

Awareness on Regional Amalgamation of Teaching Personnel in Higher Education: Views and Implications

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Abstract: As regionalism continuously shapes the economic and political landscape of countries within the Asia Pacific, strengthening awareness on the Association of Southeast Asian Nations (ASEAN) becomes pivotal in ensuring successful regional integration. Regarded as potent partners of higher education institutions, educators are expected to exhibit strong familiarity of the ASEAN to prepare their students to the challenges of the regional integration. Hence, this survey type of research determined the awareness on ASEAN of teaching personnel of the five state universities in a region in the Philippines. The results revealed that the respondents were aware to very aware of the ASEAN charter, its economic, socio-cultural and political integration, and the regional principles that seemed to reflect the initiative of their respective institutions toward internalization. The results also revealed variability among the responses of the respondents on ASEAN awareness when grouped as to their respective universities that is likely to be influenced by differences in school culture and ideology. This study calls for educational innovations to sustain and harness awareness on ASEAN of the academic community in response to the challenges of the regional integration.

Keywords: ASEAN Charter, ASEAN Integration, ASEAN Principles, Association of Southeast Asian Nations (ASEAN), Educators, Higher Education, Regionalism.

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Introduction

The 21st century marks the revolution of educational reforms as countries from different regions of the globe converge to establish a nation of varied races and cultural identities but unified by a purpose to achieve. Neighboring countries are now opening their doors to collaborate with one another as they recognize the importance of framing and implementing blueprint that will enable them to achieve and sustain progress. This requires them to harmonize their opposing ideologies and practices to embrace the regional economic integration. Thus, the government of participating countries must reorient its people on their roles not only in the country but also in the global community. The Philippines is not exempted in this emerging economic trend. Its membership in the Association of Southeast Asian Nations (ASEAN) requires the country's commitment to adopt the ASEAN Economic Community Blueprint.

This aims to transform participating Asian countries into a unified economic community. This is characterized by a “single market and production base in establishing a highly competitive economic region with equitable development and fully integrated in the global economy” (Association of Southeast Asian Nations, 2008). In attaining this agenda, one of the many provisions in this blueprint is the free flow of skilled labor wherein trade in services is managed and facilitated. To facilitate this free flow of services, the ASEAN is working on the harmonization and standardization of the skills needed by individuals to be competent in their respected field of specialization through developing a core of competencies and qualifications for occupational purposes required in the service sectors.

To help promote the regional cooperation and to ensure commitment among member states in attaining shared prosperity, the ASEAN devised its Vision 2020. One of the numerous thrusts of the vision is to establish a community of caring societies where each member state is “conscious of its ties of history, aware of its cultural heritage and bound by common regional identity (Association of Southeast Asian Nations, 1997).” The existence of this regional identity is believed to foster cooperation efforts through consolidation of achievements, expansion of collective efforts and enhancement of mutual assistance. Hence, each member country is expected to initiate actions in forging a regional identity.

Forging the ASEAN identity can be attained by promoting ASEAN awareness, upholding cultural creativity and industry, preserving ASEAN cultural heritage, and cultivating engagement with ASEAN community. To fully acknowledge membership in the regional community, awareness of the ASEAN charter, integration, and principles can transform individuals into committed citizens with a high regard to the collective aspirations of the ASEAN nations, and active participants in sustaining economic growth, shared prosperity and social progress in the region (Arthakaivalvatee, 2018).

Despite the importance of cultivating regional awareness in strengthening sense of ASEAN belonging among citizens, results of social researches remained unfavorable for Filipinos’ awareness on ASEAN. The 2017 Social Weather Survey reported that 69% of Filipinos were not much and quite bit aware of the regional political association (Social Weather Stations, 2017). This report is comparable with the results of Thompson & Thianthai’s (2007) study conducted over a decade ago that described Filipinos to have relative weak knowledge of the regional amalgamation. These results are likely to indicate the country’s minimal effort in promoting regional awareness as it seems to remain unresponsive to the ASEAN initiative of increasing familiarity of people among member states on the regional integration. As agents of cultural transmission and identity formation, educational institutions play a crucial role in instilling regional identity and strengthening sense of ASEAN belongingness among people through increasing their awareness on the regional integration. With sound pedagogical and institutional climates, higher education institutions can empower the human resources of the country to be globally competitive who can face the numerous challenges of the regional integration and with a high regard for their membership in the ASEAN community.

As potent partners of higher education institutions in increasing students’ familiarity on ASEAN, teaching personnel are expected to exhibit strong awareness of this regional integration to become active facilitators of educational innovations favorable to strengthening learners’ sense of belonging to the regional community which is important in preparing students for the workplace challenges of the regional integration. With ample and quality academic training enriched with ASEAN contents and regional core competencies, educators can help students to be well-prepared in the demanding challenges of the regional integration

by expanding learners' repertoire of career opportunities in the global arena. Educators can transform students to be agents of economic mobilization as both recognize their significant roles in helping the members of the ASEAN community in attaining peace, progress, and prosperity through regional cooperation.

Objective of the Study

This survey type of research on awareness in regional amalgamation of teaching personnel in higher education determined the extent on awareness on ASEAN of 153 educators from main and selected campuses of the five state universities in Region IV-A, Philippines during the academic year 2018-2019. This study also examined the views and implications of educators' awareness on the regional political association by focusing on the following objectives:

1. To identify the extent of awareness on ASEAN in terms of charter, economic, socio-cultural, and political integration, and principles; and
2. To determine the significant difference among the responses of the respondents on awareness on ASEAN when grouped as to their respective state universities.

Material and Methods

This study utilized the quantitative data derived from the responses of educators on the questionnaire assessing their extent of awareness on ASEAN. These educators had given their consent to participate in the study as respondents by accomplishing the copies of the consent form provided by the researchers. The provided consent form specifies the objectives of the study and the nature and confidentiality of the data gathered from the respondents. Total enumeration of 153 educators who had provided their consent to participate was covered as respondents of the study. The administered questionnaire is composed of 25 items assessing the respondents' awareness on ASEAN in terms of charter, economic, socio-cultural, and political integration, and principles. Ten items on awareness on ASEAN are based on ASEAN Charter, a policy document adopted by the ASEAN Leaders. Five items for each type of regional integration namely: economic, socio-cultural, and political integration are extracted from the ASEAN 2015 blueprints devised by the regional organization which are the ASEAN Economic Community (AEC), ASEAN Socio-Cultural Community (ASCC), and ASEAN Political-Security Community (APSC). Meanwhile, ten items dealing with awareness on the regional principles are based on the principles of open regionalism, cooperative security, soft rule, and consensus building.

These items intended to measure the respondents' extent of awareness on ASEAN were contextualized to secure appropriateness to the target respondents. Also, they underwent content validation by experts composed of four doctorate degree holders on educational management, one doctorate degree holder in English Language Studies, and one registered psychometrician to ensure their congruence to the objectives of the study. Internal consistency of the item statements was also secured through conducting a pilot testing of the questionnaire to a group of 50 educators who were not covered as respondents of the study. The computed Cronbach alpha coefficient of 0.92 affirmed that the items in the questionnaire are sufficiently valid. To facilitate the interpretation of the responses made by the respondents in the administered questionnaire, the following mean ranges and verbal interpretation were utilized: 4.50 – 5.00 – Extremely Aware (EA); 3.50 – 4.49 – Very Aware (VA); 2.50 – 3.49 – Aware (A); 1.50 – 2.49 – Somewhat Aware (SA); 1.00 – 1.49 – Not Aware (NA).

The gathered data from the conducted survey were statistically treated using mean and One-way Analysis of Variance (ANOVA) to interpret the results and derive their necessary

implications. Moreover, the researchers maintained the confidentiality of the gathered data by presenting them anonymously in accord with the country’s policies on data privacy.

Results and Discussion

Respondents’ Awareness on ASEAN

The awareness on ASEAN of the respondents from the five state universities (SU) was surveyed. This survey on ASEAN awareness constitutes the respondents’ familiarity on the ASEAN Charter, the regional amalgamation in terms of economic, socio-cultural, and political integration, and the ASEAN principles. The results of the conducted survey are presented on the succeeding tables.

Table 1 illustrates the respondents’ awareness on ASEAN in terms of charter. As illustrated, the respondents among the state universities were very aware of the goal, policy, and the medium of communication governing the regional community. Respondents from SU A, SU B, SU C, and SU D were very aware that mutual assistance and cooperation among ASEAN countries could alleviate poverty and narrow development gap within the region as revealed by their respective mean scores of 3.56, 4.08, 4.04 and 3.69. Also, they were very aware that the ASEAN Summit provided policy guidance and took decision on key issues governing member countries as this item garnered mean scores of 3.59, 3.90, 3.89 and 3.69 respectively. Respondents from SU B, SU C, SU D, and SU E were found to be very aware of English as the working language of ASEAN in promoting understanding between and among member states as exposed by the mean scores of 3.88, 3.93, 3.69 and 3.78 respectively.

This favorable awareness of the respondents on goal, policy, and communication priorities of the regional community can be traced to the nature and purpose of the ASEAN Charter. As this intergovernmental charter specifies the goals, policies and structures of the ASEAN cooperation, it was able to codify the regional norms, rules and values that promote legally binding existence among member countries. This mutual and political bond among member states encourage their people to view ASEAN Charter as the legal personality of the regional community; thus, strengthening their awareness on this regional charter (Hoi, 2018).

Low mean scores of 2.41, 3.03, 3.23 and 2.41 were found among the responses of the respondents from SU A, SU B, SU D, and SU E which reveal their unfavorable awareness on the celebration of the ASEAN day.

Table 1. Awareness on ASEAN in Terms of Charter

Item Statements	State University A		State University B		State University C		State University D		State University E	
	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI
1.Southeast Asian countries aspire to be free from weapons of mass destruction.	3.25	A	3.53	VA	3.68	VA	3.08	A	3.26	A
2.ASEAN commits to	3.41	A	3.85	VA	3.86	VA	3.27	A	3.33	A

create a single market and production base through trade and investment.										
3.Mutual assistance and cooperation among ASEAN countries can alleviate poverty and narrow development gap within the region.	3.56	VA	4.08	VA	4.04	VA	3.69	VA	3.33	A
4.The Philippines protects human rights and fundamental freedom with due regard to the rights and responsibilities of other ASEAN countries.	3.44	A	4.15	VA	3.82	VA	3.62	VA	3.26	A
5.ASEAN is an inter-governmental organization conferred as legal body by participating countries.	3.38	A	4.13	VA	4.07	VA	3.69	VA	3.33	A
6.The ASEAN Summit provides policy guidance and take decision on key issues governing member countries.	3.59	VA	3.90	VA	3.89	VA	3.69	VA	3.26	A
7.ASEAN promotes a	3.44	A	3.93	VA	4.00	VA	3.54	VA	3.26	A

common regional identity despite cultural diversity.										
8.ASEAN countries enjoy multi-lateral trade rules and rules-based regimes.	3.13	A	3.70	VA	3.82	VA	3.54	VA	2.89	A
9.The Philippines observes the celebration of the ASEAN day every eight of August.	2.41	A	3.03	A	3.68	VA	3.23	A	2.41	SA
10. The working language of ASEAN is English.	3.44	A	3.88	VA	3.93	VA	3.69	VA	3.78	VA
Overall	3.31	A	3.82	VA	3.88	VA	3.50	VA	3.21	A

Legend: VI – Verbal Interpretation

These respondents were somewhat aware and aware that the country observes the celebration of the ASEAN day every eighth day of August. This result implies that the respondents rarely observe the ASEAN day celebration as the opening of their classes in their respective universities is scheduled every first and second week of August making it difficult to spearhead activities relative to ASEAN day celebration.

During the first and second week of this month, these state universities were likely to accommodate delayed enrollment, facilitate orientation program, and conduct in-house training for teaching and non-teaching personnel. The absence of ASEAN day celebration-related activities seems to result to the unfavorable awareness of this cultural artifact.

Hoy & Miskel (2008) affirmed that the negligence of educational institutions to preserve or strengthen cultural artifacts or school folklores such as observance of local or cultural festivities can result to minimal familiarity of the cultural heritage and an indicator of the incapability of any educational institution to be an agent of cultural transmission.

The overall mean scores of 3.82, 3.88 and 3.50 suggest that the respondents from SU B, SU C, and SU D were very aware of the ASEAN Charter while the respondents from SU A, and SU E were aware as indicated by their respective mean scores of 3.31 and 3.21.

This favorable awareness on ASEAN Charter among the respondents from the five state universities seems to reflect the initiative of their institutions toward internalization and multicultural education. Kristina (2010) noted that civic and multicultural education focused on ASEAN content can help increase awareness among citizens of participating countries on the regional community.

Table 2 demonstrates the respondents' awareness on ASEAN in terms of economic integration. As can be seen, respondents from SU B, SU C, SU D and SU E were very aware of the benefits that can be gained from the free movement of Filipino professionals for potential employment in other ASEAN countries as this item obtained the mean scores of 3.75, 4.14, 3.50 and 3.63 respectively.

The result implying the Filipino mentality of seeing benefits from seeking employment abroad can be attributed to the pattern of temporary labor migration in the country in which many Filipino skilled and professional workers preferred to work in other countries as they find minimal opportunity for economic mobility in their own native land. This finding is affirmed by Albuero & Abella's (2018) report that a great number of Filipino skilled and professional workers left the country for better career and economic opportunities.

Table 2. Awareness on ASEAN in Terms of Economic Integration

Item Statements	State University A		State University B		State University C		State University D		State University E	
	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI
1. Filipinos can benefit from the free movement of professionals for potential employment in other ASEAN countries.	3.16	A	3.75	VA	4.14	VA	3.50	VA	3.63	VA
2. Improvement of living standard among Filipinos can be achieved through the country's participation to the ASEAN collective effort of accelerating economic growth.	3.19	A	3.65	VA	4.07	VA	3.65	VA	3.48	A
3. The Philippines has the potential to supply quality professional manpower and skilled workers to labor-short ASEAN countries.	3.41	A	3.83	VA	4.21	VA	3.65	VA	3.26	A
4. Minimizing the costs of	2.66	A	3.63	VA	3.96	VA	3.38	A	3.19	A

international transactions through trade facilitation can place the Philippines at its advantage.										
5.Liberation of banking sector in the ASEAN can result to a more competitive market to serve the interest of Filipino consumers and integrated market.	2.63	A	3.43	A	4.00	VA	3.31	A	2.96	A
Overall	3.01	A	3.66	VA	4.08	VA	3.50	VA	3.30	A

Legend: VI – Verbal Interpretation

Meanwhile, low mean scores of 2.63, 3.43, 3.31 and 2.96 respective to SU A, SU B, SU D and SU E reveal that the respondents from these state universities were aware that the interest of Filipino consumers and integrated markets can be served by a competitive market as a result of the liberation of the banking sector among ASEAN countries.

This result signifies the need for strengthening the financial literacy among educators and other professionals in the region to recognize the significant roles of the banking sector in providing services to suit the needs and interest of the consumers. Yoshino, Morgan, & Wignaraja (2015) emphasized the need of people in Asia to be introduced to schemes to enhance financial literacy and facilitate access to banking and other formal financial institutions to promote financial inclusion.

The overall mean scores of 3.66, 4.08, and 3.50 for SU B, SU C and SU D indicate that the respondents from the mentioned state universities were very aware of the regional economic integration while respondents from SU A and SU E were aware as depicted by their respective overall mean scores of 3.01 and 3.30.

The result showing that the respondents were aware and very aware of the regional economic integration is similar to the report made by Albert, Llanto, & Siar (2017) stressing that professionals from the academe were moderately familiar to very familiar of the ASEAN integration as they aspired to improve the country’s economy through the free flow of goods, services, and businesses among member states.

Table 3 depicts the respondents’ awareness on ASEAN in terms of socio-cultural integration. As depicted, respondents from SU A, SU B, SU C, SU D and SU E were found to be very aware that arts, media, and humanities including literature and history had significant roles in fostering and promoting ASEAN identity as this item garnered mean scores of 3.72, 3.93, 4.21, 3.65 and 3.70 respectively.

Table 3. Awareness on ASEAN in Terms of Socio-cultural Integration

Item Statements	State University A		State University B		State University C		State University D		State University E	
	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI
1.Arts, media, and humanities including literature and history have significant roles in fostering and promoting ASEAN identity.	3.72	VA	3.93	VA	4.21	VA	3.65	VA	3.70	VA
2.The ASEAN shows commitment in strengthening social protections and fair treatments of migrant workers in the regions.	3.28	A	3.83	VA	4.07	VA	3.42	VA	3.70	VA
3.ASEAN has developmental policies to mainstream the rights of persons with disabilities.	2.75	A	3.63	VA	3.93	VA	3.31	A	3.26	A
4.ASEAN initiates to promote a strong identity and active inter-cultural activities.	3.00	A	3.93	VA	4.11	VA	3.42	A	3.41	A
5.ASEAN has strengthened cooperation to address deliberate falsehoods like fake news.	2.59	A	3.48	A	4.00	VA	3.42	A	2.81	A
Overall	3.07	A	3.76	VA	4.06	VA	3.44	A	3.38	A

Legend: VI – Verbal Interpretation

This favorable awareness on the significant roles of humanities especially literature studies in promoting ASEAN identity signifies the potential of humanities in forging regional identity.

Bobkina & Dominguez (2014) affirmed that humanities such as literary studies permit identity formation through the transmission of cultural notions found in literary texts.

Meanwhile, low mean scores of 2.59, 3.48, 3.42 and 2.81 respective to SU A, SU B, SU D and SU E indicate that the respondents were aware that ASEAN had strengthened cooperation to address deliberate falsehoods like fake news. These low mean scores relative to respondents’ awareness on ASEAN initiatives to combat false information can be attributed to the country’s inadequacy to control the propagation of fake news. Fake news had been widespread in the country as some government agencies were found to disseminate inaccurate information leading to extreme falsehood (Hoi, 2018).

In general, respondents from SU B and SU C were very aware of the ASEAN socio-cultural integration by obtaining overall mean scores of 3.76 and 4.06 while respondents from SU A, SU D and SU E were aware of this integration as revealed by the overall mean scores of 3.07, 3.44 and 3.38 respectively. The result showing that the respondents were aware and very aware of the regional economic integration is congruent with the results of the study conducted by Navarro & Reyes (2016) indicating that faculty members in tertiary education had clear understanding of belonging due to their multilayered social experiences in the ASEAN.

Table 4 summarizes the respondents’ awareness on ASEAN in terms of political integration. As can be seen, respondents from SU B and SU C were very aware that the ASEAN promotes an intra-regional people mobility through mutual recognition arrangement, attracts and substantiates investment by granting work authorization to members of corporations among member countries, establishes programs for strengthening the rule of law, and cooperatively addresses emerging challenges in the region through regional-led mechanisms. Meanwhile, respondents from SU A, SU D and SU E were aware of the mentioned political initiatives. These results revealed that the respondents from SU B and SU C were very aware of the ASEAN political integration by obtaining overall mean scores of 3.63 and 3.90 while respondents from SU A, SU D and SU E were aware of this integration as exposed by the overall mean scores of 3.11, 3.33 and 2.96 respectively.

Table 4. Awareness on ASEAN in Terms of Political Integration

Item Statements	State University A		State University B		State University C		State University D		State University E	
	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI
1. Progressive relaxation of visa and development of mutual recognition arrangement can promote an intra-ASEAN people mobility.	2.88	A	3.55	VA	3.79	VA	3.38	A	2.81	A
2. Granting	3.34	A	3.55	VA	3.79	VA	3.19	A	2.85	A

temporary stay and work authorization in the Philippines to members of corporations of other ASEAN countries can help attract and substantiate investment in the country.										
3.ASEAN promotes the establishment of programs for mutual support and assistance in the development of strategies for strengthening the rule of law, judicial systems, and legal infrastructure.	3.06	A	3.60	VA	3.86	VA	3.31	A	2.93	A
4.ASEAN strengthens democracy, good governance, the rule of law, promotion and protection of human rights, and fundamental freedom to combat corruption.	3.19	A	3.90	VA	4.11	VA	3.42	A	3.41	A
5.ASEAN-led mechanisms have been	3.06	A	3.55	VA	3.93	VA	3.35	A	2.81	A

proactive in promoting cooperation and addressing emerging challenges in the region.										
Overall	3.11	A	3.63	VA	3.90	VA	3.33	A	2.96	A

Legend: VI – Verbal Interpretation

The result showing that the respondents were aware and very aware of the regional political integration implies the importance of politics as a social relationship driver beneficial to identity construction. Likewise, Ngampramuan (2016) concluded that social relationship can determine the stability of identities as ASEAN socially constructed identities are crystallized and considered to be the core identity.

Table 5 illustrates the respondents’ awareness on ASEAN in terms of principles. As illustrated, respondents from SU A, SU B, SU C and SU E were very aware that the Philippines’ exclusive membership to ASEAN requires the country to respect the national identity and territorial integrity of other member countries.

Table 5. Awareness on ASEAN in Terms of Principles

Item Statements	State University A		State University B		State University C		State University D		State University E	
	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI	\bar{x}	VI
1.The pillar of ASEAN is volunteerism which is deeply rooted in Malay culture of consultation and consensus.	2.81	A	3.13	A	3.54	VA	2.88	A	2.48	SA
2.The Philippines engages in friendly negotiation when settling disputes with other ASEAN countries.	3.44	A	3.73	VA	4.07	VA	3.54	VA	3.15	A
3.The Philippines’ exclusive membership to ASEAN requires the country to respect the	3.50	VA	3.75	VA	4.14	VA	3.35	A	3.74	VA

national identity and territorial integrity of other member countries.										
4.The country renounces activities that directly or indirectly threaten the security of other ASEAN countries.	2.94	A	3.73	VA	3.96	VA	3.31	A	2.89	A
5.The country enjoys its national existence that is free from external interference, subversion, and coercion.	3.00	A	3.48	A	3.89	VA	3.27	A	3.07	A
6.The country rejects the use of force in dealing with any kind of dispute.	3.09	A	3.50	VA	3.86	VA	3.31	A	3.33	A
7.The Philippines considers the consensus of ASEAN countries in making decisions.	3.19	A	3.53	VA	3.89	VA	3.19	A	3.07	A
8.The country renounces itself from involvement in affairs addressing unresolved bilateral conflicts between or among other ASEAN countries.	3.16	A	3.60	VA	3.75	VA	3.38	A	3.26	A
9.Mutual respect and tolerance	3.41	A	3.73	VA	3.93	VA	3.38	A	3.41	A

serve as unifying agents among member countries in spite of their cultural diversities.										
10. The Philippines has a high regard for cooperation with other ASEAN countries even in the absence of a legal binding document or policy.	3.03	A	3.63	VA	3.89	VA	3.58	VA	3.07	A
Overall	3.16	A	3.58	VA	3.89	VA	3.32	A	3.15	A

Legend: VI – Verbal Interpretation

This favorable awareness on the country’s commitment to respect the national identity and territorial integrity of other member states indicates that the respondents as educators had high regard for the independence, sovereignty, equality, territorial integrity and national identity of all nations in the region. Lombok (2018) affirmed this result by stressing that Asian leaders and professionals recognized the right of every country to lead its national existence free from external interference, subversion or coercion and non-interference in the internal affairs of one another. Meanwhile, low mean scores of 2.81, 3.13, 2.88 and 2.48 respective to SU A, SU B, SU D and SU E indicate that the respondents were aware to somewhat aware of the Malay culture of consultation and consensus which resulted to volunteerism as the pillar of ASEAN. This minimal awareness on the Malay culture of consultation and consensus reflects Baviera’s (2017) observation that consensus-building remains a difficult process for member states as they have different views on the selection and negotiation of important matters in the region.

In general, respondents from SU B and SU C were very aware of the ASEAN principles by obtaining overall mean scores of 3.58 and 3.89 while respondents from SU A, SU D and SU E were aware of this integration as revealed by the overall mean scores of 3.16, 3.32 and 3.15 respectively.

The result showing that the respondents were aware and very aware of the regional principles is comparable with the result of the study conducted by Mortejo, Manaligod, Pecson, & Señora (2012) noting that the majority of educators and administrators in various educational levels had moderate level of awareness and receptiveness to the prospective changes that most likely to happen in education under the ASEAN integration.

Differences in Responses on Awareness on ASEAN of the Five Groups of Respondents

Difference analysis in the responses of the five groups of respondents on their awareness on ASEAN was conducted. The results of the conducted difference analysis are illustrated in the succeeding table.

Table 6. Differences of Responses on Awareness on ASEAN When Grouped According to State Universities

Awareness on ASEAN	Sources of Variation	Sum of Squares	df	Mean Square	f	Sig.
ASEAN Charter	Between Groups	10.923	4	2.731	4.250*	.003
	Within Groups	95.084	148	.642		
	Total	106.007	152			
Economic Integration	Between Groups	19.164	4	4.791	6.759*	<.0001
	Within Groups	104.915	148	.709		
	Total	124.079	152			
Socio-cultural Integration	Between Groups	17.579	4	4.395	5.428*	<.0001
	Within Groups	119.823	148	.810		
	Total	137.402	152			
Political Integration	Between Groups	16.960	4	4.240	5.705*	<.0001
	Within Groups	110.000	148	.743		
	Total	126.960	152			
Principles	Between Groups	11.730	4	2.932	4.276*	.003
	Within Groups	101.495	148	.686		
	Total	113.225	152			

Legend: **Significant at .01 level

Table 6 presents the difference on respondents’ awareness on ASEAN as to ASEAN Charter, economic, socio cultural, political integration, and principles when grouped according to their respective state universities. As presented in the table, all computed significant values are less than the 0.01 alpha level that reveal highly significant differences on ASEAN awareness as also indicated by their respective f-values. This statistics afforded the researcher to reject the null hypotheses affirming the variability of awareness on ASEAN among the respondents from the five state universities.

The differences that have been noted and specified assert the variability among the respondents’ awareness on ASEAN. These differences on awareness on ASEAN among the respondents can be attributed to the differences on school culture and ideology as reflected on the vision, mission, goals, and objectives (VMGO) of their respective state universities. Each state university has its own unique VMGO that continuously shapes the culture and ideology functioning within the institution that can influence how the teaching and non-teaching personnel viewed the emerging notion of internationalization and regional integration. Jaggi (2015) claimed that differences on cultural and ideological preference can result to variation on attitude, awareness, and motivation of people of the same geographical region. This

variation challenges educational institutions to build coalition of teaching and learning communities to increase awareness of culture and to strengthen intercultural relationships.

Conclusion and recommendation

A successful regional integration entails the promotion of awareness and familiarity of the numerous initiatives that can facilitate the intergovernmental amalgamation. As a member of the Association of Southeast Asian Nations (ASEAN), the Philippines has to promote and strengthen the awareness on ASEAN among its people to prepare them to the challenges of the regional integration and to benefit from its numerous opportunities. This promotion of awareness on ASEAN is likely to be shaped by societal factors prevailing in the country as this study revealed that educators' favorable awareness on the regional integration can be attributed to their economic aspirations, knowledge of the labor migration pattern and the role of media for regional identity formation, recognition of the government's political initiatives on ASEAN integration, and their innate respect for national identity and territorial integrity.

However, the influence of these societal factors in strengthening educators' familiarity on ASEAN seems to vary depending on the school culture and ideology observed in their respective institutions. This variation on the influence of societal factors in promoting ASEAN awareness due to difference in school culture and ideology implies the need for educational innovations to facilitate the strengthening of awareness on ASEAN among citizens by educators that can be beneficial for the country as it faces the challenges and opportunities of the regional amalgamation.

In line with the above mentioned results, curriculum implementers may develop monitoring tools that can concretize the integration of ASEAN-themed programs, qualification frameworks, and related undertakings that can heighten academes' sense of ASEAN belongingness. Administrators of the state-owned higher education institutions may also expand their academic partnerships and linkages with other countries within the Asia Pacific region for possible mutual partnerships and agreements like student exchange programs and cultural explorations that are important in strengthening ASEAN awareness and in producing graduates who are ready for regional integration.

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