

Human Resource Development in MIMAROPA State Universities: Developing a Model for Internationalization

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ABSTRACT

This study examined the Human Resource Development (HRD) practices of state universities in the MIMAROPA Region and their alignment with internationalization goals, with the aim of developing a contextualized HRD model. Using a descriptive research design, data were collected from 270 faculty members and administrators through stratified random sampling and a validated survey instrument. Findings revealed that while universities demonstrated high levels of interpersonal support, particularly in *peer support* and *supervisor support* (means generally above 4.00), there were comparatively lower ratings in organizational support, rewards and recognition, and employee participation, indicating gaps in institutional HRD systems. Despite these limitations, employee and university outcomes remained high (means above 4.20), suggesting an imbalance between strong outcomes and weaker structural foundations. In terms of responsiveness to ASEAN integration, institutions performed well in developing global competencies and industry linkages, but showed weaknesses in lifelong learning programs and curriculum adaptability, which are critical for long-term competitiveness. Based on these findings, the study proposes an HRD Internationalization Model anchored on four interrelated components: *Core Pillars, Commitment Enhancement, HRD Needs Addressing, and Institutional Characteristics*. The model emphasizes strategic alignment, system strengthening, and adaptability as key drivers of sustainable internationalization. The study contributes to the limited body of research on HRD in geographically diverse state universities by demonstrating that internationalization is largely dependent on internal HRD capacity and institutional coherence, rather than external partnerships alone.

RESUMO

Este estudo examinou as práticas de Desenvolvimento de Recursos Humanos (DRH) de universidades estaduais na região de MIMAROPA e seu alinhamento com os objetivos de internacionalização, com o intuito de desenvolver um modelo de DRH contextualizado. Utilizando uma abordagem descritiva, os dados foram coletados de 270 docentes e administradores por meio de amostragem aleatória estratificada e um questionário validado. Os resultados revelaram que, embora as universidades demonstrassem altos níveis de apoio interpessoal, particularmente em apoio entre pares e apoio da supervisão (médias geralmente acima de 4,00), houve avaliações comparativamente mais baixas em apoio organizacional, recompensas e reconhecimento e participação dos funcionários, indicando lacunas nos sistemas institucionais de DRH. Apesar dessas limitações, os resultados para os funcionários e para as universidades permaneceram altos (médias acima de 4,20), sugerindo um desequilíbrio entre resultados sólidos e fundamentos estruturais mais frágeis. Em termos de capacidade de resposta à integração da ASEAN, as instituições apresentaram bom desempenho no desenvolvimento de competências globais e vínculos com a indústria, mas demonstraram fragilidades em programas de aprendizagem ao longo da vida e adaptabilidade curricular, que são cruciais para a competitividade a longo prazo. Com base nessas descobertas, o estudo propõe um Modelo de Internacionalização de Desenvolvimento de Recursos Humanos (DRH) ancorado em quatro componentes inter-relacionados: Pilares Essenciais, Fortalecimento do Compromisso, Atendimento às Necessidades de DRH e Características Institucionais. O modelo enfatiza o alinhamento estratégico, o fortalecimento do sistema e a adaptabilidade como fatores-chave para a internacionalização sustentável. O estudo contribui para o limitado corpo de pesquisas sobre DRH em universidades estaduais geograficamente diversas, demonstrando que a internacionalização depende, em grande parte, da capacidade interna de DRH e da coesão institucional, e não apenas de parcerias externas.

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Introduction

Higher education is undergoing significant transformation in an increasingly globalized context, where educational paradigms continuously evolve in response to international standards, cross-border collaboration, and knowledge mobility. State universities, as key drivers of knowledge production and societal development, are expected to align with these global shifts by advancing internationalization as a strategic priority. In the Philippines, particularly in the MIMAROPA region, the pursuit of internationalization presents both opportunities and challenges due to its socio-cultural diversity, geographical dispersion, and varying levels of institutional capacity.

While internationalization has been widely explored in higher education literature, existing studies have predominantly focused on well-resourced universities or urban academic centers. Limited attention has been given to geographically isolated and resource-constrained regions such as MIMAROPA, where institutional contexts differ significantly. Moreover, current research often emphasizes student mobility, curriculum internationalization, and institutional partnerships, with less focus on the critical role of Human Resource Development (HRD) in driving and sustaining internationalization efforts. This creates a gap in understanding how HRD practices can be strategically aligned to support international competitiveness in state universities operating under unique regional constraints.

Internationalization is not merely a function of external linkages or program diversification; rather, it requires a systemic and integrated approach embedded within institutional structures and processes. Central to this transformation is Human Resource Development (HRD), which ensures that faculty, staff, and administrators possess the competencies, skills, and global perspectives necessary to implement and sustain internationalization initiatives. Strengthening HRD systems is therefore essential in enabling state universities to respond effectively to global demands while maintaining relevance to local contexts.

Given these considerations, this study aims to examine the Human Resource Development (HRD) practices of state universities in the MIMAROPA region and their alignment with internationalization goals. Specifically, it seeks to:

- (1) assess existing HRD practices and programs;
- (2) determine the extent of institutional commitment to HRD in support of internationalization;
- (3) analyze how universities respond to emerging development needs for global competitiveness; and
- (4) develop a contextualized HRD model that can guide state universities in the MIMAROPA region toward effective internationalization.

The findings of this study are expected to contribute to policy development and institutional planning by providing a framework that integrates HRD and internationalization. It will be beneficial to university administrators, faculty members, and policymakers in enhancing the strategic direction of higher education institutions in the region.

Methodology

This study employed a descriptive research design to systematically examine the Human Resource Development (HRD) practices of state universities in the MIMAROPA Region and their alignment with internationalization objectives. The design was deemed appropriate as it allows for the quantitative description of existing conditions, institutional commitments, and responsiveness to HRD-related needs without manipulating variables.

Research Locale and Respondents

The study was conducted in four state universities in the MIMAROPA Region, namely: Mindoro State University, Romblon State University, Palawan State University, and Western Philippines University. A total of 270 respondents participated in the study, consisting of faculty members and heads of offices who are directly involved in, or have substantial knowledge of, HRD initiatives within their respective institutions.

Sampling Procedure

Respondents were selected using stratified random sampling, ensuring proportional representation from each university and from key personnel categories (faculty and administrators). The sample size was determined using Cochran's formula, which ensures statistical adequacy for large populations. This approach enhances representativeness and minimizes sampling bias.

Research Instrument

Data were collected using a researcher-developed structured questionnaire based on an extensive review of literature on HRD and internationalization in higher education. The instrument consisted of three major constructs:

HRD Practices – covering indicators such as:

- training and development programs
- faculty capability building
- leadership development initiatives
- performance management systems

Institutional Commitment to HRD for Internationalization – measured through:

- policy support and strategic alignment
- allocation of resources for HRD
- administrative support for international activities

- integration of global competencies in HR programs

Responsiveness to HRD Needs – including:

- adaptability to emerging global trends
- responsiveness to faculty development needs
- support for research and international collaboration
- continuous improvement mechanisms

Each construct was operationalized through multiple indicators translated into survey items, with responses measured using a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree).

Instrument Validation and Reliability

The questionnaire underwent content validation by a panel of academic experts from the participating universities to ensure alignment with the study objectives and relevance to the higher education context.

A pilot test was conducted prior to the actual data collection. The instrument yielded a Cronbach's Alpha coefficient of 0.993, indicating very high internal consistency. While this suggests strong reliability, it may also imply redundancy among closely related items. To address this, items were reviewed to ensure conceptual consistency, though some degree of overlap was retained to comprehensively capture complex HRD constructs.

Data Collection Procedure

The researcher personally administered and retrieved the questionnaires to ensure a high retrieval rate and to clarify any queries from respondents. Ethical considerations, including voluntary participation, confidentiality, and anonymity, were strictly observed throughout the data collection process.

Data Analysis

Data were analyzed using descriptive statistical techniques, particularly weighted mean and ranking, to determine the extent of HRD practices, institutional commitment, and responsiveness.

To facilitate interpretation, the following scale was used:

- 4.21–5.00 – Very High / Strongly Agree
- 3.41–4.20 – High / Agree
- 2.61–3.40 – Moderate / Moderately Agree
- 1.81–2.60 – Low / Disagree
- 1.00–1.80 – Very Low / Strongly Disagree

Results and Discussions

The data on Human Resource Development (HRD) practices across the four state universities in the MIMAROPA Region reveal both converging strengths and notable

institutional disparities (Table 1). Overall, the findings indicate that interpersonal support mechanisms, particularly *peer support* and *supervisor support*, consistently received higher mean ratings compared to organizational-level systems such as rewards, participation, and institutional support.

University C recorded the highest overall performance across most HRD indicators, particularly in Peer Support (M = 4.39, Rank 1) and Training and Development (M = 4.36, Rank 2). These results suggest the presence of a collaborative organizational culture supported by strong professional development initiatives. High ratings in these dimensions imply that the institution effectively fosters both formal and informal mechanisms for employee growth. This aligns with the argument of *An et al. (2015)* and *Kotnour (2009)* that structured training programs enhance workforce competencies necessary for addressing evolving institutional demands. Furthermore, the findings support *Guraya et al. (2016)*, who emphasized that robust faculty development programs significantly contribute to teaching effectiveness, leadership capability, and institutional performance.

In contrast, University A demonstrated strong interpersonal dynamics, as reflected in Supervisor Support (M = 4.41, Rank 1) and Peer Support (M = 4.29, Rank 2). However, lower ratings in Employee Participation (M = 4.00, Rank 6) and Rewards and Recognition (M = 4.14, Rank 4.5) indicate potential gaps in participatory governance and formal recognition systems. This imbalance suggests that while employees experience supportive working relationships, institutional mechanisms for engagement and acknowledgment remain underdeveloped. As noted by *Brick (2012)* and *Hastwell (2023)*, recognition systems play a critical role in shaping organizational culture, influencing motivation, and sustaining employee engagement. The relatively lower scores in these areas may therefore have implications for long-term workforce retention and satisfaction.

University B exhibited moderate performance across all indicators, with its highest rating in Peer Support (M = 3.96, Rank 1) and comparatively lower scores in Employee Participation (M = 3.54, Rank 6) and Rewards and Recognition (M = 3.56, Rank 5). This pattern suggests that while collegial relationships are present, institutional HRD structures may not be sufficiently developed to support active employee involvement and systematic recognition. Such findings indicate a need for more structured HR policies that enhance inclusivity and reinforce performance-based incentives.

Similarly, University D showed moderate overall performance but recorded the lowest score in Organizational Support (M = 3.22, Rank 6). Despite relatively strong Peer Support (M = 4.22, Rank 1) and Supervisor Support (M = 4.03, Rank 2), the weak institutional support suggests a disconnect between interpersonal relationships and formal organizational systems. This disparity implies that while immediate work environments may be supportive, broader institutional frameworks—such as policies, resource allocation, and strategic HRD planning—

may be insufficient. Such limitations can hinder sustained professional growth and organizational effectiveness.

Across all universities, a consistent pattern emerges: interpersonal support systems are stronger than institutional HRD mechanisms. While this reflects a positive organizational climate at the micro level, it also highlights structural weaknesses in formal HRD systems, particularly in organizational support, rewards and recognition, and employee participation. These findings suggest that universities in the MIMAROPA Region need to strengthen their institutional HR frameworks to complement existing interpersonal strengths.

From a strategic perspective, effective HRD requires a balance between relational support (peer and supervisory) and systemic support (policies, incentives, and participation mechanisms). Institutions that invest in both dimensions are more likely to cultivate a motivated, high-performing workforce capable of responding to the demands of internationalization and regional competitiveness. This is particularly critical in the context of ASEAN integration, where higher education institutions must continuously enhance both human capital and organizational systems to remain globally relevant.

Table 1.

Summary of the Mean Distribution on the Level of Practices of the State Universities in the MIMAROPA Region in Advancing Human Resource Development

Indicators	University A (n = 20)		University B (n = 141)		University C (n = 53)		University D (n = 56)	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Training and Development	4.24	3	3.64	3	4.36	2	3.7	3
Rewards and Recognition	4.14	4.5	3.56	5	4.28	3	3.54	5
Employee Participation	4.00	6	3.54	6	4.21	5	3.61	4
Supervisor Support	4.41	1	3.81	2	4.26	4	4.03	2
Peer Support.	4.29	2	3.96	1	4.39	1	4.22	1
Organizational Support	4.14	4.5	3.61	4	4.19	6	3.22	6

Table 2 presents the mean distribution of the level of commitment of state universities in the MIMAROPA Region in advancing Human Resource Development (HRD) toward international competitiveness, measured across four dimensions: HRD practices, HRD climate, employee outcomes, and university outcomes.

The results reveal distinct institutional patterns in how HRD commitment is translated into outcomes. Notably, while employee and university outcomes are generally high across institutions, variations in HRD practices and climate suggest differences in the structural and strategic foundations supporting these outcomes.

University A recorded a uniform mean score of 4.24 across all indicators, indicating a consistently high level of commitment in terms of HRD practices, climate, and outcomes. This uniformity suggests a well-aligned HRD system where institutional policies, work

environment, and performance outcomes are closely integrated. Such alignment reflects organizational stability and coherence in HRD implementation. However, the absence of variation across dimensions may also indicate limited differentiation in strategic focus, suggesting that while systems are stable, there may be a need for targeted innovation or specialization in specific HRD areas to further enhance competitiveness.

In contrast, University C demonstrated the highest employee outcome ($M = 4.49$, Rank 1) and strong university outcome ($M = 4.22$, Rank 2), despite slightly lower ratings in HRD practices and climate compared to University A. This pattern suggests that HRD efforts in University C are highly effective in translating into tangible results, particularly in terms of employee performance, motivation, and productivity. The findings imply that even with moderate structural conditions, the university is able to maximize outcomes—possibly through effective implementation, leadership support, or a results-oriented culture. This supports the view that outcome-driven HRD systems can significantly enhance institutional performance when aligned with organizational goals.

Universities B and D exhibit a similar pattern, wherein employee outcomes remain high (B: $M = 4.21$; D: $M = 4.23$, both Rank 1), while HRD practices and climate are comparatively lower. This discrepancy suggests that favorable outcomes may be influenced by factors beyond formal HRD systems, such as leadership dynamics, informal support mechanisms, or individual employee resilience. However, this condition raises concerns regarding sustainability. Without strong HRD structures and a supportive organizational climate, maintaining high levels of employee and institutional performance over time may be challenging. Weak foundational systems may lead to inconsistencies in performance, reduced employee engagement, and potential burnout.

Across all institutions, a notable trend emerges: outcomes tend to outperform foundational HRD elements (practices and climate). This indicates that while universities are achieving desirable results, these may not always be supported by equally robust HRD systems. From a strategic perspective, this imbalance underscores the need to strengthen institutional commitment at the systems level, ensuring that HRD practices and organizational climate are sufficiently developed to sustain long-term performance.

In the context of internationalization, commitment to HRD must go beyond achieving short-term outcomes and focus on building resilient, adaptive, and strategically aligned systems. Strengthening HRD practices and fostering a supportive organizational climate will enable these universities to better respond to global demands, enhance workforce capability, and maintain competitiveness within the ASEAN higher education landscape.

Table 2.

Summary of the Mean Distribution on the Level of Commitment of the State Universities in Advancing Human Resource Development Toward International Competitiveness

Indicators	University A		University B		University C		University D	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Human Resource Development Practices	4.24	2.5	3.36	4	3.97	4	3.38	4
Human Resource Development Climate	4.24	2.5	3.59	3	4.05	3	3.69	3
Employee Outcome	4.24	2.5	4.21	1	4.49	1	4.23	1
University Outcome	4.24	2.5	3.99	2	4.22	2	4.07	2

The findings from Table 3, presents the responsiveness of state universities in the MIMAROPA Region in developing human resources aligned with the demands of ASEAN integration. The indicators collectively measure institutional capacity to prepare graduates through global orientation, industry alignment, flexible learning systems, and lifelong development opportunities.

Overall, the results indicate a high level of responsiveness across institutions, with University A obtaining the highest overall mean ($M = 4.53$), closely followed by University C ($M = 4.51$). Universities B ($M = 4.17$) and D ($M = 4.04$) demonstrated comparatively moderate performance.

University A emerged as the top-performing institution, particularly excelling in developing a global mindset among graduates ($M = 4.65$, Rank 1) and strengthening core competencies ($M = 4.60$). These findings suggest that the university prioritizes preparing students for cross-border engagement, innovation, and regional mobility—key competencies required in the ASEAN labor market. However, despite its strong performance, University A recorded a significantly lower score in lifelong learning and continuing education ($M = 3.25$, Rank 15). This disparity indicates that while pre-service education is robust, post-graduation and continuous professional development mechanisms remain underdeveloped, potentially limiting long-term workforce adaptability.

Similarly, University C demonstrated consistently strong performance across multiple indicators, particularly in inclusive learning environments, alignment with government priorities, and community extension programs (all $M = 4.58$). Its high employee-related and institutional responsiveness suggests a well-integrated system where academic programs, research, and extension services are aligned with both regional and global development goals. This positions University C as a competitive institution capable of producing graduates equipped with relevant competencies for ASEAN integration.

In contrast, University B displayed moderate performance, with its strongest area in industry linkage and experiential learning opportunities ($M = 4.30$, Rank 1). This indicates a practical orientation toward employability through internships and real-world exposure. However, relatively lower scores in areas such as alignment with government priorities, adaptability to workforce changes, and inclusivity suggest that its HRD system may lack strategic coherence and long-term alignment with broader developmental goals.

University D registered the lowest overall mean ($M = 4.04$), although it demonstrated strength in community engagement and extension services ($M = 4.29$, Rank 1). This reflects a strong commitment to local development and social responsibility. However, its lower ratings in adaptability to industry trends ($M = 3.91$, Rank 15), global mindset development, and institutional alignment highlight critical gaps in preparing graduates for a rapidly evolving and globally competitive labor market.

A cross-institutional analysis reveals an important pattern: while universities perform well in foundational competencies, inclusivity, and community engagement, there are notable weaknesses in lifelong learning systems, curriculum adaptability, and responsiveness to technological and economic shifts. These dimensions are critical in the context of ASEAN integration, where continuous upskilling, flexible learning pathways, and industry responsiveness are essential for maintaining workforce competitiveness.

Furthermore, the consistently lower scores in lifelong learning and flexible education delivery across institutions suggest that HRD efforts remain largely focused on traditional degree programs rather than adopting a continuum-based learning approach. This limitation may hinder the ability of graduates and professionals to continuously upgrade their competencies in response to dynamic regional demands.

From a strategic perspective, the findings indicate that while MIMAROPA state universities demonstrate strong foundational practices in human resource development, there is a need to transition toward a more adaptive, future-oriented HRD framework. This includes strengthening:

- lifelong learning and continuing education programs
- flexible and technology-driven learning modalities
- stronger industry-academe-government linkages
- curriculum responsiveness to emerging global trends

Such enhancements are essential to ensure that HRD systems are not only responsive to current labor market needs but are also resilient and forward-looking in the context of ASEAN integration.

Table 3.
 Mean Distribution on the Response of the State Universities to Developing Human Resources in the MIMAROPA Region for ASEAN Integration

Indicators	University A		University B		University C		University D	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
The University develops a global mindset among graduates.	4.65	1	4.28	2.5	4.51	11.5	3.95	12.5
Focuses on developing core competencies such as skills, talents, expertise and ideas. The HR contributes to local and regional economic development by fostering entrepreneurship, supporting small businesses, and providing economic growth resources.	4.60	3	4.28	2.5	4.58	2	4.14	3
	4.55	7.5	4.09	13	4.38	14	4.05	7

Table 3 (Cont'n)

Indicators	University A		University B		University C		University D	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Developing partnerships with local employers, industry associations, and government bodies to facilitate internships and other experiential learning opportunities may enhance students' employability.	4.15	14	4.30	1	4.43	13	4.18	2
HR development needs to focus on the tourism sector, including training and education for tour guides, hospitality professionals, and environmental preservation efforts.	4.45	12.5	4.17	8	4.36	15	4.11	4.5
Engagement in research activities contributes to the development of cutting-edge knowledge and technology.	4.50	11	4.19	5	4.53	7.5	4.00	9
There is collaboration with local industries, businesses, and government agencies to develop programs and curricula that align with the specific needs of the regional job market.	4.45	12.5	4.06	14	4.53	7.5	3.96	11
Offers extension programs, workshops, and resources to the local community, helping individuals acquire new skills, update their	4.55	7.5	4.18	6	4.57	4	4.29	1

knowledge, and enhance their employability.

Table 3 (Cont'n)

Indicators	University A		University B		University C		University D	
	Mean	Rank	Mean	Rank	Mean	Rank	Mean	Rank
Provides online and distance learning options, making education more flexible and accessible to working adults and individuals who may not have the opportunity to attend traditional on-campus classes.	4.60	3	4.15	9.5	4.51	11.5	4.07	6
Offers a range of scholarships, grants, and financial aid programs to help students and teachers cover their educational expenses.	4.55	7.5	4.26	4	4.53	7.5	3.95	12.5
Aims to create inclusive and diverse learning environments, reflecting the diversity of their region.	4.55	7.5	4.15	9.5	4.58	2	4.11	4.5
Aligns educational programs and research activities with the broader development goals and priorities of the state government.	4.55	7.5	4.12	11	4.58	2	4.04	8
Recognizes the dynamic nature of workforce needs and continuously adapts their programs and curricula to keep pace with changing industry trends, technological advancement, and global economic shifts.	4.60	3	4.11	12	4.53	7.5	3.91	15
Prioritizes providing higher education to a broad range of students, including those from diverse backgrounds and socioeconomic statuses.	4.55	7.5	4.05	15	4.53	7.5	3.98	10
Offers lifelong learning and continuing education programs to help individuals update their skills and knowledge throughout their careers, promoting ongoing human resource development.	3.25	15	4.18	7	4.53	7.5	3.93	14
Over-All Mean	4.53		4.17		4.51		4.04	

The proposed Human Resource Development (HRD) model for state universities in the MIMAROPA Region is anchored on the principle of **strategic alignment**, wherein HRD practices are systematically integrated with institutional goals toward internationalization (Figure 1). The model is derived from the empirical findings of the study and is structured around four interrelated components: **Core Pillars, Level of Commitment Enhancement, HRD Needs Addressing, and Institutional Characteristics**. These components operate within a dynamic and reciprocal system, reinforcing continuous improvement and organizational adaptability.

At the foundation of the model are the **Core Pillars**, which establish the strategic direction of HRD toward internationalization. These pillars emphasize the alignment of HRD practices with institutional mandates, global standards, and regional development priorities. This reflects the study's findings that while universities demonstrate strong interpersonal support and favorable outcomes, there is a need to strengthen institutional systems and strategic coherence. Thus, the Core Pillars serve as the guiding framework that ensures HRD initiatives are not fragmented but are purposefully directed toward global competitiveness.

The **Level of Commitment Enhancement** component underscores the necessity of strengthening institutional dedication to HRD as a strategic function. This includes reinforcing strategic alignment, investing in capacity building, refining performance indicators, fostering a positive HRD climate, and improving employee outcomes. The inclusion of this component is supported by the findings in Table 2, which revealed that although employee and university outcomes are generally high, HRD practices and climate require further strengthening to ensure sustainability. Commitment enhancement therefore bridges the gap between **existing outcomes and the institutional systems needed to sustain them**. It ensures that HRD is not merely operational but becomes embedded within the organizational culture.

Complementing this is the **HRD Needs Addressing** component, which focuses on responsiveness to emerging internal and external demands. This includes strengthening knowledge sharing, enhancing industry linkages, ensuring continuous capacity building, and establishing robust monitoring and evaluation mechanisms. The relevance of this component is grounded in the findings from Table 3, which highlighted gaps in lifelong learning, curriculum adaptability, and responsiveness to industry and technological changes. Addressing these needs ensures that HRD systems remain **adaptive, evidence-based, and future-oriented**, particularly in the context of ASEAN integration.

The fourth component, **Institutional Characteristics**, captures the organizational conditions that enable or constrain HRD effectiveness. These include collaboration, interdisciplinary approaches, and the integration of global perspectives into academic and administrative processes. This component reflects the observed variation across universities, where differences in institutional culture and systems influenced the effectiveness of HRD practices. By strengthening these characteristics, institutions can create an enabling environment that supports innovation, collaboration, and global engagement.

A defining feature of the model is the **interconnected and bidirectional relationships** among its components. The Core Pillars guide and are continuously refined by the Level of Commitment Enhancement, ensuring that strategic directions remain relevant and actionable. Similarly, HRD Needs Addressing informs and is shaped by both commitment levels and institutional characteristics, creating a feedback mechanism that promotes responsiveness and continuous improvement. Institutional Characteristics, in turn, influence how effectively HRD strategies are implemented, while also evolving in response to changes in HRD practices and priorities.

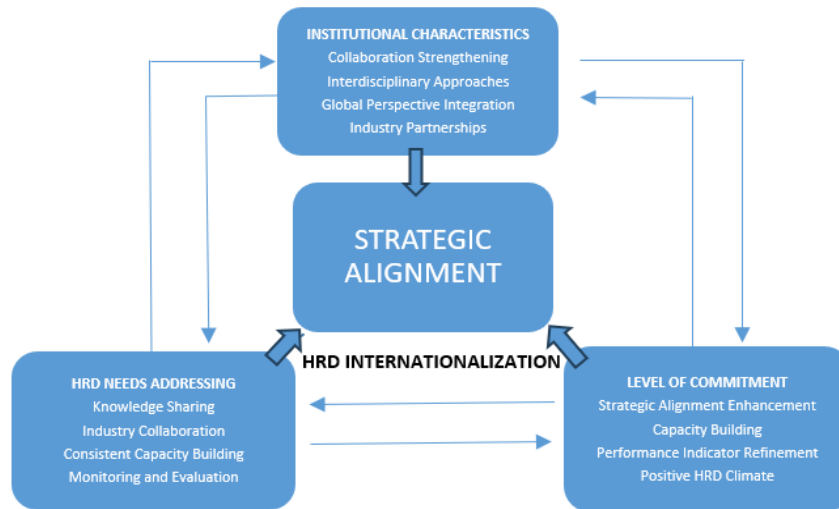
This dynamic interaction highlights that HRD for internationalization is not a linear process but a **systemic and iterative framework**, where each component contributes to and reinforces the others. The model emphasizes that achieving international competitiveness requires not only strong outcomes but also **robust systems, adaptive strategies, and supportive institutional environments**.

Overall, the proposed model provides a comprehensive and context-sensitive framework for guiding state universities in the MIMAROPA Region toward internationalization. It underscores the importance of aligning HRD with strategic goals, strengthening institutional commitment, addressing emerging development needs, and fostering enabling organizational characteristics. By integrating these elements, the model offers a pathway for developing a **globally competitive, resilient, and future-ready academic workforce**.

Figure 1.

A Proposed Model of HRD in MIMAROPA State Universities towards Internationalization

HRD Model in MIMAROPA State Universities Towards Internationalization



Conclusions

This study examined the Human Resource Development (HRD) practices of state universities in the MIMAROPA Region and their alignment with internationalization goals, revealing a critical insight: while universities demonstrate strong interpersonal support systems and favorable employee outcomes, these are not consistently supported by equally robust institutional HRD structures and strategic systems. Variations in training, recognition, participation, and organizational support indicate that HRD implementation remains uneven and context-dependent across institutions.

A key finding of the study is the imbalance between outcomes and systems. Although employee and university outcomes are generally high, foundational elements such as HRD practices and organizational climate require strengthening to ensure sustainability. Similarly, while universities exhibit responsiveness to ASEAN integration through global competencies and industry linkages, gaps in lifelong learning, curriculum adaptability, and flexible learning systems limit their long-term competitiveness.

In response to these findings, the study advances a contextualized HRD Internationalization Model for MIMAROPA state universities. The model's primary contribution lies in its integrated and systems-based approach, emphasizing the dynamic interaction among Core Pillars, Commitment Enhancement, HRD Needs Addressing, and Institutional Characteristics. Unlike fragmented HRD approaches, this model highlights that

sustainable internationalization requires not only strong outcomes but also aligned strategies, adaptive systems, and enabling institutional environments. It provides a practical framework for strengthening HRD as a strategic driver of global competitiveness in geographically diverse and resource-constrained contexts.

Overall, the study contributes to the literature by addressing the underexplored context of regional state universities, demonstrating that internationalization is not solely dependent on external partnerships but is fundamentally anchored in internal HRD capacity and institutional coherence.

Recommendations

Based on the findings of the study, the following targeted and research-based recommendations are proposed:

Strengthen Institutional HRD Systems. State universities in the MIMAROPA Region should prioritize the enhancement of formal HRD structures, particularly in organizational support, rewards and recognition, and employee participation, which were identified as relatively weaker areas. Strengthening these systems will ensure that positive employee outcomes are supported by sustainable institutional mechanisms.

Align HRD Practices with Strategic and Internationalization Goals Universities should ensure that HRD initiatives are systematically aligned with institutional strategic plans and internationalization objectives. This includes integrating global competencies, performance indicators, and development programs to support long-term competitiveness.

Enhance Lifelong Learning and Flexible Education Systems. Given the observed gaps in continuing education and lifelong learning, institutions should expand flexible learning modalities (e.g., online and modular programs) to support continuous professional development and workforce adaptability in the context of ASEAN integration.

Strengthen Industry and Government Linkages. Universities, particularly those with lower responsiveness scores, should intensify collaboration with industry partners and government agencies to ensure that academic programs and HRD initiatives remain responsive to labor market demands and regional development priorities.

Institutionalize Monitoring and Evaluation of HRD Programs. A systematic mechanism for monitoring and evaluating HRD initiatives should be established to ensure continuous improvement, alignment with institutional goals, and evidence-based decision-making.

Adopt the Proposed HRD Internationalization Model. State universities may utilize the proposed model as a strategic framework to guide the integration of HRD practices, commitment mechanisms, institutional characteristics, and responsiveness strategies toward internationalization.

Directions for Future Research. Future studies may validate the proposed model using inferential statistical techniques and expand the scope to other regions or institutional contexts. Qualitative investigations may also be conducted to provide deeper insights into the implementation challenges and contextual dynamics of HRD practices.

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