



Proposed Internationalization Plan for Tabaco National High School

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Abstract—Internationalization is an imperative function in education, which aims to prepare students and teachers for global opportunities and challenges, thereby promoting cultural competence and international cooperation between local and international partners. This dissertation proposed an internationalization plan (IP) for Tabaco National High School (TNHS) using SWOT Analysis to promote internationalization in the secondary educational institution in the Bicol Region. This IP responds to the rapidly changing world as education becomes more globalized and interconnected. In the Bicol Region, only a few schools are engaged in international cooperation and partnerships, especially in secondary education. This study conducted a series of focused group discussions and Face-to-Face Interviews with the identified Key Informants from DepEd ROV, DepEd SDO Tabaco City, BU-Open University, BU-International Relations Office, and TNHS. This study revealed the strengths and weaknesses, as well as the perceived opportunities and threats of TNHS, that are fundamental to crafting the internationalization plan of the school. It is recommended that TNHS institutionalize the SIP to ensure global competitiveness in secondary education.

Index Terms—Internationalization, education, secondary education, global competitiveness, internationalization plan, SWOT analysis.

1. Introduction

The heart of global education is empowering young learners to participate in shaping a better, shared future for the world. It emphasizes the unity and interdependence of human society, developing a sense of self and appreciation of cultural diversity, affirming social justice and human rights, and building peace and actions for a sustainable world. Positive values are promoted, and students are assisted in taking responsibility for their actions and seeing themselves as global citizens who can contribute to a more peaceful, just, and sustainable world (Global Education).

In the Philippines, internationalization in education has become increasingly popular in recent years as a way to improve the quality of education and provide students with access to a broader range of educational opportunities. This is evident in the case of Bicol University in Albay, which gradually sends students abroad and allows its students to be exposed to new cultures and international learning environments. This is a good experience for the students because as they gain more connections, meet new people, and build confidence and new cultures, they become prepared to be

part of the nation's builders.

In the Bicol Region, Tabaco National High School (TNHS) is a public school following the mandates of the Department of Education. It is known because of its large population, based on its enrollment data and a good academic reputation, producing top-notch students. TNHS is considered one of the established schools and is a top-choice secondary school in the region. The school is active when it comes to participation in local and international events, which, most of the time, have bagged awards and recognitions.

The milestone of Tabaco National High School (TNHS) is not only in the Philippines but also abroad. The exposure of TNHS to national and international events is a testament that the school is ready for a globalized education. The main objective of this study was to assess the readiness of Tabaco National High School for future internationalization endeavors and to create an internationalization plan that will serve as a guide for TNHS on how the school can cater to the changing needs of the clients when it comes to education. This dissertation specifically sought answers to (1) the international readiness of Tabaco National High School in terms of internationalization along with curriculum, physical facilities and laboratories, faculty complement, financial resources, and students; (2) the strengths and weaknesses of TNHS in terms of Internationalization; (3) the opportunities and threats perceived by Tabaco National High School in terms of Internationalization; (4) and the recommended internationalization plan for Tabaco National High School. This study aimed to make TNHS the model school so that other secondary schools, whether private or DepEd schools, will be able to create or, if not, adopt this plan. This internationalization will serve as the backbone of TNHS to become competitive and internationally ready.

The researcher would like to propose an Internationalization Plan for Tabaco National High School (IP-TNHS). This will be an educational development plan that will benefit students, faculty, and the school. Internationalization is a good opportunity for the Department of Education, specifically Tabaco National High School (TNHS), to prepare the school for future partnerships and linkages in a global setting.

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2. Conceptual Framework

The researcher used a Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis to determine the school's strengths and weaknesses and possible opportunities and threats. A series of focused group discussions was employed, and face-to-face interviews were conducted to collect data, especially assessing the international readiness of the curriculum, physical facilities and laboratories, faculty complement, financial resources, and students. Figure 1 below is the conceptual framework of the study.



Fig. 1. Conceptual framework of the study

3. Theoretical Framework

The theories presented in this study were all analyzed to clarify ideas about the internationalization in education. These are all significant in crafting the proposed internationalization plan for Tabaco National High School. These comprise Network-based Internationalization Theory, Sociocultural Theory, and Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis Framework.

The Network-based Internationalization Theory is also called the Network Model of Internationalization by J. Johanson and L.G. Mattsson. Based on this theory, a company needs to build a network of relationships before entering a foreign market. These relationships may be newly established, obtained from its current network, or expanded to a broader network apart from its current pool of networks. These partnerships originate from mutual interactions within the company (internal) and its outside network (external actors).

The second theory being analyzed in this study is the Sociocultural Theory by Lev Vygotsky. The theory states that cognitive development occurs as a result of social interactions. He believed that social interactions, specifically collaborative dialogues with more learned peers, can facilitate an individual's potential for learning. He emphasized the important role of social interaction in the development of thoughts, through "making meaning."

The researcher also used the Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis Framework to evaluate Tabaco National High Schools 'competitive position. Through this, possible threats and opportunities are identified and this serves as basis in creating strategic moves to remain competitive and on par with competitors.

4. Materials and Methods

This study employed the qualitative descriptive method. By using the Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis, it determined the strengths and weaknesses,

as well as the perceived threats and opportunities, of Tabaco National High School in terms of internationalization. This study conducted a series of Focus Group Discussions (FGD) with three sets of key informants. The purpose of the FGD was to purposively gather the respondents and discuss the list of important details that will help and guide the researcher in creating the strategic internationalization plan for TNHS.

In data gathering, a researcher-made interview guide questionnaire was used as a qualitative instrument for the focus group discussions. Two sets of interview guides are being used. The first was used in focused group discussions 1 and 2 at the Alumni Center, Tabaco National High School, last August 3, 2023. The interview guide questionnaire consisted of thirteen (13) items. The second set of interview guide questionnaires was used in the focused group discussions 3 and 4 conducted at the Bicol University GASS Conference Room and in DepEd Regional Office V last August 4, 2023. Nine (9) questions were included in the questionnaire. Questions highlighted Tabaco National High School (TNHS) as an educational institution. After conducting a series of FGDs, the researcher waited for the transcribed recordings and prepare a summary sheet to highlight the FGDs' results.

5. Results and Discussion

The researcher focused on the present status of TNHS when it comes to curriculum, physical facilities and laboratories, faculty complement, financial resources, and students. The researcher assessed the strengths and weaknesses of TNHS and the perceived opportunities and threats for future internationalization plan (IP) implementation.

A. Discussion 1: International Readiness

The readiness of Tabaco National High School for internationalization in terms of curriculum is that it offers a comprehensive curriculum in Junior High and Senior High Schools, following the Philippines' K to 12 Basic Education Program. The school covers grades 7-10 and offers a track and strand program. However, the school faces challenges in physical facilities and laboratories, with a need for more classrooms and personnel. TNHS is a top choice for convention centers and gymnasiums due to its wide land area. The faculty complement comprises 455 teachers, with 70% enrolled in post-graduate studies. TNHS also has a large population, making it one of the few schools in the Philippines receiving the highest Maintenance and Other Operating Expenses (MOOE) fund and the Special Educational Fund. As of 2023-2024, TNHS has 12,326 students, 7,745 junior high students, and 4,388 senior high students. The school has diverse learners and top students who excel in local, national, and international competitions.

B. Discussion 2: Strengths and Weaknesses of Tabaco National High School

Tabaco National High School has identified nine strengths and ten weaknesses based on curriculum, physical facilities and laboratories, faculty complement, financial resources, and students. The school's curriculum strengths include its established status and comprehensive education. Physical

facilities and laboratory strengths include its wide land area and convention venues. Faculty complement strengths include flexibility and easy access to training and seminars. The strengths of financial resources include a supportive community and a large student population. Students' diverse enrollment and high maintenance and other operational expenses provide an advantage for TNHS in securing funding.

The study identifies several weaknesses in Tabaco National High School, including a lack of physical facilities, weak internet connectivity, and reliance on manual filing and recording. The school also lacks personnel to ensure student safety, and lacks promotion for Senior High School teachers, who face work overload and ancillary tasks, leading to burnout, stress, and health issues. Additionally, the school faces challenges with the procurement process, which is slow and pushes teachers to buy using their money. The allocation of the school's maintenance and other operating expenses is insufficient to finance its expenses.

C. Discussion 3: Opportunities and Threats of Tabaco National High School

TNHS has identified opportunities for international collaborations, strong partnerships with the local community, and inclusive education. Opportunities include integrating technology in facilities and laboratories, offering scholarships abroad, and continuing professional development for teachers. TNHS can generate funds by accepting international students, leading to increased business opportunities and job creation. Internationalization also equips students with digital skills, making them more competitive in a globalized education. Maximizing the school population may lead to increased funding and resources, improving infrastructure, teaching staff, and facilities, and promoting a more inclusive environment.

Tabaco National High School (TNHS) faces threats from political forces in the Philippines, competition from private schools offering internationalization programs, legal policies that may not support internationalization, technological

Table 1
Summary of strengths, weaknesses, opportunities and threats of tabaco national high school

	Strengths	Weaknesses
Internal Factors	<p>A. Curriculum</p> <ul style="list-style-type: none"> Offers comprehensive and quality education with complete tracks and strands for SHS and diverse curricula in the JHS TNHS is an established institution with remarkable achievements <p>B. Physical Facilities and Laboratories</p> <ul style="list-style-type: none"> Availability of wide land area Accessible location <p>C. Faculty Complement</p> <ul style="list-style-type: none"> Flexible and dedicated teaching and non-teaching personnel. Easy access to training and seminars Experience in handling enrolled students outside the country <p>D. Financial Resources</p> <ul style="list-style-type: none"> Many donors <p>E. Students</p> <ul style="list-style-type: none"> Large population of the students 	<p>A. Curriculum</p> <ul style="list-style-type: none"> None <p>B. Physical Facilities and Laboratories</p> <ul style="list-style-type: none"> Lack of physical facilities, especially academic classrooms and laboratories Weak internet connectivity Manual filing and recording of school files (student records). <p>C. Faculty Complement</p> <ul style="list-style-type: none"> Lack of personnel that will ensure the safety of the students Lack of promotion for Senior High School teachers (SHS). Teachers are overloaded and performing many ancillary tasks. Lack of support to teachers who are DepEd scholars and study leave. No proper profiling of teachers and students with international exposure. <p>D. Financial Resources</p> <ul style="list-style-type: none"> Limited budget. Problems with the procurement process. <p>E. Students</p> <ul style="list-style-type: none"> None
External Factor	<p>Opportunities</p> <p>A. Curriculum</p> <ul style="list-style-type: none"> Local, National, and International collaborations Strengthen ties with the local community Inclusive education. Everyone is included in the internationalization. Upgrading of curricular offerings Benchmarking <p>B. Physical Facilities and Laboratories</p> <ul style="list-style-type: none"> Integration of technology Preparation of the facilities to be resilient and become a smart campus <p>C. Faculty Complement</p> <ul style="list-style-type: none"> Faculty scholarship abroad and exchange students. Continuing professional development for teacher and non-teaching personnel to improve their KSA Retooling of teachers <p>D. Financial Resources</p> <ul style="list-style-type: none"> Generate funds through accepting international students. <p>E. Students</p> <ul style="list-style-type: none"> Opportunity to equip students with digital skills Maximization of the school population 	<p>Threats</p> <p>A. Curriculum</p> <ul style="list-style-type: none"> Political Force – different socio-economic agenda. Change of political leaders and school administrators. Private schools that will offer the same program on internationalization. Legal Forces – existing laws and legal impediments <p>B. Physical Facilities and Laboratories</p> <ul style="list-style-type: none"> Technological Force - the high cost of technology Environmental factor – natural disasters and volcano eruptions <p>C. Faculty Complement</p> <ul style="list-style-type: none"> None <p>D. Financial Resources</p> <ul style="list-style-type: none"> Economic forces like inflation <p>E. Students</p> <ul style="list-style-type: none"> Social Force – Security and Health Emergencies. Peer influence (students). Vulnerability of the students.

challenges due to financial constraints, environmental factors like typhoons and Mayon Volcano eruptions, inflation, and social forces focusing on health emergencies and security. TNHS is assigned as an evacuation center due to natural disasters, and its internationalization efforts may be hindered by rising commodity costs. The school's financial resources may be affected by inflation, as students from low-income families may only have access to the program. Additionally, the school's mega-size may expose students to dangerous situations.

D. Discussion 4: Proposed Internationalization Plan

The proposed internationalization plan focuses on specific programs and aligns with the school's current status. Strategies were formulated to turn weaknesses into opportunities and reduce threats. The strategic internationalization plan for Tabaco National High School, covering 2025 to 2030, aims to make the school a competitive secondary educational institution in the Philippines.

E. Proposed Internationalization Plan for Tabaco National High School

Internationalization Roadmap from 2025-2030.

1) Rationale

Educational institutions must prepare students for international opportunities and challenges in an increasingly globalized world. By promoting the internationalization of Tabaco National High School, we aim to provide students with a well-rounded education that enhances the cultural understanding, fosters international cooperation, and prepares them for a competitive global market aligned with the mandates of the Department of Education.

This strategic plan focuses on expanding international alliances and services, enhancing the school's reputation, providing new learning experiences, and creating opportunities for Tabaco National High School students and faculty.

2) Objectives

a. Establish and Strengthen International Partnerships

Building and nurturing relationships with educational institutions, organizations, and networks across the globe to enhance learning opportunities and cultural exchange. This involves creating formal agreements, joint projects, and collaborative initiatives that benefit students and faculty, fostering a dynamic international community within Tabaco National High School.

b. Integrate Global Perspectives into the Curriculum

Incorporating international themes, global issues, and diverse viewpoints into the school's curriculum to broaden students' understanding of the world. This includes adding subjects like global studies, multicultural literature, and foreign languages and ensuring existing subjects include relevant international content, thus preparing students to thrive in a globally interconnected society.

c. Facilitate Student and Faculty Exchange Programs

Creating opportunities for students and faculty to participate in exchange programs that allow them to study or teach abroad. These exchanges provide immersive cultural experiences, promote cross-cultural understanding, and enhance academic collaboration. Establishing partnerships with international

institutions and providing necessary support and funding are crucial for the success of these programs.

d. Utilize Technology to Support Global Learning

Leveraging digital tools and online platforms to facilitate international collaboration and learning. This includes virtual exchange programs, access to global educational resources, and the use of technology to connect students and teachers with peers worldwide. The goal is to enhance learning experiences and make international education more accessible.

e. Promote Cultural Competency Within the School Community

Fostering an environment where cultural diversity is celebrated, and students, faculty, and staff develop the skills to interact effectively in multicultural settings. This involves organizing cultural events, training on cultural sensitivity, and integrating activities that promote global awareness and respect for different cultures into the school's daily life.

f. Achieve International Accreditation

Pursuing accreditation from recognized international bodies to validate the quality and global relevance of the school's educational offerings. Achieving international accreditation enhances the school's credibility, ensures alignment with global standards, and opens up more opportunities for students and faculty in the international arena.

g. Engage with Global Organizations

Actively participating in and contributing to international organizations and networks. This involves collaborating with NGOs, attending global conferences, and being part of international educational forums. Engagement with these organizations helps the school stay updated on global educational trends, advocate for international education, and participate in global initiatives.

h. Expand International Scholarship Opportunities

Creating and promoting scholarships that enable students to pursue educational opportunities abroad. This includes identifying funding sources, establishing partnerships with international donors, and developing scholarship programs that support students financially. Expanding these opportunities ensures that more students can benefit from international experiences, regardless of their economic background. This will ensure that internationalization in education promotes education for all.

F. Implementation and Evaluation

A dedicated Internationalization Committee will be established to ensure the successful implementation of this strategic plan. This committee will comprise representatives from various departments, such as Junior High School (JHS) and Senior High School (SHS), and stakeholders tasked with overseeing the execution of programs and projects related to internationalization. Their responsibilities will include:

- *Strategic Oversight:* Setting priorities, defining objectives, and ensuring alignment with the overall goals of Tabaco National High School's internationalization efforts.
- *Program Execution:* Implementing initiatives such as establishing international partnerships, integrating

global perspectives into the curriculum, facilitating exchange programs, and leveraging technology for global learning.

- *Monitoring Progress:* Regularly assess each initiative's progress, monitor key performance indicators (KPIs), and identify any challenges or opportunities for improvement.
- *Evaluation and Adjustment:* Conducting thorough evaluations to measure the effectiveness of implemented strategies and initiatives. This includes gathering feedback from students, faculty, and stakeholders and using data-driven insights to make informed adjustments to the plan as needed.

By fostering the internationalization of Tabaco National High School, the proponent aims to equip students with the skills and knowledge necessary to thrive in a globalized world.

This initiative will enhance the school's academic reputation and cultivate a dynamic and inclusive learning environment that celebrates diversity and prepares students for future global opportunities. Regular communication and transparency will be maintained throughout the process to ensure all stakeholders are informed and engaged in the school's internationalization journey.

6. Conclusion

The study concludes that Tabaco National High School, with its comprehensive K to 12 Basic Education curriculum, is ready for internationalization. However, the school's physical facilities are not yet ready, but improvements are being made. The school has a faculty complement of 455 teachers serving 12,261 students, with some having international engagements.

Table 2

PHASE 1: Year 2025			
Strategic Priorities:			
1. Institutionalize the Internationalization Plan			
2. Creation of International Linkages Office			
3. Enhance Curriculum Offering at Par with International Pedagogical Standards			
4. Formalize Linkages and Consortia			
5. Expand Global Network			
Program	Project	Action Steps	Person/s Responsible
Develop International Partnerships	Establish Exchange Programs: Collaborate with schools abroad to create student and faculty exchange programs, promoting cultural and educational exchanges.	Identify potential partner schools, establish agreements, develop exchange schedules, and secure funding.	Internationalization Committee, School Principal
	Joint Projects and Initiatives: Partner with international educational institutions for collaborative projects and research initiatives. Formalize Linkages and Consortia: Establish formal agreements and consortia with international educational institutions and organizations. Expand Global Network: Seek and develop connections with international schools, universities, and educational networks. Creation of International Linkages Office: Establish a dedicated office to manage and coordinate all international partnerships and activities.	Identify research areas, establish partnerships, define project goals, and secure resources. Identify potential partners, draft and sign MOUs/MOAs, and initiate collaborative activities. Attend international conferences, participate in global educational forums, and establish communication channels. Allocate office space, hire staff, define roles and responsibilities, and launch the office.	Faculty Members, Internationalization Committee Internationalization Committee, School Administration Internationalization Committee, School Administration School Administration
Enhance Curriculum with Global Perspectives	Integrate Global Issues: Include global issues and international studies in the curriculum to broaden students' understanding of the world. Foreign Language Courses: Offer courses in multiple languages to encourage multilingual proficiency and better prepare students for global interactions.	Review and update the curriculum, develop new course materials, and provide teacher training. Hire qualified language teachers, develop language programs, and integrate language courses into the curriculum.	Curriculum Development Team, Faculty Members School Administration, Language Department
	Enhance Curriculum Offering: Align curriculum offerings with international pedagogical standards to ensure students receive a world-class education.	Research international standards, revise curriculum, and implement changes.	Curriculum Development Team
PHASE 2: Year 2026			
Strategic Priorities:			
1. Seek Accreditation			
2. Formalize a Partnership with Global Organizations			
3. Exposure to International Events			
Program	Project	Action Steps	Person/s Responsible
Seek International Accreditation	Accreditation Process: Pursue international accreditation to enhance the school's credibility and recognition on a global scale. Align with Global Standards: Ensure that secondary educational standards align with international benchmarks.	Research accreditation bodies, prepare application materials, and undergo accreditation review. Review and update school policies, align curriculum with international standards, and monitor compliance.	School Administration, Accreditation Committee School Administration, Curriculum Development Team
	Partnerships with NGOs: Collaborate with international organizations and NGOs to support educational initiatives and community projects. Global Competitions and Events: Encourage participation in global competitions and events to showcase student talents and achievements.	Identify potential partners, establish collaboration agreements, and develop joint initiatives. Action Steps: Identify relevant competitions, prepare students for participation, and provide necessary support.	School Administration, Internationalization Committee Faculty Members, Student Clubs

PHASE 3: Year 2027		
Strategic Priorities:		
1. Attract International Funding		
2. Venture into Faculty Exchange (Inbound and Outbound)		
3. Venture into Student Exchange (Inbound and Outbound)		
4. Faculty Retooling with Re-Entry Plan		
Program	Project	Action Steps
Facilitate Student and Faculty Exchange Programs	Exchange Opportunities: Provide opportunities for students and faculty to participate in exchange programs and international conferences, fostering cross-cultural learning experiences. Venture into Faculty Exchange: Facilitate both inbound and outbound faculty exchange programs to enrich teaching practices and global perspectives. Venture into Student Exchange: Implement inbound and outbound student exchange programs to provide immersive international experiences. Scholarships and Funding: Establish funding and scholarships to support participation in these programs.	Identify and establish exchange opportunities, develop application and selection processes, and secure funding. Establish agreements with partner international institutions, develop exchange schedules, and secure funding. Partner with international schools, develop exchange programs and secure funding and scholarships.
Leverage Technology for Global Learning	Faculty Retooling with Re-entry Plan: Provide faculty with training and development opportunities abroad, followed by a structured re-entry plan to apply new skills. Virtual Exchange Programs: Implement virtual exchange programs that allow students to collaborate with peers from other countries using digital platforms. Online Resources: Utilize global educational resources and networks through online platforms to enhance learning experiences.	Identify funding sources, establish scholarship criteria, and promote scholarship opportunities. Identify training opportunities for faculty members, develop re-entry plans, and secure funding. Identify digital platforms, develop virtual exchange programs, and train teachers and students on platform use. Identify and integrate online resources, train faculty on resource use, and promote resources to students.
PHASE 4: Year 2028		
Strategic Priorities:		
1. Strengthening Cultural Competency		
2. Capacitating Tabaco National High School Faculty and Staff		
Program	Project	Action Steps
Promote Cultural Competency	Cultural Events and Activities: Organize events and activities that celebrate diversity and promote global awareness within the school community. Training for Faculty and Staff: Provide training to enhance cultural competency and sensitivity among faculty and staff.	Action Steps: Plan and schedule events, engage community partners, and promote events within the school. Action Steps: Identify training needs, develop or source training programs, and schedule and conduct training sessions.
PHASE 5: Year 2029		
Strategic Priorities:		
1. Expanding Opportunities for Tabaco National High School Students		
2. Collaborate with International Donors		
Program	Project	Action Steps
Expand International Scholarship Opportunities	Scholarships for Study Abroad: Establish scholarships to enable students to study abroad and gain international experience. Collaborate with Donors: Partner with international donors and organizations to provide financial support for global education.	Identify funding sources, establish scholarship criteria, and promote opportunities. Identify potential donors, develop partnership proposals, and secure funding.

The majority are trained in Information and Communication Technologies. The school's financial resources come from various sources, but the financial status is not yet ready for internationalization. The students are diverse, and some participate in international competitions.

The identified strengths of TNHS under curriculum include offering comprehensive and quality education with complete tracks and strands for SHS and diverse curricula in the Junior only shows that it is an established institution with remarkable achievements. Its physical facilities, located in a wide land area and accessible, are potential assets for growth and expansion. The strengths of dedicated, flexible teaching and non-teaching personnel and a large population of students only reinforce the ability of TNHS for internationalization. Although there are identified weaknesses, these can be used as a reference in adhering to continuous improvement. As long as TNHS is committed to providing quality education despite the changing needs of the learners, the weaknesses of the school will not be a hindrance to the internationalization plan of the school.

Internationalization can bring many opportunities for Tabaco

National High School and its immediate community. This study also concludes that the identified opportunities in terms of curriculum, facilities and laboratories, faculty complement, and students are great factors for TNHS to pursue internationalization. It will not only give opportunities to TNHS but to Tabaco City as well. There will be economic progress in the city and even in the Province of Albay because of the educational tourism. On the other hand, if there are opportunities, it also equates to certain threats. However, this has a low impact due to the school's strengths. The willingness of the school to adapt to internationalization can make them more prepared to handle certain threats.

This study concludes that TNHS is ready enough for future internationalization in education. The output of this study, the Proposed Internationalization Plan for Tabaco National High School, will guide the school toward educational innovation. This will also help policymakers formulate related policies that support and promote internationalization in secondary education.

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