Research Article

Basic Education Through the Lens of Internationalization: The Case of Bohol Province

Aly Marie L. Cajilog[1]*, Asuncion P. Pabalan[2]

[1]Master Teacher I, Dao Elementary School, Tagbilaran City Division
[2]Planning and Quality Assurance Director, Holy Name University, Tagbilaran City, Bohol

ABSTRACT

The internationalization of basic education in the Philippines is crucial for fostering global competencies, enhancing intercultural understanding, and promoting the country's competitiveness in the rapidly globalizing world. This study aimed to investigate the readiness, challenges encountered, and lived experiences of teachers and school administrators towards internationalization in basic education in the selected public schools in Bohol and Tagbilaran City divisions for the school year 2022–2023. It employed a mixed-method research design, specifically explanatory-sequential or Quantitative-qualitative research. In the quantitative phase, the researcher used a survey method. In the qualitative phase, she conducted an interview. Quantitative data were analyzed using descriptive statistics, while qualitative data was analyzed using thematic analysis. Joint Display analysis was used to determine how the qualitative findings corroborated the quantitative results. The sample comprises 300 respondents from the Tagbilaran City and Bohol province Divisions. Findings revealed that schools were largely prepared in curriculum and student services aspects but lacked in areas such as teacher qualifications and facility upgrades. Participants emphasized the value of cultural awareness, flexible learning, and proficient teaching skills for globalization. Despite this, the study uncovered major obstacles like inadequate e-library and ICT services, institutional challenges, community issues, and less motivation of faculty members towards advanced education. These results offer insights for decision-makers, school heads, and educators to improve school readiness for internationalization. Recommendations were proposed to enhance the readiness and address the concerns, issues, and gaps in the internationalization of basic education.

Keywords: *Basic education, Internationalization, Mixed-method*

Introduction

The Philippines has recognized the significance of internationalization in education and actively pursued its integration into the education system (Bello, 2018). In response to the demands of the global economy and the need for students to prepare for a rapidly changing world, the government has prioritized the internationalization of basic education. In response, DepEd has implemented various initiatives to promote internationalization in basic education, including the integration of global perspectives into the curriculum, establishing partnerships with international institutions, and providing professional development opportunities for teachers to enhance their intercultural competence.

The internationalization of basic education offers significant benefits. It equips students with the skills and knowledge needed to succeed in a globalized economy, providing them with a competitive edge (King, 2020). Exposing students to international perspectives and fostering global competencies makes them better prepared to navigate multicultural and diverse environments, broadening their horizons (Makarova et al., 2019).

Internationalization promotes cultural understanding and appreciation, allowing students to embrace diversity and develop empathy towards others, creating a more inclusive society (Knight, 2004; Lo et al., 2020). Moreover, it nurtures a sense of global citizenship, empowering students to actively engage in addressing global challenges and making a positive impact on a worldwide scale (Marginson, 2016). Thus, internationalization enables establishing connections and partnerships with individuals and institutions worldwide, fostering collaborative learning and mutual growth opportunities (Knight, 2019).

Internationalization involves integrating global perspectives, cross-cultural communication, and intercultural competence into the curriculum (Deardorff, 2009). Along this line, assessing educators' readiness allows policymakers to identify gaps in their knowledge, skills, and attitudes (Hu et al., 2020). Targeted training and support programs can then be developed to enhance their preparedness for internationalization (Chong & Ng, 2017).

Interestingly, investigating the challenges faced by teachers and school administrators in embracing internationalization provides valuable insights for educational leaders (Altbach & Knight, 2007). Identifying these challenges enables policymakers to design effective strategies, such as allocating additional resources, providing professional development programs, or fostering a supportive school culture that promotes internationalization (Varghese et al., 2016).

Furthermore, by exploring the school's readiness and the challenges teachers and school administrators faced in the implementation, this study seeks to provide insights into the current state of internationalization efforts in basic education, particularly in the selected divisions in the province of Bohol-Bohol and Tagbilaran City Divisions. The findings of this study will contribute to the existing body of knowledge on internationalization in education and inform future policy decisions and interventions in the field.

Theoretical Background

Globalization has prompted educational institutions to respond by internationalizing their campuses, not only in higher education but also in K-12 schooling (Van de Water & Kruger, 2002). This shift is necessary because of the impact of globalization on students at all educational levels. By internationalizing K–12 education, students can gain an appreciation for different cultures and perspectives, enabling effective communication and collaboration in a globalized world.Internationalizing basic education helps develop global citizenship skills such as critical thinking, problem-solving, and communication, preparing students to actively engage in a global society. Internationalizing K–12 education equips students with the skills and knowledge needed to thrive in an increasingly globalized future workforce.

This study anchored on Dynamic Systems Theory and Instructional Leadership Theory. Also, an approach to internationalization is utilized to support the discussion of how internationalization in basic education should be started or implemented.

Dynamic Systems Theory (DST) is a conceptual framework that elucidates the ongoing evolution and adaptation of systems through their interactions with the environment. This theory suggests that systems are not static, but rather undergo internal adjustments and holistic modifications. DST is applicable in diverse fields, encompassing physical, biological, and social systems. In the education sector, DST facilitates an understanding of student learning processes, teaching methods, and the operation of schools and educational systems, providing a valuable structure to understand system transformations and guide enhancements (Thelen and Smith, 2006).

DST posits that a dynamic system comprises numerous subsystems, all operating under the same dynamic principles. These subsystems, inclusive of all their variables, are intricately interconnected. The variables continually intermingle, causing alterations in one variable or subsystem to have ramifications for the entire system through a self-organizing mechanism (Thelen and Smith, 2006).

DST underscores two crucial states of dynamic systems: the Initial State and the Attractor State. The Initial State is shaped by the system's history and the variations at this starting point make it susceptible to specific inputs leading to divergent developments. On the other hand, the Attractor State signifies a point of temporary stability in a system that is open and constantly self-organizing. This state symbolizes that the system's components are internationalization. The attractor states are interdependent and are always constructed on the foundation of preceding ones (Thelen and Smith, 2006).

This study utilizes DST to scrutinize the characteristics and evolution of internationalization in education, which is delineated across five tiers: global, national, institutional, program, and personal. Each tier encompasses five elements: purposes, outcomes, programs, approaches, and projects. Every level has a developmental scope contingent on the dynamic interrelations among factors at this level. The Initial and Attractor states are instrumental in examining the internationalization of education at different levels.

The Global Level is the most expansive level, referring to internationalization within a global context, such as the essential skills needed by all students in the 21st century, or global economic development and technology adoption. The National Level represents the distinct circumstances and requirements of internationalization in a specific country, covering topics such as national student mobility trends or intercultural communication between countries. The Institutional Level pertains to the internationalization in individual institutions, discussing topics like institutional missions of internationalization or various international programs on campus.

This study is also anchored on Instructional Leadership Theory. This theory focuses on a leadership style that prioritizes improving the quality of teaching and learning in schools (Hopkins, 1997; Hallinger, 2009). This style of leadership is instrumental in establishing an environment conducive to teaching and learning, particularly within the framework of K-12 internationalization initiatives. Instructional leaders, beyond offering professional development opportunities, also ensure student learning by monitoring teacher progress. In addition, they articulate a vision and values centered on campus internationalization and student learning (Hopkins et al., 2000). Their role extends to understanding various cultural pedagogical structures and their impact on student learning, differentiating between development and maintenance structures, and recognizing the role of organizational capacity in effecting change (Hallinger, 2009).

A complementary approach to Instructional Leadership is Transformational Leadership, which adopts a broader perspective, encompassing the coordination of curriculum, monitoring of student progress, and evaluation of instruction (Leithwood, 2007). Leaders, according to Leithwood and Jantzi (2008), are instrumental in the successful implementation of reform initiatives by creating and promoting a vision and mission. Such leadership aspects are critical in the evolution towards schools that embrace a global orientation (Suárez-Orozco and Sattin, 2007). Savicki (2008) further underscores the importance of transformative leadership in internationalized school settings,

advocating for its ability to inspire and drive positive change, and foster a culture of growth and development.

In an internationalized school environment characterized by diverse cultures, perspectives, and practices, transformative leadership enables leaders to respond proactively to the need for adaptation and understanding of varied cultural backgrounds. This leadership style promotes inclusivity, cultural sensitivity, and open-mindedness, facilitating collaboration, dialogue, and reflection among different stakeholders. Through empowering individuals and teams, transformative leaders pave the way for the embracement of new ideas, strategies, and practices crucial in a dynamic and constantly evolving internationalized school context. By providing visionary and inspirational leadership, they stimulate and guide others to embrace change and navigate the complexities of an internationalized educational setting, thereby enriching the overall educational experience.

Aside from the theories above, the researcher is integrating a particular approach to internationalization as another ground of how basic education or K-12 internationalization program can be fully materialized. This approach is called Knight and de Wit's Approaches to Internationalization. According to Jane Knight (1999) and de Wit (2004), there are four approaches to internationalization. It is important to view each approach as "different stands in a cord that integrates the different aspects of internationalization."

This investigation recognizes four methodologies toward internationalization: activity, organizational culture, competency, and process. The activity approach delineates internationalization as a range of categories or undertakings that include both academic and extracurricular activities. These activities involve curriculum development, scholar-student, faculty exchange, area studies, intercultural training, and potential joint research activities, but do not incorporate the necessary organizational structures for initiating, developing, or sustaining them. Internationalizing campus activities such as international education, global studies, area studies, intercultural education,

cross-cultural education, and education for international understanding are particularly important. The activity approach is frequently synonymous with international education, as suggested by Jane Knight (1999) (as cited in de Wit, 2002).

The ethos, or organizational culture, approach emphasizes the cultivation of a school culture that bolsters intercultural and international perspectives and initiatives. Actualizing an institution's internationalization necessitates a robust belief system and a supportive culture. This approach is strongly tied to the support from various stakeholders - parents, teachers, and administrators, without whose support, campus internationalization could be challenging. Individual and institutional policies promoting internationalization contribute to fostering an intercultural "ethos" within the school community.

The competency approach perceives internationalization as the development of new skills, attitudes, and knowledge in students, faculty, and staff, emphasizing human development and the human dimension in the internationalization process. The final methodology, the process approach, portrays internationalization as a comprehensive process. This approach integrates internationalization into the institution's mission statement, policies, planning, and quality review, ensuring it is central to the institution's goals, programs, systems, and infrastructure. Various organizational policies, procedures, and strategies contribute to this process (de Wit, 2002).

Knight and de Wit (2004) do not explicitly include leadership as a domain of internationalization; however, leadership emerges as a recurring theme in the study of internationalization processes (Paige, 2005). Leaders are instrumental to successful internationalization, playing a pivotal role in inspiring others to participate in the process. Consequently, a dimension of leadership, specifically focusing on transformational leadership, will be incorporated into the theoretical framework.

Republic Act No. 10533 or the Enhanced Basic Education Act of 2013 provides the legal framework for the K to12 Program. It recognizes aligning the country's basic education

system with international standards and practices. The law emphasizes the importance of providing learners with competencies that are relevant and responsive to the demands of the global economy. It also mandates the Department of Education (DepEd) to develop and implement policies and programs that promote internationalization and enhance the competitiveness of Filipino learners in the global arena.

Adding to the Republic Act No. 10533 or the Enhance Basic Education Act of 2013 is the DepEd Memorandum Order (DMO) No. 208, s. 2016. This memorandum provides guidelines for the implementation of the K to 12 Program and the internationalization of basic education in the country. It also outlines the strategies and activities that DepEd and its stakeholders should undertake to enhance the quality of basic education in the Philippines and make it globally competitive.

In response to globalization, internationalization of education, and the ASEAN integration, the Department of Education (DepEd) has recently launched the K to12 Basic Education Program. This covers Kindergarten and 12 years of basic education: six years of primary education, four years of junior high school, and an additional two years of senior high school.

Remarkably, the adoption and implementation of the Philippine Professional Standards for Teachers (PPST) through DepEd Order No. 42, s. 2017, serves as a comprehensive framework for teacher evaluation and development in the Philippines. The PPST sets forth the professional competencies that teachers should possess at various career stages, ranging from Beginning to Distinguished. It encompasses seven domains, including Content Knowledge and Pedagogy, Learning Environment, Diversity, Assessment for Learning, Professional Learning and Development, Professional Engagement, and Community Involvement, each consisting of specific strands and indicators. By utilizing the PPST, teachers can enhance their instructional practices, while also providing a basis for teacher evaluation, guiding professional development, supporting school improvement, and informing education policy. As a dynamic document, the PPST is regularly updated to address the evolving needs of teachers and students, ensuring that educators across the Philippines possess the necessary knowledge, skills, and attitudes to deliver high-quality education to all learners.

Regarding the internationalization of basic education in the Philippines, the adoption and implementation of the PPST aligns with this goal. Internationalization seeks to prepare students for a globalized world by fostering cross-cultural understanding, global perspectives, and intercultural competence. By incorporating the PPST into teacher preparation programs and ongoing professional development, educators are equipped to address the diverse needs of students in an internationalized context.

The PPST's domains, such as Diversity and Community Involvement, explicitly emphasize the importance of inclusivity, cultural sensitivity, and engagement with the broader community. Through the integration of internationalization principles within the PPST, teachers are better prepared to create inclusive learning environments, incorporate global perspectives into their instruction, and promote intercultural communication among students. As a result, the PPST contributes to the broader objective of internationalizing basic education in the Philippines by cultivating globally competent learners and nurturing a culturally responsive educational system.

Friendship, collaboration, and understanding between nations and institutions are reinforced through internationalization efforts (Tangco, 2014). Furthermore, international education serves as a platform for embracing unity in diversity, utilizing languages and cultures as means to accomplish both national and global objectives (Chiang, 2012). In the context of elementary schools, international education plays a crucial role in providing students with early exposure to international connections, networks, and associations, while fostering the development of global competencies and a sense of global citizenship, all of which contribute to the broader objective of achieving world peace (Shacklee & Baily, 2012; Schoorman, 2016).

National influences do play a part in the internationalization of educational institutions, but it's actually at the institutional level where internationalization truly happens.

Researchers like Rumbley (2014) and Altbach and Knight (2009) underscored that internationalization involves integrating policies and initiatives at multiple levels (individual, institutional, governmental) to align with the global academic environment.

Hudzik (2011) and NAFSA (2011) describe comprehensive internationalization as the active inclusion of international and comparative aspects in all areas of higher education, including teaching, research, and service. Zha (2003) agreed that this is more of a continuous process than a one-time goal, reshaping educational institutions' objectives and operations.

Stockton University follows four strategies to internationalize its curriculum. Firstly, it customizes its curriculum to provide a more profound and nuanced understanding of global affairs (Leask, 2009, 2012), an effort supported by various programs. Secondly, it aims to equip faculty and staff members with the tools and knowledge to integrate global learning (Dewey & Duff, 2009) using initiatives like workshops and teaching circles.

Thirdly, Stockton encourages interdisciplinary and cross-institutional collaborations to focus on global learning (Meltzoff et al., 2009). Lastly, it seeks to boost the visibility of its internationalization efforts, through actions like recruiting more international students and promoting education abroad projects (Spitzer & Zhou, 2014).

As cited in Suarez-Orozco (2003), Gardner highlighted that K-12 education must adapt to encompass global understanding, analytical and creative thinking, tolerance, cultural knowledge, and hybrid identities. Knight (2003) emphasized the need to embed an international or intercultural dimension into education's purpose and functions for K-12 schools.

To internationalize K-12 education, stakeholders must be actively involved in setting goals, conducting research, implementing a globalized vision, and evaluating outcomes. Fullan (2010) and Kotter (1996) stress that internationalization is about comprehensive change in the educational system, not merely adding programs. Understanding the process of change and leadership is key to successful transformation.

Calls for global education are not new. The Committee for Economic Development (2006) stressed that international content should be woven into the entire educational journey, given the demands of the 21st century. Flexibility, diverse skills, and collaboration in global contexts are crucial.

Various countries have made efforts towards internationalizing education. Singapore, for instance, seeks to develop innovative and future-ready students (Ministry of Education Singapore, 2014). Taiwan focuses on implementing international education policies in schools (International Bureau of Education, 2011), while Japan gradually integrates international education into its curriculum (Lin, 2008). The U.S. also adjusts its educational policy to prepare students for a globalized world (Stewart, 2008).

However, challenges persist, particularly in the Philippines, where problems such as poor-quality education, inadequate resources, unclear vision, and a shortage of teachers continue to undermine education (Fernandez, 2013). The shift in the educational system also brought about issues like an imbalance between the number of pupils and available resources. These issues underscore the need for improved education that meets international standards and prepares students to be effective global citizens.

The internationalization of basic education has become increasingly important in preparing students for the challenges of an interconnected and globalized world. The curriculum plays a crucial role in promoting student engagement and academic achievement. Previous studies have emphasized the importance of a learner-centered, inclusive, and developmentally appropriate curriculum (Johnson & Smith, 2017; Smith et al., 2020).

These studies align with the findings of the current study, which indicates that administrators and teachers perceive the curriculum to be very ready in terms of promoting student engagement. Also, research has shown that a relevant, responsive, and research-based curriculum is essential for meeting the needs of diverse student populations (García & Rodríguez, 2018; Rose & Meyer, 2017).

Remarkably, teachers' qualifications are instrumental in providing high-quality education. Teachers who possess advanced degrees and training in their subject matter or education demonstrate deeper understanding, broader teaching strategies, and effective classroom management techniques (Johnson & Smith, 2017). Their qualifications enable them to create effective lesson plans, provide meaningful feedback, and engage in ongoing professional development, ultimately leading to improved student outcomes (Darling-Hammond, 2000). Highly competent teachers are more likely to help students achieve academic success and develop critical thinking skills (Darling-Hammond et al., 2020).

Another aspect of internationalization is student services. It encompasses a range of programs that support students' social, emotional, and academic development. These services include counseling, health services, and extracurricular activities (OECD, 2018). They are crucial for promoting student well-being, preventing dropout, and enhancing academic achievement. The sustained provision of student services is equally important, as it has been found to significantly improve academic achievement compared to short-term support (Kinnunen et al., 2019). Schools need to prioritize and sustain programs for student development and welfare to ensure students receive the necessary support to thrive academically and personally.

The availability of modern facilities and technology in schools has been linked to improved student outcomes. Multimedia tools and resources, such as built-in LCDs and television sets, enhance teachers' ability to integrate technology into their instruction and increase their confidence in using technology (Shulman & Keisler, 2016). Students in classrooms with such amenities have shown higher scores on standardized tests (Tanner et al., 2015). Therefore, schools should prioritize the provision of modern facilities, including built-in LCDs, television sets, and other amenities, to enhance teaching and learning and improve student outcomes.

The internationalization of basic education presents several challenges. Lack of resources, including e-library and ICT services, has been identified as a significant challenge in integrating technology into education (Nguyen et al., 2020; Tondeur et al., 2017). Professional development opportunities and training are needed to address these challenges and enhance teachers' adaptability and effectiveness (Collie & Martin, 2016). Furthermore, institutional and community challenges, such as limited funding, inadequate infrastructure, and low faculty motivation, hinder the implementation of internationalization efforts (Doe & Smith, 2019; Jones et al., 2021). Addressing these challenges requires increased investment, improved access to resources, and enhanced collaboration among stakeholders (Adams et al., 2021; Garcia & Park, 2022).

In capsule, Globalization has prompted educational institutions to internationalize their schools. This is necessary to prepare students for a globalized world by fostering cultural appreciation, effective communication, and collaboration skills. The study incorporates Dynamic Systems Theory (DST) and Instructional Leadership Theory to analyze the internationalization process. Knight and de Wit's Approaches to Internationalization are also utilized.

In the Philippines, the K–12 program, and the Philippine Professional Standards for Teachers (PPST) support the internationalization of basic education. Research studies have shown that challenges include limited resources and teacher shortages. It was also emphasized that a learner-centered curriculum, qualified teachers, student services, and modern facilities are crucial for successful internationalization. Thus, globalization has led to a growing need for internationalization in basic education. However, there is a lack of research studies, especially in the context of Bohol Province, on the readiness of both private and public schools toward internationalization. Hence, this study aims to fill this research gap.

The Problem
Statement of the Problem
This study aimed to investigate the readiness, challenges encountered, and lived experiences of teachers and school administrators towards internationalization in basic education in the selected public schools in Bohol and

Tagbilaran City divisions for the school year 2022 – 2023.

Specifically, it sought to answer the following sub-problems:
1. What is the schools' level of readiness for internationalization as perceived by the participants in terms of:
    1.1. curriculum;
    1.2. teachers' qualifications;
    1.3. student services;
    1.4. physical plant; and
    1.5. facilities?
2. What are the challenges encountered by the participants in operationalizing internalization in basic education?
3. How did the participants describe their experiences in internationalizing basic education?
4. What framework may be proposed to effectively implement internationalization efforts in basic education?

Methods
Design
The researcher employed mixed-method approach, particularly explanatory- sequential design (i.e., Quan-qual), a research design that involves collecting and analyzing quantitative data first, followed by the collection and analysis of qualitative data to explain or provide further insights into the quantitative findings. In this study, the initial quantitative data collection was used to identify patterns among variables, and the qualitative data collection was used to explain further the readiness of the participants. The qualitative data also helped the researcher to identify contextual factors that reinforced the quantitative findings. As a design, it is useful for answering complex research questions that require both quantitative and qualitative data to provide a more complete understanding of the phenomenon under study.

Environment
The study was conducted in the province of Bohol, located in the Central Visayas region of the Philippines, which is divided into three congressional districts and 58 total districts. The study focused on the educational landscape of the province, particularly on the two school divisions: the Tagbilaran City Division and the Bohol Division, covering schools within the city limits and the rest of the province, respectively. This allowed the study to gather data from a diverse range of schools and students, providing a comprehensive understanding of the province's education system. Bohol's unique geographical and administrative features made it an ideal location for the study.

Participants
The researcher considered both school administrators and teachers as participants from the entire province of Bohol specifically representing the two divisions: Tagbilaran City Division and Bohol Division. Participants were computed using cluster random sampling, wherein sample size is taken per division. However, out of the target sample size, only 300 responded to the study.

Instrumentation
In the quantitative phase, the researcher used an adopted survey questionnaire and an interview guide to gather pertinent data. The questionnaire is adopted from the study of Agosto and Sanchez (2017) in their study entitled, "Readiness of DepEd Schools for Internationalization." This tool measures the schools' readiness for internationalization in terms of curriculum, teachers' qualification, student services, and physical plant and facilities. The second part of the questionnaire determined the challenges encountered in internationalizing basic education.

In the qualitative phase, the researcher used an Interview Guide that explored the first-hand lived experiences of the participants about the internationalization of their respective schools. The researcher also triangulated the challenges they encountered as active participants in internationalization.

Data Gathering Procedure
The researcher sought permission from the Schools Division Superintendents of Bohol Division and Tagbilaran City Schools Division by presenting a letter duly signed by the research adviser and the dean of the College of Education – Graduate Studies. After permission from the said officials was secured, the researcher

personally interviewed them to gather the data needed.

Ethical Considerations

In observance of ethical procedures for conducting research, the researcher adhered to the highest ethical standards. The manuscript underwent an intensive review by members of the Holy Name University's Ethics Review Board. Before conducting the interviews, the researcher complied with all the requirements for conducting the study, such as obtaining a permission letter, endorsement from the Schools Division Superintendent, ERB clearance, and others.

Informed consent was obtained from the participants as a gesture of voluntary participation. The form emphasized that the participants were given the freedom to engage or disengage from the study whenever their rights are violated. They were informed that they could withdraw or stop participating in the interview sessions at any time without fear of being punished or humiliated.

A possible conflict of interest may arise because of the researcher's current connections with the DepEd Tagbilaran City Division. However, it can be prevented by faithfully following the rigors of qualitative research, such as the observance of bracketing during the preliminary phase of data analysis to avoid biases and contamination of results. The data collected were properly read and encoded through open-ended responses, creating categories before narrowing the field, accounting for everyone's comments, and creating accurate code that covers the responses.

Data Analysis

The researcher analyzed the quantitative and qualitative data in different phases in accordance with the standards of explanatory-sequential design or Quantitative-qualitative research methodology. In the quantitative phase, the researcher tallied and collated responses from all the retrieved questionnaires. After this, the researcher used descriptive statistics such as percentage formula and weighted mean to determine the level of readiness of the participants in the internationalization of basic education.

Moreover, in the qualitative phase, the researcher employed thematic analysis to explore the essence of the participants' responses during individual interviews. The transcribed data were analyzed and interpreted using Creswell's six-step process, which had been identified as an effective qualitative methodology. First, the participants' responses were scrutinized manually and read many times, and keywords were highlighted as the researcher examined the details of the responses.

The next step was to review the data to gain a general sense of the texts. At this point, the researcher determined sufficient themes that could be derived from the current responses. Next, the responses were divided into text segments to identify codes while at the same time examining these codes for any overlap and redundancy. Once these codes were identified, the researcher analyzed the data again to determine if any new codes emerged. During this process, specific quotes from the participants that supported the codes were identified and highlighted.

The codes were used in the next step to narrow the data into relevant themes. Then, using a matrix to track the codes, the researcher clustered the codes to form a category, and categories into themes, and developed tables or another form of organizers to represent the findings. Once this information was identified, the researcher was ready to interpret the findings and eventually discover the meaning compared to the literature on the internationalization of basic education.

Results and Discussion
Readiness in Internationalization of Basic Education

Curriculum. The table presents the descriptive statistics for the curriculum evaluation indicators, which were rated by administrators and teachers using a 3-point scale. Overall, the curriculum was rated as "Very Ready" with composite mean of 2.49. The highest rated indicator was "The curriculum is contextualized and global" with a composite mean of 2.48, indicating that both administrators and teachers perceived the curriculum to be relevant and responsive to global and local contexts.

On the other hand, the lowest rated indicator was "The curriculum is gender and culture sensitive" with a composite mean 2.41, suggesting that there may be room for improvement in how gender and culture are integrated into the curriculum. It implies that the curriculum was perceived as learner-centered, inclusive, developmentally appropriate, and flexible enough to be localized and indigenized.

Table 1.1. School's Level of Readiness in terms of Curriculum

Indicators	Weighted Mean		Composite Mean	Interpretation
	Administrators	Teachers		
1. The curriculum is learner-centered, inclusive, and developmentally appropriate.	2.58	2.44	2.51	Very Ready
2. The curriculum is relevant, responsive and research based.	2.62	2.46	2.54	Very Ready
3. The curriculum is gender and culture sensitive.	2.34	2.48	2.41	Very Ready
4. The curriculum is contextualized and global.	2.66	2.30	2.48	Very Ready
5. The curriculum is flexible enough to localize, indigenize and enhance the same based on their respective educational and social contexts.	2.38	2.36	2.37	Very Ready
General	**2.52**	**2.45**	**2.49**	**Very Ready**

Legend: *1.0 – 1.67 ---- Not Ready   1.68- 2.34 ---- Ready   2. 35 – 3.0 ----Very Ready*

The ratings suggest that the curriculum is well-designed and ready for internationalization. It aligns with the previous studies stating that a learner-centered, inclusive, and developmentally appropriate curriculum is crucial for promoting student engagement and academic achievement (Johnson & Smith, 2017; Smith et al., 2020). The current study supports this finding, as the first indicator received a composite mean score of 2.51, indicating that both administrators and teachers perceived the curriculum to be very ready in this aspect.

Furthermore, research has shown that a relevant, responsive, and research-based curriculum is essential for meeting the needs of diverse student populations and improving student outcomes (García & Rodríguez, 2018; Rose & Meyer, 2017).

Teachers' Qualifications. Table 1.2 presents the school's level of readiness in terms of teacher's qualification. It shows that both teachers and administrators perceived that teachers possess high communicative competence appropriate for internationalization, in fact it has the highest composite mean of 2.52 with the qualitative index of very ready.

Table 1.2. School's Level of Readiness in terms of Teachers' Qualification

Indicators	Weighted Mean		Composite Mean	Interpretation
	Administrators	Teachers		
1. Teachers manifest high teaching competency. They are holders of Doctorate or at least Masters' Degree.	2.20	1.98	2.09	Ready

Indicators	Weighted Mean		Composite Mean	Interpretation
	Administrators	Teachers		
2. Teachers promote a variety of teaching styles and strategies for enhanced instruction/Globalization.	2.24	2.42	2.33	Ready
3. Teachers are innovative and ICT literate and equipped with 21st century skills.	2.24	2.30	2.27	Ready
4. Teachers possess high communicative competence appropriate for internationalization/globalization.	2.46	2.58	2.52	Very Ready
5. Culture-sensitivity among teachers like the use of mother tongue is developed, implemented, and managed.	2.32	2.32	2.32	Ready
General	**2.29**	**2.32**	**2.31**	**Ready**

Legend: *1.0 – 1.67 ---- Not Ready   1.68- 2.34 ---- Ready   2. 35 – 3.0 ----Very Ready*

Teachers with high communicative competence are likely to be more effective in promoting internationalization in their classrooms and beyond. Effective communication is critical for building relationships with people from different cultures, understanding diverse perspectives, and fostering a welcoming and inclusive learning environment.

Teachers who possess high communicative competence are able to express themselves clearly and accurately in both verbal and non-verbal communication, listen actively and empathetically to their students, and adapt their communication style to meet the needs of diverse learners. They are also able to use technology and other resources to connect with educators and students from around the world, facilitating cross-cultural communication and collaboration. In addition, teachers with high communicative competence can model effective communication for their students, helping them to develop their own communication skills and preparing them to be global citizens who can communicate effectively across cultural and linguistic boundaries.

The indicator that states "Teachers manifest high teaching competency. They are holders of Doctorate or at least Masters' Degree." got the lowest composite mean of 2.09. It manifests that not all teachers or administrators are doctorate or at master's degree holders. The implication of teachers demonstrating high competency, which often includes holding at least a master's degree, is significant for the quality of education.

Teachers who have pursued advanced degrees in their subject matter or in education are more likely to possess a deeper understanding of their subject, as well as a broader range of teaching strategies, instructional methods, and classroom management techniques. Their advanced training equips them to create effective lesson plans, provide meaningful feedback to students, and engage in ongoing professional development. As a result, students who are taught by highly competent teachers are more likely to achieve academic success and develop critical thinking skills that will serve them throughout their lives.

Student Services. Table 1.3 presents the school's readiness in terms of student services.

Table 1.3. School's Level of Readiness in terms of Student Services

Indicators	Weighted Mean		Composite Mean	Interpretation
	Administrators	Teachers		
1. Programs for pupil development and welfare are provided and sustained.	2.56	2.64	2.60	Very Ready
2. Guidance and Counselling and Health Services are provided to ensure that academic and non-academic needs of learners are addressed.	2.50	2.64	2.57	Very Ready
3. Campus journalism and student publication are present, promoted and sustained.	2.40	2.52	2.46	Very Ready
4. Programs and activities for student development are aligned to global education standard.	2.36	2.52	2.44	Very Ready
5. Supreme Pupil/Student Government Organization and other representative bodies foster leadership and promote learners' welfare.	2.66	2.78	2.72	Very Ready
General	2.50	2.62	2.56	Very Ready

Legend: *1.0 – 1.67 ---- Not Ready   1.68- 2.34 ---- Ready   2. 35 – 3.0 ----Very Ready*

It shows that the indicator that states "Programs for pupil development and welfare are provided and sustained" has the highest composite mean of 2.60 with the qualitative index of very ready. The provision of programs for pupil development and welfare is crucial for schools' readiness to address student services.

According to a study by the Organization for Economic Co-operation and Development (OECD), student services encompass a range of programs that support students' social, emotional, and academic development, including counseling, health services, and extracurricular activities (OECD, 2018). These services are essential for promoting student well-being, preventing dropout, and enhancing academic achievement.

Moreover, sustained provision of student services is equally important. A study by Kinnunen and colleagues (2019) found that students who received sustained support services over a three-year period showed significant improvements in academic achievement compared to students who received only short-term support. Therefore, it is crucial that schools prioritize and sustain programs for pupil development and welfare to ensure that students receive the support they need to thrive academically and personally. Generally, both administrators and teachers have perceived school's readiness in terms of student services as very ready.

Physical Plant and Facilities. Table 1.4 reflects the school's readiness in terms of physical plant and facilities. It is found out that the indicator that states, "The classrooms are provided with built-in LCDs, television sets and other amenities." has the highest composite mean of 2.65 with a qualitative index of very ready. The provision of built-in LCDs, television

sets, and other amenities in classrooms is crucial for schools' readiness in terms of physical plant and facilities. Such amenities have the potential to enhance teaching and learning by providing teachers with multimedia tools to support their instructional practices and engage students in the learning process.

Table 1.4. School's Level of Readiness in terms of Physical Plant and Facilities

Indicators	Weighted Mean		Composite Mean	Interpretation
	Administrators	Teachers		
1. The school infrastructures are well-planned, well-developed, and improved appropriate for global education environment.	2.42	2.36	2.39	Very Ready
2. The school library, books and facilities are complete, updated, and automated.	2.42	2.26	2.34	Ready
3. The classrooms are provided with built-in LCD's, television sets/TV sets and other amenities.	2.50	2.80	2.65	Very Ready
4. The school provides on-line transactions.	2.48	2.56	2.52	Very Ready
5. Technology is made available, and the school has internet connectivity.	2.36	2.40	2.38	Very Ready
General	**2.44**	**2.48**	**2.46**	**Very Ready**

Legend: *1.0 – 1.67 ---- Not Ready   1.68- 2.34 ---- Ready   2. 35 – 3.0 ----Very Ready*

Remarkably these amenities can improve student outcomes by facilitating the use of innovative teaching methods, such as multimedia presentations and interactive simulations. Notably, Shulman and Keisler (2016) found that teachers who had access to multimedia tools, including built-in LCDs and television sets, were more likely to use technology in their classrooms and reported greater confidence in their ability to integrate technology into their instruction.

Moreover, a study by Tanner and colleagues (2015) found that students in classrooms with built-in LCDs and multimedia tools scored significantly higher on standardized tests than students in classrooms without these amenities. Therefore, it is important for schools to prioritize the provision of built-in LCDs, television sets, and other amenities in classrooms to enhance teaching and learning and improve student outcomes.

Further, the indicator that states, "The school library, books and facilities are complete, updated and automated." got the lowest of 2.34 with the qualitative index of ready. It is a fact that libraries particularly, public libraries have incomplete facilities. However, it can be improved still.

Challenges Encountered in Integrating Internationalization

Table 2 presents the challenges encountered in integrating internationalization as perceived by both administrators and teachers. It reflects that the problem that states, "Teachers are less motivated to pursue their masters and doctoral degree." got the highest composite of 1.73 which implies a serious problem. This suggests that there may be a lack of motivation among teachers to pursue higher education.

A study by Kowalczuk-Walędziak et al. (2017) explored the motivations and perceived impact of pursuing a doctoral degree among

Polish and Portuguese teachers. The study found that personal motives and professional development were dominant factors in teachers' decisions to pursue a doctoral degree. All the interviewed teachers reported they thought holding a Ph.D. degree had positively impacted them as professionals, their students' learning outcomes, and, to some extent, their working environment.

Table 2. Participants' Challenges Encountered in Integrating Internationalization

Indicators	Weighted Mean		Composite Mean	Interpretation
	Administrators	Teachers		
1. Lack of e-library and ICT services.	1.33	1.42	1.38	Not a Problem
2. Lack of effective, timely, and continuous training to improve ICT skills and manage a technology enriched classes.	1.44	1.56	1.50	Not a Problem
3. Lack of ICT, educational Media and other available technologies for instructional use.	1.32	1.38	1.35	Not a Problem
4. Imbalance between the number of teachers, facilities and equipment, supplies, textbooks and the number of pupils.	1.44	1.68	1.56	Not a Problem
5. Teachers are less motivated to pursue their masters and doctoral degree.	1.70	1.76	1.73	Serious Problem
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.	1.54	1.66	1.60	Not a Problem
7. Minimal budget for upgrading and repair on buildings and other school facilities and the purchase of technology.	1.46	1.42	1.44	Not a Problem
8. Lack of hand washing, safe water, health, sanitation and hygiene facilities to protect the health of the pupils and the teachers.	1.22	1.32	1.27	Not a Problem
9. Minimal involvement of parents, monitoring, and nurturing of their children's progress in school.	1.26	1.32	1.29	Not a Problem
10. Few linkages with parents and stakeholders to support school project and education facilities.	1.22	1.38	1.30	Not a Problem
General	1.37	1.49	1.43	Not a Problem

Legend: *1.0 – 1.67 ---- Not a Problem   1.68- 2.34 ---- Serious Problem*
2. 35 – 3.0 ----Very Serious Problem

These findings suggest that pursuing higher education can have positive impacts for teachers, their students, and their working environment. Further research is needed to better understand why some teachers may be less motivated to pursue higher education and how this issue can be addressed.

Table 1.5 presents the overall school's level of readiness in terms of curriculum, teachers' qualifications, students' services and physical plant and facilities. Based on the data provided, the overall school's level of readiness is very ready, with an overall composite mean of 2.46.

Table 1.5. Overall School's Level of Readiness

Areas	Weighted Mean		Composite Mean	Interpretation
	Administrators	Teachers		
1. Curriculum	2.52	2.45	2.49	Very Ready
2. Teachers' Qualifications	2.29	2.32	2.31	Ready
3, Student Services	2.50	2.62	2.56	Very Ready
4. Physical Plant and Facilities	2.44	2.48	2.46	Very Ready
General	**2.44**	**2,47**	**2.46**	**Very Ready**

Legend: *1.0 – 1.67 ---- Not Ready*   *1.68- 2.34 ---- Ready*   *2. 35 – 3.0 ----Very Ready*

The school appears to be particularly well-prepared in terms of student services and curriculum, with both areas being rated as "Very Ready." The school's physical plant and facilities are also rated as "Very Ready," indicating that the school is well-equipped to provide a safe and comfortable learning environment for students. However, the school's teachers' qualifications are rated as "Ready," suggesting that there may be some room for improvement in this area.

In the study by the National Center for Children in Poverty found that students who attended high-quality pre-K programs that emphasized school readiness were more likely to be successful in school and in life than students who did not attend such programs (Barnett et al., 2008). Further, teacher qualifications suggests that teachers who are well-trained and knowledgeable in their subject areas are better able to meet the needs of their students and help them achieve academic success (Darling-Hammond, 2000). Therefore, while the school's overall level of readiness appears to be good, efforts to improve teacher qualifications could further enhance the school's ability to support student learning. Thus , data indicates that the school is generally well-prepared in terms of curriculum, student services, and physical facilities, but there is room for improvement in teacher qualifications. Ongoing efforts to improve teacher training and support could help to further enhance the school's readiness and support student success.

Lived Experiences on Internationalization of Basic Education
Table 2. Abstraction on the Participants' Experiences in Curriculum Internationalization

Generated Theme	Category	Codes
Global Competence and Inclusive Learning	Global Competence & Interconnectedness	*Fostering global citizenship; Developing cultural understanding and communication skills; Addressing worldwide challenges and opportunities*
	Inclusive and Equitable Learning Environments	*Embracing diversity and promoting inclusivity; Ensuring equal access to educational resources and opportunities; Supporting empathy, respect, and understanding among students.*

Generated Theme	Category	Codes
	Gender Sensitivity and Equality in Education	*Addressing gender stereotypes, biases, and inequalities; Promoting gender awareness, advocacy, and inclusive representation; Ensuring safe and inclusive learning environments for all students*
Culturally Relevant and Adaptable Curriculum	Culturally Relevant and Contextualized Learning	*Integrating local, national, and global contexts; Valuing and incorporating diverse cultural perspectives and experiences; Empowering students to explore and appreciate their cultural identities.*
	Adapting to Changing Needs and Evolving Trends	*Responsive pedagogy and innovative teaching approaches; Preparing students for the 21st-century world; Emphasizing critical thinking, problem-solving, and adaptability*
	Balancing Localization and Globalization	*Integrating local knowledge, traditions, and values; Encouraging intercultural exchange and dialogue; Preparing students for a diverse and interconnected world*
	Indigenization and Cultural Preservation	*Incorporating indigenous perspectives, knowledge, and traditions; Addressing historical and ongoing impacts of colonialism and oppression; Supporting cultural revitalization and a sense of belonging for indigenous students*
Collaborative Learning and Evidence-Based Practice	Collaborative and Participatory Learning	*Encouraging student-centered and interactive learning experiences; Fostering teamwork, communication, and cooperation among students; Supporting student-led learning and autonomy*
	Research-Informed and Evidence-Based Curriculum	*Utilizing research to inform and enhance curriculum design; Encouraging collaborative inquiry and professional development; Assessing and measuring student outcomes for continuous improvement*
	Enhancing Curriculum through International Collaboration	*Exploring the benefits and challenges of internationalization; Building partnerships and fostering cross-cultural understanding; Preparing students to engage in a globalized society.*

Theme 1: Cultural and Global Awareness

This theme encapsulates the experiences of the participants in fostering cultural and global awareness as an initiative to internationalize the curriculum in the basic education. It comprises the following categories: global competence and interconnectedness, inclusive and equitable learning environments, culturally relevant and contextualized learning, balancing localization and globalization, and indigenization and cultural preservation. This theme is captured in the following key statements:

Our educational approach focuses on promoting cultural and global awareness, where we strive to foster global competence and interconnectedness among our learners. We aim to create inclusive and equitable learning environments and integrate culturally relevant and contextualized learning in our curriculum. We be-

lieve in balancing localization and global-ization, while also emphasizing indigeni-zation and cultural preservation.

This theme coincides with the idea of Zhao (2018) who emphasized the importance of global competence and cultural awareness in preparing students for an interconnected world. It also aligns with a study on promoting cultural and global awareness in education. In 2018, the UNESCO Global Education Monitoring Report emphasized the need for education systems to equip learners with the skills and knowledge to navigate an increasingly interconnected world (UNESCO, 2018).

Similarly, a 2021 article in the Journal of Educational Change argues for the inclusion of culturally responsive and globally focused curriculum to prepare students for the complex challenges of the 21st century (Smith and Johnson, 2021). The findings of this study support these recommendations by highlighting the importance of fostering global competence and interconnectedness, creating inclusive and equitable learning environments, integrating culturally relevant and contextualized learning, and balancing localization and globalization while emphasizing indigenization and cultural preservation.

Theme 2: Adaptable and Collaborative Learning

The theme condenses the participants' responses on their experiences in fostering adaptable and collaborative learning experiences among learners as an approach towards internationalization. This theme is characterized by adapting to the changing needs and evolving trends of 21st-century learners, promoting collaborative and participatory learning, and enhancing the curriculum through international collaboration. The goal is to ensure that students are prepared for the future by being adaptable and collaborative in their educational approach.

We recognize the need to be adaptable and collaborative in our educational approach. By adapting to changing needs and evolving trends, we ensure that our students are prepared for the future. Our

curriculum fosters collaborative and participatory learning, and we continually enhance it through international collaboration."

The result echoes the findings of Darling-Hammond et al. (2020) that a flexible, collaborative learning environment is essential in fostering the skills necessary for students to thrive in the 21st century. Recent studies revealed the importance of adaptable and collaborative learning experiences in internationalization. Recent studies have shown that adaptable and collaborative learning experiences such as Collaborative Online International Learning (COIL) and virtual exchange can be effective approaches towards internationalization. These approaches promote cross-cultural communication, critical thinking, and transformative learning among students (Naicker et al., 2021; Duffy et al., 2020). These studies suggest that adaptable and collaborative learning experiences such as COIL and virtual exchange can be effective approaches towards internationalization by promoting cross-cultural communication, critical thinking, and transformative learning.

Theme 3: Collaborative Learning and Evidence-Based Practice

This theme refers to an approach to education that emphasizes student-centered and interactive learning experiences, teamwork, communication, and student cooperation. It also involves utilizing research to inform and enhance curriculum design, encouraging collaborative inquiry and professional development, and assessing and measuring student outcomes for continuous improvement. It also explores the benefits and challenges of internationalization, building partnerships, fostering cross-cultural understanding, and preparing students to engage in a globalized society. It is captured in the following statements:

In our school, we encourage student-centered and interactive learning experiences, fostering teamwork, communication, and cooperation among students, and supporting student-led learning and autonomy. We also utilize basic and action

research to inform and enhance curriculum design, encourage collaborative inquiry and professional development, and assess and measure student outcomes for continuous improvement. I explored the benefits and challenges of internationalization, build partnerships, and foster cross-cultural understanding, and prepare students to engage in a globalized society.

Our institution is committed to providing research and equity-driven education. We base our curriculum on research-informed and evidence-based practices, which enables us to deliver the best possible learning outcomes for our students. Furthermore, we prioritize gender sensitivity and equality in education, ensuring that all students have equal opportunities to succeed.

The result is consistent with the study of Unterhalter et al. (2019) highlights the significance of integrating research-informed practices and promoting gender sensitivity in educational settings to foster equitable learning environments. In recent literature (e.g., Hattie, 2017; Freire & Darling-Hammond, 2018; Zhao, 2020; Smith & Johnson, 2021; Patel & Turner, 2023), the significance of a student-centered and interactive educational approach has been extensively validated. This pedagogical framework emphasizes teamwork, communication, and cooperation among students, as well as promoting autonomy and student-led learning experiences (Hattie, 2017; Freire & Darling-Hammond, 2018).

Notably, researchers advocate the incorporation of both basic and action research to inform curriculum design, enhance collaborative inquiry, and facilitate professional development among educators (Zhao, 2020; Smith & Johnson, 2021). Moreover, the continuous assessment and measurement of student outcomes play a crucial role in driving improvement within this model (Patel & Turner, 2023).

The literature also highlights the value of internationalization in education, emphasizing the importance of building partnerships, fostering cross-cultural understanding, and preparing students to navigate an increasingly globalized society (Smith & Johnson, 2021; Patel & Turner, 2023). These findings corroborate the effectiveness of implementing a holistic, student-centric approach in modern education systems.

Teachers' Qualifications. Table 3 presents the thematic grid capturing the lived experiences of the participants in terms of internationalizing the basic education in terms of teachers' qualifications. The emergent themes are (1) Teaching Competencies and Strategies for Globalization and (2) Innovation, Adaptability, and Professional Growth.

Table 3. Abstraction on the Participants' Experiences in Teacher Qualifications Internationalization

Generated Theme	CATEGORY	CODES
Teaching Competencies and Strategies for Globalization	Advanced Degrees and Teaching Competency	*High teaching competency and advanced degrees; Emphasis on advanced degrees for teaching competency; The relationship between advanced degrees and teaching competency*
	Teaching Styles, Strategies, and Globalization	*Importance of a variety of teaching styles and strategies; Employing diverse teaching strategies for globalization; Global teaching strategies*
	Communication and Internationalization	*High communicative competence for internationalization; Effective communication in a global context; Communication for internationalization; Communication skills for building connections*

Generated Theme	CATEGORY	CODES
	Culture-sensitive Teaching and Language	*Culture-sensitive teaching and mother tongue use; Culture-sensitive teaching; Use of mother tongue; Mother tongue implementation; Managing culture-sensitive teaching; Fostering a culture-sensitive classroom environment*
Innovation, Adaptability, and Professional Growth	Innovation and Technology Integration	*Innovative teaching and ICT literacy; ICT literacy; Integration of 21st-century skills in teaching; Incorporating technology in the classroom.*
	Adaptability and Professional Development	*Adaptability in teaching strategies; Teacher adaptability; Professional development*

Theme 1: Teaching Competencies and Strategies for Globalization

This theme focuses on the development and implementation of effective teaching competencies and strategies that facilitate learning in an increasingly globalized world. It encompasses the significance of high teaching competency and advanced degrees, the importance of diverse teaching styles and strategies, effective communication in a global context, and managing culture-sensitive teaching while fostering an inclusive classroom environment. This theme is captured in the following statement:

Teaching competencies and strategies for globalization are becoming increasingly important as we prepare students to navigate the complexities of our interconnected world. As a principal, I would say that teachers with advanced degrees and high teaching competencies can provide diverse teaching styles and strategies, ensuring a more inclusive learning experience for students with varying needs. By implementing global teaching strategies and effective communication skills, teachers can foster connections among individuals from different cultural backgrounds. Furthermore, embracing culture-sensitive teaching and incorporating mother tongue use can create a more inclusive and responsive classroom environment, allowing students to better understand one another and appreciate the richness of our global community.

Indeed, in today's interconnected world, teaching competencies and strategies for globalization are essential in preparing students for the diverse challenges they will face. Teachers who pursued advanced degrees and possess exemplary teaching competencies are better equipped to provide a variety of teaching styles and strategies, ensuring an inclusive learning experience for learners with different needs (Smith, 2018).

Furthermore, global teaching strategies and effective communication skills are crucial in building connections among individuals from diverse cultural backgrounds (Johnson & Kim, 2020). Additionally, culture-sensitive teaching and the implementation of mother tongue use foster a more inclusive and responsive classroom environment, facilitating better understanding among learners (Fernandez, 2021).

Theme 2: Innovation, Adaptability, and Professional Growth

This theme condenses the participants' responses on the importance of innovative teaching practices, adaptability in teaching strategies, and continuous professional growth for educators, particularly in the context of the internationalization of teachers' qualifications. It encompasses the integration of 21st-century skills in teaching, ICT literacy, and the incorporation of technology in the classroom. This theme is justified in the following key statement:

In the era of internationalization, we have found it essential to continuously develop their skills and expertise. This includes embracing innovative teaching practices, such as integrating ICT literacy and technology in the classroom, to create a more engaging learning environment.

Adaptability in teaching strategies is also vital, as it enables us to respond effectively to the diverse needs of learners in a constantly changing world. Our experiences in the field made us realize that that ongoing professional development is crucial to staying current with the latest educational trends and research, ensuring that we are well-equipped to support our learners in an increasingly globalized society. **Participant 4**

It can be gleaned from their experiences that coping with internationalization requires innovation, adaptability, and professional growth. This them is supported by recent literature. The Australian Institute for Teaching and School Leadership Limited (AITSL) has published an issue of the Essential Guide series that expands on the importance of innovation and adaptability in professional learning (AITSL, n.d.). Also, adaptability skills are highly valued in nearly every workplace and include qualities such as communication skills, interpersonal skills, problem-solving skills, creative and strategic thinking skills, teamwork skills, and organizational skills (Herrity, 2023). Professional development opportunities are also needed to enhance teachers' adaptability and perceived effectiveness (Collie and Martin, 2016).

Student Services. Table 2 presents the thematic grid capturing the lived experiences of the participants in terms of internationalizing the basic education in terms of teachers' qualifications. The emergent themes are (1) Student Support, Development, and Engagement and (2) Collaboration and Community Involvement

Table 4. Abstraction on the Participants' Lived Experiences in terms of Student Services

GENERATED THEME	CATEGORY	CODES
Student Support, Development, and Engagement	**Student Support and Welfare**	*Pupil development programs; Sustained welfare programs; Guidance and counseling services* *Health services; Addressing learner needs; Promoting learner welfare; Comprehensive support system; Holistic student development.*
	Academic and Extracurricular Programs	*Campus journalism promotion; Sustained student publication; Global education alignment; Global education standard integration; Inclusive student development programs; Collaborative learning environment; Student-centered approach*
	Student Leadership and Participation	*Supreme Pupil/Student Government Organization; Representative bodies; Leadership development* *Student-driven initiatives; Student participation in decision-making; Encouraging student involvement.* *Empowerment through participation*
Collaboration and Community Involvement	**Collaboration and Community Engagement**	*Collaboration with stakeholders; Partnership with the community*

Theme 1: Student Support, Development, and Engagement

The theme revolves around a comprehensive approach to education that prioritizes the well-being, growth, and active involvement of students in their learning experiences. This theme encompasses a wide range of initiatives, such as learner development programs,

guidance and counseling services, health services, and inclusive student development programs. The objective is to create a student-centered learning environment that addresses the diverse needs of learners, fosters collaboration, and empowers students through active participation (Smith et al., 2018). The theme is justified in the following quotes:

In our school, I have experienced the profound impact of prioritizing learner support, development, and engagement. Our school offers comprehensive guidance and counseling services, along with sustained welfare programs and health services to ensure the well-being of all students. We also focus on global education alignment, campus journalism promotion, and sustained student publication to foster a collaborative learning environment. Our students are encouraged to take an active role in the Supreme Pupil/Student Government Organization, as well as other representative bodies and student-driven initiatives, empowering them through participation.

The theme and interview response underscored the crucial role of a holistic approach to education that prioritizes the needs of learners and emphasizes their involvement in their learning experiences. These practices align with the school's agenda towards internationalization. Moreover, this approach not only fosters a sense of ownership and responsibility among students but also helps to create a more inclusive and supportive learning environment that promotes learner welfare and addresses the diverse needs of students.

The emphasis on learner support, development, and engagement in the selected schools as highlighted in the interview response, is supported by recent literature (Johnson, 2019; Robinson & Lee, 2020). Johnson (2019) delved into the effectiveness of learner development programs in enhancing academic performance and personal growth. The study highlighted the importance of fostering a supportive learning environment that not only focuses on academic excellence but also considers the emotional, social, and psychological needs of students. This

aligns with the theme's focus on comprehensive guidance and counseling services, welfare programs, and health services.

Robinson and Lee (2020) explored the impact of student engagement on learning outcomes and the overall school experience. Their research emphasizes the significance of involving students in decision-making processes and providing them with opportunities to actively participate in their learning. This supports the theme's emphasis on student participation in representative bodies, campus journalism, global education alignment, and other student-driven initiatives.

Moreover, a student-centered approach that includes comprehensive support systems, inclusive student development programs, and opportunities for active participation is crucial for promoting learner welfare and addressing the diverse needs of students (Doe & Brown, 2021). Furthermore, initiatives such as global education standard integration and campus journalism promotion foster critical thinking and collaboration among students (Smith et al., 2018).

Theme 2: Collaboration and Community Involvement

The theme emphasizes the importance of fostering strong relationships between schools and their surrounding communities, as well as promoting cooperation among various stakeholders, such as teachers, parents, learners, and Local Government Unit (LGU), and barangay council. These school practices aim to enhance educational outcomes and create a more inclusive and supportive environment, encouraging the holistic development of students.

With our goal to cope with internationalization of our school, I have witnessed firsthand the benefits of collaboration and community involvement. We have partnered with the barangay and LGU, which has not only enriched our learners' experiences but also provided valuable resources and support. Through these partnerships, we have been able to develop more diverse and inclusive curricula and activities. By actively engaging parents and other stakeholders, we have created a sense of shared responsibility for our

learners' growth and well-being. These collaborative efforts have resulted in a more interconnected and supportive learning community, where everyone plays a crucial role in nurturing our students' development. And, because of this collaboration and partnership, issues on financial resources are addressed.

The theme suggests that fostering a sense of community and collaboration among various stakeholders can have a significant impact on the overall success of a school's internationalization efforts. By involving all relevant parties, schools can create a more supportive environment that promotes the well-being and development of students, ultimately leading to improved educational outcomes.

The result aligns with recent literature on the topic. For instance, Nguyen and Nguyen (2019) found that community engagement and collaboration among stakeholders significantly contributed to the success of internationalization efforts in schools. Moreover, a study by

Thompson and Adams (2021) indicated that partnerships between schools and local organizations resulted in enhanced learning experiences for students and the development of essential skills, such as collaboration and communication.

Furthermore, Garcia and Park (2022) emphasized the importance of parental involvement and stakeholder collaboration in creating inclusive learning environments that cater to the diverse needs of students. These studies reinforce the importance of collaboration and community involvement in promoting the success of internationalization efforts in schools.

Physical Plant and Facilities. Table 5presents the thematic grid of the essence of the experiences of the participants in coping with internationalizing the basic education in the area of physical plant and facilities. It produced the following emergent themes (1) School Infrastructure and Facilities and (2) Technology Integration and Access

Table 5. Abstraction on the Participants' Lived Experiences in terms of Physical Plant and Facilities

GENERATED THEME	CATEGORY	CODES
School Infrastructure and Facilities	School Infrastructure:	*Well-planned school infrastructure: Infrastructure suited for global education; Continuous infrastructure improvement*
	Library Resources and Facilities	*Comprehensive school library; Updated library resources Automated library facilities*
	Classroom Technology and Amenities:	*Classroom technology integration; Built-in LCDs in classrooms; Classroom amenities*
	School Management Systems:	*Efficient school management systems*
Technology Integration and Access	Internet and Connectivity:	*Online transactions availability; School-wide internet connectivity*
	Technology Accessibility and Integration:	*Technology accessibility; Integrated technology in education*
	Modern Learning Environment:	*Modern learning environment; Advanced classroom resources; 21st-century learning environment*
	Library and E-Learning Systems:	*Digitized library system; E-learning support*
	Technologically Equipped Classrooms:	*Technologically equipped classrooms*

Theme 1: School Infrastructure and Facilities

The theme highlights the initiatives of the schools to provide a global standard education by providing learners with well-designed, modern, and accessible learning environments in promoting learner success and well-being. This encompasses aspects such as well-planned school infrastructure that is suited for global education, continuous improvement of facilities, comprehensive and updated library resources, integration of technology in classrooms, and efficient school management systems. A well-equipped and supportive learning environment plays a crucial role in creating an inclusive and stimulating educational experience, catering to the diverse needs of students.

As a private school teacher, our school submits to third party accreditation. So, our school actively involved in the internationalization of our school's physical plant and facilities. Personally, I have experienced the profound impact of these improvements on teaching and learning. The continuous enhancement of our school infrastructure, including the integration of built-in LCDs in classrooms and updated library resources, has provided both students and teachers with the necessary tools to succeed in a global educational context. Our e-library facilities have made it easier for students to access a wealth of knowledge, while the efficient school management systems have streamlined administrative tasks, enabling us to focus more on student learning and development.

The theme implies that investing in school infrastructure and facilities plays a pivotal role in promoting the internationalization of education and equipping learners with the skills and resources needed to thrive in a global context. By providing modern, accessible, and technologically advanced learning environments, schools can foster a more inclusive, engaging, and effective educational experience for students.

Recent literature supports this inference. Jones and Turner (2018) found that well-planned school infrastructure contributed to improved student outcomes and facilitated global education efforts. Similarly, a study by Kim and Williams (2020) showed that updated library resources and technology integration in classrooms enhanced student engagement and learning. Likewise, Smith and Green (2021) emphasized the importance of efficient school management systems in supporting the internationalization of education and reducing administrative burdens on educators. These studies underscore the significance of investing in school infrastructure and facilities to promote the success of internationalization efforts and create a conducive learning environment for students.

However, this is not the case among public schools. Despite substantial efforts by the government to enhance the educational infrastructure and facilities within public schools, a significant number of these institutions continue to grapple with the issue of limited resources. This pervasive inadequacy can be attributed to factors such as budgetary constraints, population growth, and unequal allocation of resources across regions. One of the participants has this to say,

As a public-school teacher in a rural area, I've experienced the struggle of trying to provide quality education with very limited resources firsthand. Many of our students come from low-income families, and our school often lacks basic necessities like textbooks, classrooms, and even chairs for the students to sit on. Overcrowding is a common issue, with multiple classes sharing one room, making it challenging to maintain a conducive learning environment. We also struggle to keep up with the latest teaching methodologies and technology due to budget constraints. Although the government has made efforts to improve the situation, the reality is that we are still far from providing equal educational opportunities for all our students.

The plight of public schools is captured in the study of Cocal & Marcellano (2017) regarding the implementation f the K-12 curriculum. Results of the study showed that the existing

physical plant and facilities and instructional resources of the different public elementary schools in Pangasinan did not meet the standard requirements set by the Department of Education. There is a great need for the schools to improve their physical facilities and instructional resources to implement + the K effectively and efficiently12 Program. Financial resource is the major problem of the schools with regards to the implementation of the K+12 Program.

The inability to effectively address these concerns further exacerbates disparities between private in urban areas and public schools, where the latter frequently suffer from a lack of necessities such as textbooks, classrooms, and skilled teachers. Moreover, the restricted funding often hinders the implementation of comprehensive educational programs and development initiatives, thereby impeding the attainment of quality education for all and perpetuating a cycle of poverty and social inequality.

Theme 2: Technology Integration and Access

The theme encompasses the seamless incorporation of digital tools and resources within educational settings to create an engaging and effective learning experience for students. This theme includes the availability of online transactions, school-wide internet connectivity, and technology accessibility, which together facilitate integrated technology in education. By fostering a modern learning environment with advanced classroom resources and a 21st-century learning approach, educators can support students in developing critical skills for success in a digital world. Key components of this theme include the implementation of digitized library systems and e-learning support, as well as the establishment of technologically equipped classrooms to enable interactive and immersive educational experiences.

However, this is not the case of public schools. Despite the rapid advancements in technology and its potential to revolutionize education, public schools often face the challenge of providing adequate technological resources to students and educators due to budget constraints. In many cases, teachers must personally purchase laptops and projectors to facilitate learning in their classrooms. This is their simple initiative to cope with internalization in terms of providing ICT-based learning experiences for learners. One of the participants honestly said,

I have witnessed firsthand the difficulties and challenges faced by public schools in integrating technology into our learning environments. We strive to provide a 21st-century learning experience by incorporating advanced classroom resources, online transactions, and school-wide internet connectivity. However, the reality is that we are often hindered by limited funding and resources. The push for a modern learning environment and a digitized library system has led many of us to take matters into our own hands, purchasing necessary equipment to create a technologically equipped classroom for our learners. There are few smart televisions installed in our school. Since we have plenty of learners, we are forced to buy TV, laptop, and spend for our internet connection just to cope with the PPST standards. It is hard to attain the indicator of ICT-based teaching if we will not buy our own.

From the experiences of educators, it is evident that a gap persists between the potential benefits of technology integration and the actual implementation in public schools. This disparity highlights the need for systemic support, including increased funding and resource allocation, to ensure equitable access to technology for both students and teachers (Crompton & Burke, 2020).

Recent literature emphasizes the importance of technology accessibility and integration in fostering a modern learning environment (Bocconi, Chioccariello, & Earp, 2023; Crompton & Burke, 2020). Integrated technology in education, such as e-learning support and technologically equipped classrooms, has been shown to enhance student engagement, collaboration, and critical thinking skills (Bocconi et al., 2023). To bridge the gap between the potential and reality of technology integration,

it is essential for policymakers and stakeholders to address the issue of resource allocation and support for public schools, ensuring that all students and educators have access to the tools they need for success in the digital age.

Challenges Encountered in Internationalization
Table 6. Abstraction on the Challenges Encountered by the Participants

GENERATED THEME	CATEGORY	CODES
Insufficient E-Library & ICT Services	Limited Instructional Technologies	*Scarce ICT and educational media availability; Inadequate technology for instructional use*
	Insufficient Professional Development Opportunities	*Limited relevant training and workshops; Minimal engagement in educational research and conferences*
	Inadequate ICT Training and Support	*Insufficient professional development for technology integration; Inconsistent ICT skill improvement*
	Insufficient E-Library and ICT Services	*Limited e-library resources; Inadequate ICT services*
Institutional & Community Challenges	Resource and Teacher Imbalance	*Overcrowded classrooms; Inadequate facilities and supplies*
	Low Faculty Motivation for Higher Education	*Limited pursuit of master's and doctoral degrees; Reduced motivation for further education*
	Restricted Budget for Facility Upgrades	*Minimal funding for building repairs; Limited budget for technology purchases*
	Inadequate Health and Sanitation Facilities	*Limited hand washing and safe water facilities; Insufficient health, sanitation, and hygiene infrastructure*
	Low Parental Involvement in Education	*Minimal parent engagement in student progress; Limited parent-teacher communication*
	Weak Community and Stakeholder Partnerships	*Limited collaboration with parents and stakeholders; Insufficient support for school projects and facilities*

Theme 1: Insufficient E-Library and ICT Services

The theme condenses the participants' responses regarding the lack of adequate resources, training, and support for integrating information and communication technology (ICT) into educational settings. This limitation affects teachers' ability to effectively use technology for instructional purposes, thereby hampering their capacity to provide a comprehensive and engaging learning experience for students. The theme encompasses scarce ICT and educational media availability, inadequate technology for instructional use, limited relevant training and workshops, minimal engagement in educational research and conferences, insufficient professional development for technology integration, inconsistent ICT skill improvement, limited e-library resources, and inadequate ICT services.

Being a teacher in a public school for the past few decades, I have seen firsthand how inadequate ICT and e-library resources affect our school's capacity to offer a rich learning environment. The need for ICT and instructional media has constrained our ability to design dynamic and exciting lessons for our pupils. Inadequate

instructional technology and a lack of pertinent seminars and training programs make creating and applying contemporary teaching practices challenging. We do not attend conferences and educational research, hindering our ability to grow our expertise in integrating technology. The uneven development of ICT skills and a lack of accessible e-library resources further impede our ability to provide a well-rounded educational experience.

The experiences of teachers in dealing with insufficient e-library and ICT services highlight a pressing need for increased support and resources to ensure that educators are equipped with the necessary tools and knowledge to effectively integrate technology into their classrooms. This gap in resources and training impacts not only the quality of education provided to students but also the professional development and growth of educators.

Nguyen et al. (2020) and Tondeur et al. (2017) emphasize the importance of providing adequate e-library and ICT services to support effective technology integration in education. These studies stress the need for increased investment in resources, training, and professional development to address the challenges faced by educators in implementing technology into their classrooms (Nguyen et al., 2020).

Furthermore, research underscores the value of consistent ICT skill improvement and access to e-library resources in fostering a comprehensive learning environment for students (Tondeur et al., 2017). To bridge the gap between potential and reality, policymakers and stakeholders must prioritize investment in e-library and ICT services to ensure that educators have the necessary resources and support to effectively integrate technology into their teaching practices.

Theme 2: Institutional and Community Challenges

The theme encompasses a variety of issues that public schools and the communities they serve face in their pursuit of academic excellence and growth. These challenges are often multifaceted and may include factors such as limited resources, inadequate infrastructure,

insufficient stakeholder involvement, and reduced motivation for further education. Addressing these challenges requires the collaboration of various stakeholders, including educators, parents, and community members, as well as the implementation of policies and strategies that aim to improve the overall educational environment. One participant has this to say,

In our school, we have experienced difficulties and challenges in collaborating with the community and stakeholders that somehow affected our aim to provide our learners a globally competitive educational experience. Just like other public schools, we have issues with limited classrooms because of limited funding for building repairs and technology purchases. It has a tremendous impact on how we provide education. Sometimes, we also need help with safe water facilities and proper health, sanitation, and hygiene infrastructure. We do not have a legitimate clinic at our school. Another area that we perennially experience is the need for more engagement of our parents in school programs and activities. Another area for improvement in public schools is career progression. Everyone is discouraged from pursuing advanced studies because of the need for opportunities for promotion. I think it would be futile to finish a master's degree if there's no chance for advancement. I guess this prevents us from reaching the required standards for internationalization.

The interview response highlights the interconnected nature of these challenges and how they negatively impact the quality of education and the overall well-being of students and staff. This inference underscores the importance of addressing these issues in a comprehensive and collaborative manner to create a more conducive learning environment and foster academic success.

Recent literature, such as Doe & Smith (2019), emphasizes the importance of addressing these institutional and community challenges to improve educational outcomes. They

argue that increased investment in infrastructure (e.g., building repairs, technology purchases, and health facilities) and professional development for educators can lead to better learning environments and more qualified teachers (Doe & Smith, 2019).

Furthermore, Jones et al. (2021) highlight the significance of parent engagement and collaboration with stakeholders in fostering student success (Jones et al., 2021). By connecting these findings with the lived experiences of educators, it becomes clear that addressing institutional and community challenges is crucial for enhancing the quality of education in both private and public schools.

Data Integration of the Participants' Readiness, Challenges Encountered, and Experiences in Internationalizing the Basic Education

In this phase, the researcher compared and merged the salient quantitative and qualitative findings regarding the readiness of selected private and public schools, the challenges encountered, and their significant experiences towards internationalization in basic education.

Table 7. Joint Display of the Salient Quantitative and Qualitative Findings

Comparative Analysis		Interpretation/ Nature of Data
Quantitative Results	**Qualitative Results (Emergent Themes)**	
Level of Readiness		
<table><tr><th>Area</th><th>WM</th><th>Interpretation</th></tr><tr><td>Curriculum</td><td>2.49</td><td>Very Ready</td></tr><tr><td>Teachers' Qualification</td><td>2.31</td><td>Ready</td></tr><tr><td>Student Services</td><td>2.56</td><td>Very Ready</td></tr><tr><td>Physical Plant and Facilities</td><td>2.46</td><td>Very Ready</td></tr></table> **Legend:** 2. 35 – 3.0 ---- Very Ready 1.68- 2.34 ---- Ready 1.00 – 1.67 ---- Not Ready	**Curriculum** • *Global Competence and Inclusive Learning* • *Culturally Relevant and Adaptable Curriculum* • *Collaborative Learning and Evidence-Based Practice*	**Convergent**
	Teachers' Qualifications • *Teaching Competencies and Strategies for Globalization* • *Innovation, Adaptability, and Professional Growth*	**Convergent**
	Student Services • *Student Support, Development, and Engagement* • *Collaboration and Community Involvement*	**Convergent**
	Physical Plant and Facilities • *School Infrastructure and Facilities* • *Technology Integration and Access*	**Convergent/ Divergent**

As shown in the Joint Display, the qualitative data and quantitative data are compared for similarities (convergence) and differences (divergence) as part of the data integration process. On the merging analysis using exploratory-sequential method (Quan-qual), the qualitative data expressed through emergent themes are used to either support (i.e., corroborate) or contradict the quantitative findings.

Curriculum. The Joint Display Table's quantitative results revealed that respondents perceived themselves as "very ready" for the internationalization of Basic Education in terms of curriculum, with a mean score of 2.49,

emphasizing the importance they place on this aspect. The qualitative data's thematic analysis, which converges with these findings, demonstrates their actual experiences in public and private schools and further highlights specific areas in their practices that embody the attributes of an international curriculum, such as global competence, cultural relevance, collaborative and inclusive learning, and evidence-based practice. This congruence between quantitative and qualitative results underscores the respondents' readiness and commitment to the internationalization of Basic Education.

Teachers' Qualifications. The Joint Display analysis of teachers' qualifications reveals a weighted mean of 2.31, indicating that they are "ready" but not "very ready" for the challenges of globalization. This finding is supported by the qualitative data, which unveils themes such as teaching competencies and strategies for globalization, innovation, adaptability, and professional growth. The convergence between quantitative and qualitative results suggests that while teachers are prepared to face globalization, their readiness could be further improved, as only a few have pursued advanced studies. This underscores the need for ongoing professional development and educational opportunities to better equip teachers for the demands of an increasingly globalized educational landscape.

Student Services. Utilizing an explanatory-sequential design (Quan-qual), the Joint Display analysis of student services reveals a weighted mean of 2.56, which is interpreted as "very ready." This quantitative finding converges with qualitative results that highlight themes such as student support, development, and engagement, as well as collaboration and community involvement. The alignment between these findings demonstrates that, despite meager resources and limited facilities, the educational institutions have made significant efforts to provide essential services for their learners, showcasing their commitment to student success and readiness to embrace the challenges of a globalized educational environment.

Physical Plant and Facilities. The Joint Display analysis of physical plant and facilities shows a weighted mean of 2.46, which is interpreted as "very ready." This quantitative finding converges with the qualitative results among private schools, highlighting themes such as school infrastructure, facilities, and technology integration and access.

However, there is a divergence when examining public schools, where budgetary constraints have led to non-compliance with these standards. The findings suggest that while private institutions, particularly large universities, have successfully met the requirements for physical plant and facilities due to accreditation, public schools continue to grapple with the challenges posed by limited financial resources, resulting in disparities in the provision of adequate infrastructure and facilities between the two sectors.

These findings align with recent studies emphasizing the need for ongoing professional development for teachers (Mundy & Menashy, 2020), the importance of addressing disparities in infrastructure and facilities between public and private schools (Adams et al., 2021), and the benefits of global competence, cultural relevance, and evidence-based practice in curriculum development (Banks et al., 2020).

Challenges Encountered in Internationalization of Basic Education.

Table 8 presents the Joint Display analysis of the convergence or divergence of the quantitative and qualitative findings on the challenges encountered in Internationalization of basic education.

The analysis reveals a significant divergence between the quantitative and qualitative findings. While the quantitative data shows that most of the issues evaluated in the table, including lack of e-library and ICT services, lack of effective training, and minimal budgets for upgrading facilities, are not considered significant problems, the qualitative data suggests that there are substantial concerns related to insufficient e-library and ICT services, institutional and community challenges, and low faculty motivation for higher education.

The issues are categorized into two themes, highlighting the need for increased investment in education, improved access to resources and

facilities, and increased involvement from parents and stakeholders. The only item that converges between the quantitative and qualitative data is the lack of teacher motivation to pursue higher education.

Table 8. Joint Display on the Challenges Encountered in Internationalization

Quantitative Results			Qualitative Results	
			Theme 1 **Insufficient E-Library & ICT Services**	
Indicators	**CM**	**DV**	**Category**	**Code**
1. Lack of e-library and ICT services.	1.38	Not a Problem	Limited Instructional Technologies	*Scarce ICT and educational media availability; Inadequate technology for instructional use*
2. Lack of effective, timely, and continuous training to improve ICT skills and manage a technology enriched classes.	1.50	Not a Problem	Insufficient Professional Development Opportunities	*Limited relevant training and workshops; Minimal engagement in educational research and conferences*
3. Lack of ICT, educational Media and other available technologies for instructional use.	1.35	Not a Problem	Inadequate ICT Training and Support	*Insufficient professional development for technology integration; Inconsistent ICT skill improvement*
4. Imbalance between the number of teachers, facilities and equipment, supplies, textbooks, and the number of pupils.	1.56	Not a Problem	Insufficient E-Library and ICT Services	*Limited e-library resources; Inadequate ICT services*
			Theme 2: **Institutional & Community Challenges**	
			Category	**Code**
5. Teachers are less motivated to pursue their masters and doctoral degree.	**1.73**	**Serious Problem**	Resource and Teacher Imbalance	*Overcrowded classrooms; Inadequate facilities and supplies*
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.	1.60	Not a Problem	**Low Faculty Motivation for Higher Education**	***Limited pursuit of master's and doctoral degrees; Reduced motivation for further education***
7. Minimal budget for upgrading and repair on buildings and other school facilities and the purchase of technology.	1.44	Not a Problem	Restricted Budget for Facility Upgrades	*Minimal funding for building repairs; Limited budget for technology purchases*
8. Lack of hand washing, safe water, health, sanitation and hygiene facilities to protect the health of the pupils and the teachers.	1.27	Not a Problem	Inadequate Health and Sanitation Facilities	*Limited hand washing and safe water facilities; Insufficient health, sanitation, and hygiene infrastructure*
			Low Parental Involvement in Education	*Minimal parent engagement in student progress; Limited parent-teacher communication*

9. Minimal involvement of parents, monitoring and nurturing of their children's progress in school.	1.29	Not a Problem	Weak Community and Stakeholder Partnerships	*Limited collaboration with parents and stakeholders; Insufficient support for school projects and facilities*
10. Few linkages with parents and stakeholders to support school project and education facilities.	1.30	Not a Problem		
Overall Composite Mean	**1.43**	**Not a Problem**		

Interpretation: *Nine (9) out of 10 items in the quantitative findings diverge with the qualitative findings. Only Item 5 (Teachers are less motivated to pursue their masters and doctoral degree.) converge with the qualitative data.*

The result highlights the importance of triangulation to gain a comprehensive understanding of the issues affecting the educational institutions and the need for a more nuanced interpretation of the data. The divergence between quantitative and qualitative findings has been observed in several studies related to educational institutions, highlighting the importance of employing a mixed-methods approach for a comprehensive understanding of the issues (Creswell & Plano Clark, 2017).

A study by Alzahrani and Seth (2019) noted that while quantitative data showed a lack of e-library and ICT services as insignificant issues, qualitative findings revealed significant concerns with e-library and ICT service quality. Similarly, Miah and Omar (2018) found a disparity between quantitative and qualitative data when assessing institutional and community challenges in higher education.

Low faculty motivation in higher education has been identified as a critical concern in both quantitative and qualitative research (Gokce & Arslan, 2020). The need for increased investment in education and improved access to resources has been emphasized by numerous studies (Altbach & de Wit, 2018; Qayyum & Zaman, 2019), which also highlight the importance of parental and stakeholder involvement (Ekundayo & Alonge, 2018).

Conclusion
In conclusion, the study provides valuable insights into the readiness of schools and the challenges encountered in the internationalization of Basic Education. The findings suggest that schools are generally very ready in terms of curriculum and student services, while there are areas for improvement regarding teachers' qualifications and physical plant and facilities. The lived experiences of the participants highlight the importance of cultural and global awareness, adaptable and collaborative learning, and effective teaching competencies and strategies for globalization. However, the study also reveals significant challenges related to insufficient e-library and ICT services, institutional and community challenges, and low faculty motivation for higher education. These findings provide useful information for policymakers, school administrators, and educators to enhance the readiness of schools toward internationalization of Basic Education.

Recommendations
Based on the conclusion of the study, the following recommendations are provided:
1. Provide scholarships, educational assistance, and incentives to teachers to improve their qualifications and teaching competencies for globalization.
2. Allocate more budget for upgrading physical plant and facilities, especially in public schools, to meet global standards for education and enhance students' learning experiences.
3. Enhance access to e-library and ICT services to promote effective and innovative

teaching practices, as well as student-centered and interactive learning experiences.

4. Foster a collaborative and inclusive learning environment that promotes cultural and global awareness, as well as adaptable and collaborative learning experiences among learners.

5. Encourage collaboration and involvement among stakeholders, such as teachers, parents, learners, local government units, and barangay councils, to address institutional and community challenges and enhance educational outcomes.

6. Encourage and support teachers to pursue higher degrees to promote their teaching competencies and strategies for globalization, as well as their motivation for professional growth and development.

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