
Sustainability In Business Education Through Internationalisation: Challenges and the Roles

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Abstract: The purpose of this paper aims to review the prior literature in examining the challenges and the roles that business education play in achieving sustainability. It also explains how internationalisation is applied to help business schools sustain in an ever-changing and global environment. Business education research shows that the extant of internationalisation has begun to expand since the mid-nineties. Broad differences of internationalisation approaches are taken in its internationalisation implementation among business education across the globe. Heading towards an emerging global knowledge economic world with an increasingly competitive global environment, changes is required in sustaining business education. This force business schools to revise the purpose of its establishment to integrate the international dimension to the development of students' skills. Through the current global situation, there has been a high pressure and challenges for business education. These involved touching all elements of valued-added networks in its internationalisation for developments of global business graduates with skills for sustainability in business education.

Keywords: global; sustainability, internationalisation, challenges, business education, knowledge, network.

INTRODUCTION

Profound changes in today's increasingly global competitive environment, caused by innovative technologies, multiple disruptions from business engagement across culture, together with the expansion of a large middle class especially in developing countries, creating a demand for intelligence talents. The importance of internationalisation for business education is mainly triggered by the factors of academics and economic (Hawawini, 2016). It is evident that, business school's internationalisation is a key in its ability to generate revenue (Ngo, 2015). Internationalisation in education programs can enhance mobility exchanges of staff and students, enhance research collaborations, improve quality and global academic ranking, international curricular and higher degree of knowledge transfer between countries (Guevarra, 2007; Kehm & Teichler, 2007).

Thus far, urging scholars to continue to improve producing quality graduates with global employability skills in order to remain relevant and competitive. As the interdependence between various countries increases, the marketplace becomes more globalised and leads to the internationalised multinational corporations (Moy & Lee, 2002). In addition, there are more and more signs indication that there is an increase in competitive "edubusiness", where business education across the globe are heavily involved in the flows of global people, research and capital, which has been reflected by market relations that rank knowledge and status (Luke, 2010). Accordingly, business education, has now turned into a "global phenomenon" (Hardy & Tolhurst, 2014). The effects of the global phenomenon force business schools to internationalise and expand beyond the local market. Internationalisation has become increasingly popular in the educational sector since the early 1980s. It has been widely used for governmental relations and political science for many years (Knight, 2013). Since the 1980s, the globalisation of markets (Levitt, 1983), including the education field (Khurana, 2007), has led to the emergence of new challenges especially in the field of business education. This research topic began to gain considerable attention starting in the mid-1990s at national level, institutional level and government statistical agencies by placing internationalisation in business education as an important subject. However, the world has experienced an economic downturn around 2008 and slowly recovered around 2010. Consequently, the leading business schools have launched new curriculum design programs by emphasising employability skills matter.

Meanwhile, in order to facilitate 21st century demands of needing new management skills, business and industry experts intend to foster employability skills for business and economic development. Accreditation agencies such

as the Association to Advance Collegiate Schools of Business (AACSB), the European Quality Improvement System (EQUIS), research partnerships, student internships and also other advocates university-business strategic alliances are among those that play an important role in ensuring business students employability skills achieve the needs of employers in a global knowledge economy. Concurrently, as revealed in the Canadian Department of Foreign Affairs and International Trade (DFAIT) Report, government policies viewed internationalisation in education as a key to drive economic development (DFAIT, 2012).

Different approaches have been taken as an ideal strategy for internationalisation process. Starting with the use of Uppsala Model (De Meyer, Harker, & Hawawini, 2004; Engwall & Kipping, 2013), different modes of entry such as joint ventures, strategic alliances and export has been applied for many years in the internationalisation process (Cavusgil & Knight, 2015; Leonidou, Katsikeas & Piercy, 1998; Theodosiou & Katsikeas, 2001). It is believed that internationalisation is based on the idea of networking, cultures, knowledge and values (Knight, 2013). As such, internationalisation has been used as an indicator for quality in an educational institution (Urban & Palmer, 2014). Moreover, there is a growing usage of using internationalisation as a way of measuring its international ability (Guo & Alfred, 2013). As globalisation changes the world of internationalisation, thus, it leads to the emergence of changes in global higher education (Knight, 2004; Knight, 2006). Therefore, internationalisation is seen as a global solution for business education to grow and sustain (Wilson, Li-Hua, Aouad, & Li, 2011).

In this paper, we will initially review literature related the concept of internationalisation and its approaches in business education field. The challenges that business education needs to face during internationalisation will be identified. We will then review the literature providing role that needs to be played based on the growing challenges throughout business education internationalisation. Referred on what has been reviewed, we intend to present an overview of this phenomenon of interest, namely sustainability in business education through internationalisation.

The Concept of Internationalisation & Sustainability In Business Education

Michael Eugene Porter in 1990, father of modern strategist, defined internationalisation as a process of teaching, assessment and the involvement of the organisation of Higher Education to be at different international levels of nations and cultures. While another important scholar, reacts that the process of internationalisation requires worldwide elements involving countries, industry and institutions with aims, functions and activities of higher education (Knight, 2015). Knight (1999) believed that globalisation and internationalisation are seen to be interconnected with each other. Agreeing to such an opinion, Naido (2006) acknowledges that the policies on educational institutions will be based to the globalisation impact of internationalisation on education. In fact, internationalisation in education is particularly seen as a strategy in expanding the provision and the ability to propose new suggestions ideas and recommendations for improvement across the world (Thune & Welle-strand, 2005).

In this era of 21st century, internationalisation of business education is increasing and becoming an inevitable due to globalisation and economic dependence on knowledge (Altbach, 2008). Globalisation seems to force the world to become more international. It is also to be emphasised that internationalisation and globalisation are two different things. Both should not be used interchangeably because it identifies different situations (Guillotin & Mangematin, 2015). Although internationalisation is not a new topic, its contribution to literature had influenced various things, underlying theories and belief that have changed over time (Andersson, 2000; Bayfield, Dana & Stewart, 2009; Dana, Etemad & Wright, 1999; Melin, 1992; Moreira, 2009). Changes that evolve over time do not only occur in the globalisation of business activities, but scholars' interpretations and perspectives also change (Bell, McNaughton & Young, 2001; Dunning, 1994, 1997, 1998; Fletcher, 2001b; Moreira, 2009) due to the complexity of entity's' internationalisation and organisation (Whitelock, 2002).

The Uppsala Model was one of the earliest approaches used in the internationalisation process. Model of the internationalisation process known as Uppsala Model was first published in Journal of International Business Studies in 1977 (Johanson & Vahlne, 1977). The Uppsala model became a major reference in learning the process of internationalisation of entities. The model has been revised several times with thousands of citations (Johanson, 1992).

Several studies have been conducted on the causes of internationalisation delivery failure. Research conducted by Poole (2001), on the internationalisation involving five Australian educational institutions using the concept of strategic management in evaluating strategies. Based on the findings, two schools adopted a resource-based approach using their capabilities of distance learning. While others chose adaptive strategy (Chaffee, 1985), to take advantage of the opportunities. The purpose of the model is to explain the process of successful internationalisation effort by developing the Strategic Advantage Model (Poole, 2001). According to Poole (2001) in order to express his views in emphasising organisational qualities, the Poole model is based on resources, rather than based on competitive strategy in developing internationalisation strategy. He added that, internationalisation will be successful if there is a preparation in place of it rather than simply forcing it to do so.

In order for internationalisation strategy to work successfully, business education need to have competencies, leadership capabilities and the abilities to implement and execute strategies (Poole, 2001).

On the other hand, Networks are seen as the primary method used in creating and building relationships in the context of management. In fact, Donert, Hay, Theobald, Valiunaite and Wakefield (2011), indicate that networks have filled the gaps in helping business schools to acquire resources that never existed before through established network. As global networks evolve over time and in exploring global learning knowledge and networks, Hawawini (2011), highlighted five essential models of internationalisation reach for business schools to implement during internationalisation. These five forms of international reach include the following: 1) importers; 2) exporters; 3) academic joint-ventures; 4) academic partnership and alliances; and, 5) campuses abroad. Business schools may use these models of international reach in executing its internationalisation strategy.

Hawawini (2016), claimed that, the graduate business programs that have achieved the highest scores on internationalisation are mostly located in the United Kingdom and all European cities followed by schools from Asia and Australia. It is believed that one of the reasons why such schools have such high scores for international students, faculty and board members is because most of the programs have been designed from the beginning to cater international students. Often its establishment is not aimed at local students who are then forced to internationalise in order to be relevant in a world of increasingly competitive globalisation. In Europe, the most successful business programs come from undergraduate programs, most of which are established by the earliest business schools in the world. In other words, to ensure the sustainability of business schools in keeping with the current trend, graduate business programs should be able to attract large numbers of foreign students taught by international faculty.

In summary, the general concept and understanding of internationalisation in business education and its sustainability through internationalisation could be identified. As a particular business schools undertakes to move globally and is ready to embrace cultural change during internationalisation, the influence of networking is essential in order to begin the process of collaborations and partnerships or joint ventures. In terms of growth, survival and sustainability, it is important for business schools to be more innovative and technologically advanced. It will make communication more efficient based on the new communication technologies (e.g., database marketing and internet). Otherwise, the process of maintaining relationships and networks will be more difficult.

Challenges and The Roles

Increased globalisation of the economy and society have raised awareness on the importance of internationalisation of business education. It is widely used in business education to tackle global challenges such as increasing international students, hiring international scholars, improving the quality of international branch campuses and encourages research initiatives through cross-campus collaboration.

Nevertheless, most internationalisation studies in business education are more focused on developmental measures. The lack of understanding has further restricted the formation of strategies related to the internationalisation of business education. According to Horn Hendel and Fry (2007), the internationalisation efforts are more focused on the practice of internationalisation itself rather than focusing on the assessment of the concept. As a result, the success of internationalisation in academic field has been limited and failed to maximise the potential in internationalisation. In addition, many business schools are pursuing various international initiatives and hope to become a global institution. However, many of those initiatives that have been launched have a marginal impact on their institutions and most of them fail in their international delivery.

In Malaysia, most business schools are currently struggling to obtain international accreditation, global reputation and sustainability (Shahijan, 2016; Quraeshi & Luqmani, 2009). There are several possible causes for this. According to Knight (2011) and Syed (2016), the quality of education in Malaysia is found to be incompatible with the contemporary global standard. In addition, there are limited international coverage in its curriculum, low level of staff engagements and cooperation in the internationalisation process, lack of resources, collaboration and research, exchange programs and problems in finding networks to recruit foreign staff and students (Arokiasamy, 2012). In addition, there are difficulties in recruiting and retaining foreign academic staff due to the limited funds and less attractive financial benefits offerings (Shahijan et al., 2016). According to Ramsden (1998), other challenges and obstacles that hinder business education from internationalise is that they are not ready to deal with the changes in their academic work. Arokiasamy (2012), claimed that among the factors that led to internationalisation not being implemented were the lack of staff involvement and commitment during the internationalisation process, resistance to change, inadequate project resources, a complex international curriculum, less effective in implementing change initiatives, the need for international collaborations and lacking in international staff and students. Collectively, the issues raised are causing business education to come under mounting pressure in the aftermath of relevancy crisis to continue growing and sustain.

In this paper, we will review two key elements that play a significant role for sustainability in business education through internationalisation; organisational elements and activities and academic programs.

Organisational Roles

The organisational elements are classified into two groups, namely: 1) governance and 2) operations. The literature highlights organisational strategies as another means of internationalisation on campus. In the context of business education, researchers (Aigner, 1992; Altbach, 2008; De Wit, 2002; Francis, 1993; Harari, 1989; Knight, 1994; Mestenhauser, 2002; Norfleet & Wilcox, 1992; Paige, 2005; Scott, 1992) identified the following as the most essential organisational factors include: 1) organisational leadership such as mission statements, strategic plans, commitments given by institutions, attitudes and policies; 2) engagements from faculty and staff; 3) budgetary support and resources allocation for international sustainability.

Table I is the lists of essential organisational roles during the internationalisation process in business education setting.

Activities and Academic Programs Roles

Activities and academics programs elements are classified into four groups, namely: 1) academic program; 2) research and scholarly collaboration; 3) extra-curricular activities, and 4) external relations and services. Several elements have been identified to play an important role in the internationalisation process (Aigner, 1992; Francis, 1993; Harari, 1989, Knight, 1994; Nortfleet & Wilcox, 1992). The elements mentioned are the types of academic activities performed.

CONCLUSIONS

Overall, sustainability in business education through internationalisation is becoming increasingly significant, especially in the 21st century. Our review of the literature shows that there are several challenges and various approaches taken in internationalisation among various business schools around the world. There are also some essential elements and roles identified throughout the internationalisation process. Reviews from the literature also shows that there is a rising concern about the impact of globalisation on the business education field which calls for internationalisation to be done. In facing global challenges, business schools need to be prepared to have global solutions in order to sustain in the industry.

To conclude, through reviewing the literature we have presented the overall understanding about sustainability in business education through internationalisation. There is a need for business schools to promote internationalisation, especially in strengthening global connections and networks within academics institutions and organisations to produce high skills and quality business students in preparation for current global employability challenges. This finding confirmed Hawawini (2016) study that Networks approach is seen as one of the best alternative methods for leaders and learners in business education to develop the global learning knowledge environment and sustainability. As internationalising is to learn from the world, learners should learn from the experience gained from the world as a guide to become a qualified business graduate. A continuous internationalisation global effort in business education is becoming one of the important roles in ensuring business education growth and sustainability.

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Table 1: Organisational Roles

Organisational Roles	
Governance	<ul style="list-style-type: none"> • Leaders expressed readiness to commit
	<ul style="list-style-type: none"> • Faculty and staff engagement actively involved on the given role
	<ul style="list-style-type: none"> • An impressive rationale and goals related to internationalisation
	<ul style="list-style-type: none"> • Recognition of global elements in mission statements, planning and policies
Operations	<ul style="list-style-type: none"> • The goal of operational plans is implemented by planning and budgeting of departments and essential quality reviews
	<ul style="list-style-type: none"> • Good structural organisation
	<ul style="list-style-type: none"> • Systems (formal or informal) for communication, liaison and coordination.
	<ul style="list-style-type: none"> • Effectively manage internationalisation and planned the right balance between centralisation and decentralised
	<ul style="list-style-type: none"> • Financial support and resource allocation
Activities and Academic Programs	

Table 2: Activities and Academic Programs Roles

Academic Program	<ul style="list-style-type: none"> • Exchange Study Abroad Programs • Foreign language learning • Internationalising the Curriculum for global competence • Regional studies (cultural expression and ways of living) • Study and work abroad programs • International students • Teaching methods/ Pedagogy • International dual and joint degrees • Cultural Exchange Programs • Faculty and staff exchange programs between schools • Ensure linkage between academic activities, research, training and development programs
Scholarly Collaboration Network and Research	<ul style="list-style-type: none"> • International joint research programs • International conferences, seminars, workshops and associated events • Getting articles and papers published • Research collaborations via International research agreements • Graduate student mobility programs • International Partnerships between schools to improve research outcome • Ensure linkage between research, curriculum and teaching
Extra Academic Activities	<ul style="list-style-type: none"> • Societies, clubs and organisations for students • Campus events related to cultural and social events for global connections • International peer community and programs • Alumni development programs • Developing support system in social, cultural and academic for building relationships
External Relations, and Services (for Local and International)	<ul style="list-style-type: none"> • Private sector partnerships for sustainable development • International development assistance projects • Development of international training programs • Ensure linkage between development projects and training with research and teaching • Learning and teaching experiences in an international program • Participation in global networks • Overseas alumni chapters