all stakeholders in the internationalization of education. Japan also promoted international education and gradually entered the curriculum and programming levels in the recent years (Lin,

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2008). Furthermore, the United States resets the direction of its education policy equipping students with the abilities to face the future challenges of a globalized world (Stewart, 2008). Despite these initiatives, Fernandez (2013) reminded that education especially in the Philippines is still plagued by perennial ills like substandard quality, inadequate budget with some incompetent teachers and personnel, lack of clear vision and direction, shortage of teachers and poor facilities. These school situations are the main reasons why the Philippines ranked among the low performing countries in education with limited ICT adoption and integration in the teaching-learning process. There are also downside implications resulting from the shift in the education system. With the introduction of K to 12, there is an imbalance between the number of teachers, classrooms, textbooks, facilities and equipment, and the number of pupils. Hence, the need to enhance education, come up with international standards and produce competent graduates who are capable of becoming quality global citizens. It is in this context that this paper is deemed significant because it delved on the importance and relevance of internationalization and determined the extent managerial flexibility and the readiness of respondent public schools for internationalization. Findings of the study served as the basis for designing a proposed intervention that could help public elementary schools prepare and be ready for internationalization.

#### Schematic Diagram



#### METHODOLOGY

The descriptive-survey method of research was used in this study. Through this method the extent of managerial flexibility as to investment decision and marketing strategy. The readiness of schools as to the above four (4) areas were also evaluated and correlated with the extent of managerial flexibility using specific statistical tool for each determinant of internationalization. The challenges encountered by the schools regarding internationalization were also determined from the respondents and key informants which served as the basis of the proposed intervention to help schools prepare for internationalization. There were three hundred eighty (380) schools in Surigao del Sur, twenty-six (26) schools in Tandag City and fifty-one (51) schools in Bislig City.

By division, schools were clustered into mega, medium, and small based on their enrollment. There were 2 schools per cluster making a total of 18 schools with 18 respondent school heads. The teacher respondents were determined through the use of Sloven's Formula while universal population was considered for the school heads. There were 211 teacher respondents, and 18 school heads with a total of 229 respondents served as the respondents of the study.

#### RESULTS AND DISCUSSION

##### The study shows the following results

Table 2 reveals that there are more female respondents than males. There are 213 or 93.01% females while there are only 16 or 6.99% males. In terms of age, most respondents, that is 127 or 55.46% belonged to age bracket from 46-60 years old while fewer respondents belong to the age of 30 years below and 61 years above. As to civil status, 190 or 82.97% were married. In terms of educational attainment, 128 or 55.90% the respondents were Master's Degree holders or earning units in the Masters Program. Only 3 or 1.31% are Doctorate Degree holders while 98 or 42.79% are Baccalaureate Degree holders. This result showed that although majority of the respondents have earned Master's degree units, many of the teachers are still baccalaureate graduates. This finding points out that the Department of Education is serious in providing quality education to the children by looking at the educational qualification of teachers. Trainings were conducted for teachers to be globally competitive. This implies the necessity for teachers to pursue Master's Degree for personal and professional growth. As to length of service of the respondents, majority has 16-25 years or 41.48% while 25 or 10.92% has 5 years below. This result indicates that the teachers of public elementary schools have enough experience as educators necessary to learn the nature of their work as molders of the young or as nurture of human nature.

As shown in table 3, curriculum got the highest mean of 4.36 or very much ready for internationalization. However, as to whether the curriculum is contextualized and global, findings showed the lowest mean of 4.24 but still within the bracket of very much ready. The over-all weighted mean revealed the result of 4.31 which is still very much ready for internationalization. This implies that DepEd schools in the Province of Surigao del Sur utilized a learner-centered, gender and culture-sensitive k to 12 curriculum. This finding is affirmed by Sleeter & Cornbleth (2011) who concluded that curriculum that is relevant, responsive and research-based transforms children into well-rounded individuals. In terms of teachers, all three (3) divisions are moderately ready as to teachers' qualification which includes teaching competence, teaching styles and strategies used, innovation and communicative competence. However, culture-sensitivity among teachers got the highest mean of 4.27 or very much ready. It implies that though teachers use a variety of teaching styles and strategies for enhanced instruction, they still need more training for effective implementation of the K to 12 Curriculum. This finding is in line with the statement Dean (2014) who suggested that teachers today must not only be well prepared to impart a quality education, but also be sensitive to meeting the needs of their students regardless of their race, color, creed, or national origin. It is important for the teacher to understand, believe, and practice the ideas of teacher efficacy, intentionality, educational psychology, and pedagogy.

Table 2. Profile of the Respondents

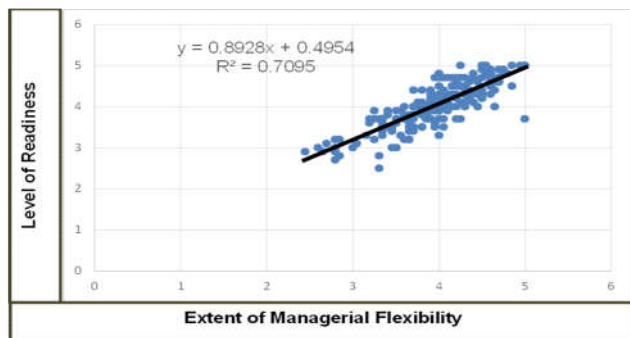
Indicators	Φ				%			
	SDS	Tandag	Bislig	Total	SDS	Tandag	Bislig	Total
Sex								
Female	71	74	68	213	31.00	32.31	29.69	93.01
Male	4	4	8	16	1.75	1.75	3.49	6.99
Total	75	78	76	229	32.75	34.06	33.19	100
Age								
61 years old above	2	1	2	5	0.87	0.44	0.87	2.18
46 – 60 years old	42	47	38	127	18.34	20.52	16.59	55.46
31 – 45 years old	26	27	29	82	11.35	11.79	12.66	35.81
30 years old below	5	3	7	15	2.18	1.31	3.06	6.55
Total	75	78	76	229	32.75	34.06	33.19	100
Civil Status								
Married	64	64	62	190	27.95	27.95	27.07	82.97
Single	5	5	8	18	2.18	2.18	3.49	7.86
Separated	1	1	2	4	0.44	0.44	0.87	1.75
Widow/er	5	8	4	17	2.18	3.49	1.75	7.42
Total	75	78	76	229	32.75	34.06	33.19	100
Highest Educational Attainment								
EdD/PhD	2	1	0	3	0.87	0.44	0.00	1.31
MA/MS	57	28	43	128	24.89	12.23	18.78	55.90
Baccalaureate	16	49	33	98	6.99	21.40	14.41	42.79
Others	0	0	0	0	0.00	0.00	0.00	0.00
Total	75	78	76	229	32.75	34.06	33.19	100
Length of Service								
26 years above	24	13	13	50	10.48	5.68	5.68	21.83
16 -25 years	26	34	35	95	11.35	14.85	15.28	41.48
6 – 15 years	16	24	19	59	6.99	10.48	8.30	25.76
5 years below	9	7	9	25	3.93	3.06	3.93	10.92
Total	75	78	76	229	32.75	34.06	33.19	100

Table 3. Readiness of the Respondent Schools for Internationalization

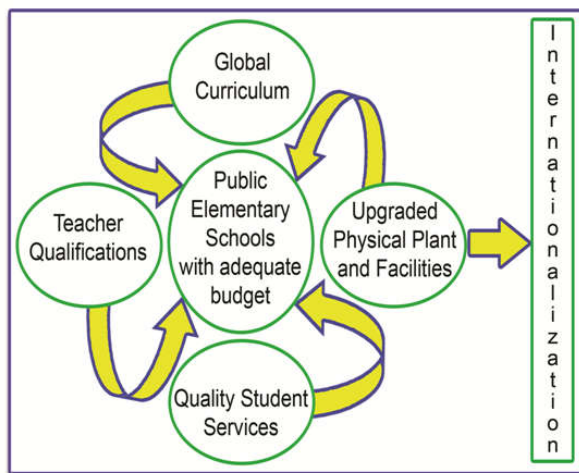
	Divisions			Average Weighted Mean	Adjectival Description
	SDS	TANDAG	BISLIG		
Curriculum					
1. The curriculum is learner-centered, inclusive and developmentally appropriate.	4.28	4.40	4.42	4.36	VMR
2. The curriculum is relevant, responsive and research based.	4.20	4.40	4.37	4.31	VMR
3. The curriculum is gender and culture-sensitive.	4.23	4.50	4.37	4.36	VMR
4. The curriculum is contextualized and global.	4.21	4.33	4.18	4.24	VMR
5. The curriculum is flexible enough to enable and allow schools to localize, indigenize and enhance the same based on their respective educational and social contexts.	4.21	4.33	4.25	4.26	VMR
Over-all Average Weighted Mean				4.31	VMR
Teachers					
1. Teachers manifest high teaching competency. They are holders of Doctorate or at least Masters' Degree.	3.74	3.75	3.91	3.79	MR
2. Teachers promote a variety of teaching styles and strategies for enhanced instruction/Globalization.	4.07	4.18	4.26	4.15	MR
3. Teachers are innovative and ICT literate and equipped with 21 <sup>st</sup> century skills.	3.73	3.81	3.89	3.80	MR
4. Teachers possess high communicative competence appropriate for internationalization/globalization.	3.8	3.89	3.89	3.86	MR
5. Culture-sensitivity among teachers like the use of mother tongue is developed, implemented, and managed.	4.14	4.43	4.28	4.27	VMR
Over-all average weighted mean				3.97	MR
Student Services					
1. Programs for pupil development and welfare are provided and sustained.	4.10	4.33	4.18	4.20	VMR
2. Guidance and Counselling and Health Services are provided to ensure that academic and non-academic needs of learners are addressed.	3.98	4.08	3.98	4.01	MR
3. Campus journalism and student publication are present, promoted and sustained.	3.99	4.26	4.18	4.13	MR
4. Programs and activities for student development are aligned to global education standard.	4.04	4.20	3.98	4.08	MR
5. Supreme Pupil Government Organization/Supreme Student Government Organization and other representative bodies foster leadership and promote learners' welfare.	4.33	4.4	4.33	4.35	VMR
Over-all Average Weighted Mean				4.15	MR
Physical Plant and Facilities					
1. The school infrastructures are well-planned, well-developed and improved appropriate for global education environment.	3.04	3.23	3.44	3.24	R
2. The school library, books and facilities are complete, updated and automated.	2.30	2.33	2.41	2.35	LR
3. The classrooms are provided with built-in LCD's, television sets/TV sets and other amenities.	1.92	2.05	1.97	1.98	LR
4. The school provides on-line transactions.	2.74	2.93	2.85	2.84	R
5. Technology is made available and the school has internet connectivity.	2.40	2.42	2.35	2.39	LR
Over-all Weighted Mean				2.56	LR

Legend: (VMR) Very Much Ready (MR) Moderately Ready (R) Ready (LR) Less Ready (NR) Not Ready at all

In terms of student services, the Supreme Pupil Government Organization and other representative bodies foster leadership and promote learners' welfare having garnered the highest mean which is 4.35 or very much ready. However, Guidance and Counseling and Health Services got the lowest mean of 4.01 or moderately ready. Nevertheless, the overall rating is 4.15 or moderately ready. This implies the need to revitalize the student services in preparation for internationalization.



**Figure 3. Relationship Between Extent of Managerial Flexibility and Level of Readiness for Internationalization**



**Fig. 4. Model of Quality for Internationalization**

Physical plant and facilities, however, got an over-all weighted mean of 2.56 with less ready adjectival description which implies the need to upgrade the physical plant and facilities of the respondent schools in order to be ready for internationalization. Lemasters (2011) posited that schools exist because of the students. The quality of the students' performance depends upon the quality of the school in terms of availability of required and adequate infrastructural facilities. Schools with well-equipped facilities and well-experienced personnel tend to produce brilliant students who show the ways for other students and lead them in various stages of life. He added that a good school infrastructure makes possible for children and youths who live in remote areas to study and tends to improve the attendance and interest of students and teachers in learning. For this same reason that investments in school infrastructure have an essential role in solving access problems to the school system and improve students' performance. Table 4 reveals that respondents are highly flexible on investment decisions as to filling-up of vacant positions according to qualifications, carrying over the savings within the prescribed limit from one fiscal year to the next as shown also in the over-all average mean of 3.85.

This implies that respondents possess the managerial flexibility necessary in facing the challenges of internationalization. However, Hunger and Wheelen (2011) explained that in a formal organization, no one in the top level managers or heads is given full autonomy in decision making in terms of putting up investments. It has to be decided by the highest governing body of the organizations. The policies of the organizations set the limitation of power for those in authority. Organizations moved according to the provisions of the approved budget for the year and guided with a so-called strategic plan wherein possible investments of organizations should be reflected in the plan. For public or government organizations like the academic institutions, managerial flexibility is subject to the policies of government regulating bodies or agencies like the department of Budget and Management (DBM) and the commission on Audit (COA).

As to marketing strategy, the table shows an average mean of 3.80 or highly flexible which means that respondents of the study are highly flexible. They are open to the idea of putting up or providing an office that is tasked for marketing and linking with internal or external stakeholders necessary for internationalization. However, though highly flexible, the use of on-line transactions in school got the lowest mean of 3.62. With the constraint seen on budget for improved delivery of instruction, the study of Lek (2014) shed light that the government played most in promoting the country as a hub for a cross boarder education. The government can employ a healthy budgetary surplus and can afford to invest heavily in human resource, infrastructure, and the advertisement of schools. Figure 3 below presents the relationship between the extent of managerial flexibility and the level of readiness for internationalization. The line graph shows the Y-axis as the level of readiness of DepEd schools for Internationalization and X-axis as the extent of managerial flexibility. The coefficient of determination or  $R^2$  reveals how close the data are to the fitted regression line and the regression line determines the cause and effect relationship. It shows the equation that the level of readiness for internationalization is equal to 0.8928 times the value of  $x$  that represents the extent of managerial flexibility plus 0.4954. The coefficient of determination or  $R^2$  is equal to 0.7095. The linear regression reveals that 70.95% of the variation in the level of readiness around the mean is predictable from the extent of managerial flexibility, hence, the 70.95% value fits the model of the linear regression equation. The gradient of this line is 0.8928 which indicates that for an increase of 1 point in the extent of managerial flexibility the expected increase in the level of readiness is 0.8928. This means that the extent of managerial flexibility determines the level of readiness of DepEd schools for internationalization which implies that the more flexible the DepEd officials are, the more ready the DepEd schools for Internationalization. Table 5 presents a correlational and linear regression on the extent of managerial flexibility. The linear Regression predicts the level of readiness of schools for internationalization. The table also shows a 0.84230872 value or high correlation between the extent of managerial flexibility and level of readiness of DepEd schools for internationalization. This means that the predictors, such as the extent of managerial flexibility significantly influence the readiness of schools for internationalization since it has a p-value of 8.58E-08 and 7.36E-63 and all were less than the p-value of 0.05. Therefore, there is positive significant correlation between the extent of managerial flexibility and readiness of DepEd schools for internationalization.

**Table 4. Extent of Managerial Flexibility for Internationalization**

Indicators	Schools			Average Weighted Mean	Adjectival Description
	SdS	Tandag	Bislig		
<i>Investment Decisions</i>					
1. Fills up new vacant position/s according to qualifications.	4.01	4.01	4.11	4.04	HF
2. Provides special programs that cater the needs of special groups of students.	3.64	3.94	3.67	3.75	HF
3. Makes use of the available funds to purchase updated facilities.	3.85	3.99	3.89	3.91	HF
4. Reclassify positions as long as reclassification did not increase the total number of approved positions.	3.84	3.88	3.72	3.82	HF
5. Carry over the savings within the prescribed limit from one fiscal year to the next.	3.77	3.76	3.61	3.73	HF
Over-all Average Weighted Mean				3.85	HF
<i>Marketing Strategy</i>					
1. Provides an office that is tasked for marketing and linking with internal and external stakeholders.	3.90	4.19	3.82	3.98	HF
2. Allocates budget for improved delivery of instruction through PASBE accreditation and the implementation of the school Improvement Plan (SIP).	3.88	4.13	3.77	3.94	HF
3. Takes concrete action to establish Public-Private-Academe Partnership (PPAP).	3.57	3.83	3.61	3.67	HF
4. Allows clientele to make use of online transactions in school.	3.73	3.75	3.26	3.62	HF
5. Develops a research plan to improve the research capability of teachers.	3.75	3.74	3.91	3.79	HF
Over-all Average Weighted Mean				3.80	HF

Legend: (VMF) Very Much Flexible (HF) Highly Flexible (MF) Moderately Flexible (LF) Low Flexibility (NF) Not Flexible at all

**Table 5. Significant Correlation Between the Extent of Managerial Flexibility and Readiness of Schools for Internationalization**

Readiness	Readiness				Managerial Flexibility			
	1							
Managerial Flexibility	0.84230872				1			
	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	0.763561	0.137961	5.534621	8.58E-08	0.491714	1.035409	0.491714	1.035409
Managerial Flexibility	0.794638	0.03375	23.54503	7.36E-63	0.728135	0.861141	0.728135	0.861141

P<0.05- Significant

**Table 6. Challenges Encountered by the School Respondents**

Indicators	Division			Average Weighted Mean	Adjectival Description
	SdS	Tandag	Bislig		
1. Lack of e-library and ICT services.	3.20	3.31	3.14	3.22	S
2. Lack of effective, timely, and continuous training to improve ICT skills and manage a technology enriched classes.	2.93	3.33	3.00	3.09	S
3. Lack of ICT, educational Media and other available technologies for instructional use.	3.53	3.83	3.81	3.70	MS
4. Imbalance between the number of teachers, facilities and equipment, supplies, textbooks and the number of pupils.	3.46	3.90	3.74	3.68	MS
5. Teachers are less motivated to pursue their masters and doctoral degree.	3.02	3.28	3.05	3.12	S
6. Lack of relevant Trainings, seminars-workshop, engagement in educational research, conferences with longer duration to upgrade teaching competencies to be competitive to ASEAN institution of learning and to have excellent faculty development program.	3.18	3.26	3.21	3.22	S
7. Minimal budget for upgrading and repair on buildings and other school facilities and the purchase of technology.	3.62	4.15	3.84	3.86	MS
8. Lack of hand washing, safe water, health, sanitation and hygiene facilities to protect the health of the pupils and the teachers.	2.88	2.99	2.75	2.89	S
9. Minimal involvement of parents, monitoring and nurturing of their children's progress in school.	3.34	3.55	3.63	3.48	MS
10. Few linkages with parents and stakeholders to support school project and education facilities.	3.24	3.63	3.02	3.32	S
Over-all average weighted mean				3.36	S

This implies, the higher extent of managerial flexibility the more ready is the schools to face the challenges of internationalization. This conforms to the idea of Jones & Killick, (2007) which emphasized that internationalizing the curricula goes beyond updating the course material and teaching methods to adding extended curriculum activities to it, which will recognize the diversity and global perspectives. Such continuing, inclusive and integrated curriculum will provide teachers and students with skills required in a constantly changing local and global context. As gleaned from table 6, the most serious challenges that were encountered by the schools or the respondents as to internationalization include Imbalance between the number of teachers, facilities and equipment, supplies, textbooks and the number of pupils, Minimal budget for upgrading and repair of buildings and other school facilities and the purchase of technology, Minimal involvement of parents, monitoring and nurturing of their children's progress in school and Lack of ICT, educational Media and other available technologies for instructional use, of the four most serious challenges, minimal budget for upgrading and repair of buildings & other school facilities and the purchase of technology got the highest average weighted mean of 3.86. This implies that school operation and readiness for internationalization is affected by existing budget or fund allocation of the schools under study.

Schools need to impart with the parents and stakeholders in order to help the school ready and prepare for internationalization. It required a lot of budget for the provision of appropriate and updated physical plant and facilities and trainings for teachers on curriculum development. The Parent-teachers-Association also is a very powerful organ to use to ensure that school plant is maintained regularly by making funds available. Morales (2014) can attest to this finding when he concluded that school-based management is intensified if sufficient budget is appropriated considering that funding is the lifeblood of every consideration. Morales (2014) also added that stakeholders work as a team in the improvement of the school. This means that the school heads exercise collegiately by encouraging participation of parents, local leaders and other stakeholders in making decisions about what is best for the school in which all of them have a common stake.

### Model Development

High extent of managerial flexibility or innovativeness, global curriculum, upgraded physical plant and facilities and the use of ICT or instructional technology increase the readiness of schools to implement international education. This section presents the developed model based on the theories and concepts and study. The ultimate goals of preparing schools toward internationalization is for global competence not only of the administrators, teachers or the entire work force, producing globally competent pupils who are able to live, work, compete, and interact in a linguistically and culturally diverse world (Balagtas et al., 2014). It could also reflect the performance of schools to be at par with those of other countries if not of the world but, at least, in ASEAN schools that are ready for internationalization implying that they possess a level of quality comparable to the standards set by the other countries. The proposed, developed model for internationalization would serve as a guide to enhance quality education with standards raised from the minimum requirements.

This Model of Quality for Internationalization was conceived through the results generated from the study conducted on the Readiness of DepEd Schools for internationalization in the 3 divisions of the province for namely Surigao del Sur, Tandag City and Bislig City Division. The model assumes that DepEd schools are undertaking educational innovations that would result over time to internationalization given all the components or inputs as presented in the schematic diagram or figure. The model shows that there are four components for schools to be ready for internationalization. The first component is the Global Curriculum. The K to 12 Basic Education Program is the flagship program of the Department of Education in its desire to offer a curriculum which is attuned to the 21st century. This is in pursuance of the reform thrusts of the Basic Education Sector Reform Agenda, a package of policy reforms that seeks to systematically improve critical regulatory, institutional, structural, financial, cultural, physical and informational conditions affecting basic education provision, access and delivery on the ground. In this aspect, however, the k to 12 DepEd Curriculum is already at par with foreign countries as to a number of years of schooling. As to content, the curriculum is research-based, culture-sensitive, knowledge and outcomes-based specially designed to equip students with the needed competencies for local or international employment or for college education. Such curriculum needs to be certified by an international body.

Teachers' qualification is the second component. The model suggests a thorough preparation of teachers through in-service trainings, scholarships, benchmarking, fellowships, immersion, educational trips and many other forms that are relevant to their fields or area of specialization. It has to be considered that human resource is the most dynamic and important resource of any organization even in the academe, Global teachers can produce global graduates or global citizens of the world. The third component of the model is student services. Student services include a revitalized and quality guidance and counseling program, updated cumulative record of each pupil, career guidance, periodic orientation, follow-up service, close monitoring and evaluation of pupils' performance and other services.

Finally, the fourth components is upgraded physical plant and facilities considering the fact that pupils or individuals learn best on a combination of theory and practice more so of what is seen by the senses as Descartes said, "nothing comes to the mind without passing through the senses. All the above-mentioned components of the proposed model of quality for internationalization of DepEd Schools, once given preferential attention, adequate or sufficient budget which does not depend only on government funds, but, more of outsource funding assistance could lead to readiness for internationalization as shown in figure 4.

### Summary of Findings

As to profile of the respondents, most of the respondents were females with the age bracket of 48-60, married and Master's Degree holders with adequate experience in teaching. As to k to 12 curriculum, all the respondent schools in the three divisions were very much ready for internationalization while on teachers' qualification, and student services were moderately ready but, less ready for physical plant and facilities. On managerial flexibility, findings revealed that both investment decisions and marketing strategy obtained a highly

flexible adjectival description rating which means that the respondents in the three (3) divisions of the Province Surigao del Sur were highly flexible in their management of the schools. Likewise, there is significant correlation between the extent managerial flexibility and readiness of schools for internationalization. Furthermore, teachers and school head respondents were serious in facing the challenges of internationalization. Among these challenges were the imbalance between the number of teachers, facilities, and equipment, supplies, textbooks and the number of pupils, minimal budget for upgrading, or repair of buildings and other school facilities and the purchase of technology. There was also minimal involvement of parents, monitoring and nurturing their children's progress in school and the lack of ICT, educational media and other available technologies for instructional purposes were considered most serious challenge, hence the proposed intervention plan.

### Conclusion

On the basis of the findings of the study, the following conclusions were drawn: School heads and teachers of respondent schools were competent in preparing their schools for internationalization. They have the necessary qualifications and experience to face the challenges of internationalization. In addition, they were innovative as they exercise managerial flexibility in making investment decisions and in formulating marketing strategies necessary for the internationalization of DepEd schools.

Since schools were also ready with their K to 12 curriculum and student services, they were also capable of addressing the challenges encountered for internationalization. The predictors, such as the extent of managerial flexibility significantly influence the readiness of schools for internationalization. Thus, the higher the extents of managerial flexibility the more ready are the schools in facing the challenges of internationalization. The more aware the respondents are the higher is their managerial flexibility.

Since, internationalization requires a lot of budgets and through preparation. The more, respondent schools need to strengthen their public, private, academe partnership or linkages and intensify their strategies of earning additional income, the higher is their level of readiness for internationalization.

### Recommendation

Based on the findings and conclusions, the following recommendations were also formulated:

Regardless of sex, civil status, and length of service, teachers and school head respondents may pursue graduate and post-graduate studies and attend more seminars appropriate for their promotion, personal and professional growth and development. Male teachers with LET eligibility are also encouraged to join the Department of Education. Periodic close monitoring and evaluation maybe conducted and research could be considered to address certain issues on curriculum. Implementation schools may also strengthen their faculty development program and recommend teachers to study grants or scholarships in order to increase their educational qualifications. Student services could likewise be revitalized to produce meaningful effects to students and enhance their

capabilities that could make them more productive and useful members of society. Budget may also be increased through outsourcing to upgrade the physical plant and facilities of schools. In addition, the schools in the three (3) divisions may carry over the savings within the prescribed limit and make use of the available funds to purchase updated facilities. Schools might also develop a research plan to improve research capability of teachers and school heads as well as solve or address the challenges for internationalization. Schools likewise, may allocate budget for improved delivery of instruction, submit for PASBE accreditation and implement their school Improvement Plan (SIP) as designed.

Teachers and school heads may likewise have reorientation, trainings, and seminars on internationalization to enhance their managerial flexibility especially on investment decisions and marketing strategy for a better quality of education delivery and services. Academic institutions like those of DepEd might be serious in looking into the provision of e-library and ICT service that support school programs as well as the teaching and learning process. Parents and guardians might be encouraged to improve their participation in schools activities and in making up their children in school. A conducive school physical environment well-painted classroom, adequate chairs, and tables may likewise provide. Computer units with internet connections may be provided to schools. Instructional materials with computer-aided instruction might be encouraged. Future researchers are likewise encouraged to conduct another investigation on internationalization or globalization of education. This is to help inspire and give possible avenues for reflections as future researchers delve on issues not probed in this study.

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