

International Academic Mobility Option of Student Improvement in Autonomous Juarez University of Tabasco

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Abstract — In this investigation we analyze the opinion of the university students of the four degrees offered by the Academic Division of Economic and Administrative sciences, belonging to the Autonomous Juarez University of Tabasco, on the possibility of accessing the Institutional Student Mobility Program. For this we had a sample of 15 students who, at the time of administering the measuring instruments designed for this work, were abroad.

This issue is addressed from the line of the technological innovation, which is cultivated by the members of the “Educational innovation in the processes of teaching and learning” investigation group from the Universidad Juárez Autónoma de Tabasco, of which academic model contributes to the formation of the student, as well as improving the quality of their educational process and enhancing capabilities that affect their personal benefit.

The instrument used for measuring, was a semi-structured survey that was implemented during the lapse from February to May 2016. The results gave an overview of the difficulties they believe they would face if they decide to take this opportunity to support their learning and university.

Keywords — Student Mobility, Education Abroad, Training, University Student, Education Improvement.

I. INTRODUCTION

Undoubtedly, currently the whole world is living a maelstrom of events, difficult to digest in which it plays an important role, the speed with which knowledge is generated, the technological and scientific progress and the facilities for communication; This undoubtedly requires new knowledge, impacting directly on economic growth and national development.

About, González (2011) considers that information and communication technologies have influenced the promotion of international flows, in which students travel to another country and also allow the exchange of ideas and the storage of experience generating in this way a greater interaction among those involved.

The purpose of mobility programs is to offer participants, the option to continue their studies in an institution of another country, and that they be recognized in the institution to which they belong. (Belvis, Pineda and Moreno 2007), Gacel considers that internalization should not be an end in itself but a means to achieve academic excellence "(2000: 123).

In this manner, there is a need to overcome the limitations of countries and their institutions, in favor of internalization processes. In this context, the question of how and where teaching is given and learning plays an important role. “The internalization of higher education

refers to a process of institutional transformation that aims, the integration of the international and intercultural dimension in the mission, culture ... and general policies of HEIs "(Gacel, 2000: 122).

II. DEVELOPMENT

Academic student mobility has become, in recent times, an element of the internationalization of the Higher Education Institutions of the world. It is also one of the most significant indicators that mark the direction in which these Institutions are or should go. (Aguado et al., 2010: 37), this mobility program is not new, since the second half of the last century, these movements were accentuated and in particular during the last thirty years. (Solanas, 2014: 2).

Therefore, The Institutions of Higher Education at present have the responsibility to enrich the understanding of the global problems that impede the growth and development of the countries, and the Autonomous Juárez University of Tabasco is no exception, since it has developed academic programs to support this situation, and an example of this is the Institutional Program of Student Mobility. (Autonomous Juárez University of Tabasco 2014).

In this context, as set out in the Strategic Development Plan 2006-2016 (2006) of this Institution, with the trends of globalization, the promotion of an exchange mentality is determinant to have access to the most advanced and remote knowledge, that is why in this institution to promote student mobility is an important element through which it will favor the updating of the labor field.

When knowledge, science and technology are prioritized in a country these significantly improve its development, impacting positively beneficial progress for society in general and for the economy and education in particular. In this context, the Autonomous Juárez University of Tabasco, a pioneer in higher education in the state of Tabasco, has implemented academic programs to support this situation, and an example of this is the International Student Mobility Institutional Program. (Autonomous Juárez University of Tabasco 2014).

And it is in this way that this university community from Tabasco, has access to new and varied strategies for the application of knowledge in academic, scientific, technological, humanistic and environmental development and, at the same time, they approach other cultures that enrich their vision of the world, because, that this University transcends not only at the national level but

also at the international level is a goal (Autonomous Juárez University of Tabasco 2014), for those who are involved in their destination.

This institution of higher education is located in the capital of the Mexican state of Tabasco, located 800 kilometers from the capital of the country.

Autonomous Juárez University of Tabasco.

The state of Tabasco, represents 1.3% of the total territory of the country, with an area of 24 thousand 731 square kilometers, ranking in the twenty-fourth national place by extension. The greater part of Tabasco's territory extends on the coastal plain of the Gulf of Mexico, and it is precisely in this territory where the Autonomous Juárez University of Tabasco is located.

This, as a public institution of higher education, has the mission of contributing significantly to the transformation of society and the development of the country, with particular interest in the State of Tabasco, through the solid and integral training of professionals capable of acquiring, generating, disseminating and applying scientific, technological and humanistic knowledge, with ethics and responsibility to be better individuals and citizens.

Located in the south-east of the Mexican Republic, it is constantly improving, committed to the society it serves and sustained in its institutional autonomy and academic freedom, makes remarkable efforts to expand access to young people and ensure the quality of their services and the products of their academic work.

It has twelve Academic Divisions located all throughout the territory of Tabasco, is in one of them, in the Academic Division of Economic and Administrative Sciences in which this work was carried out.

Institutional Program of International Student Mobility.

The international mobility of university students is one of the main aspects of the modality of the qualified students, and at the same time, the most notorious facet of the processes of internalization of the higher education. (Luchilo 2006).

The Autonomous Juárez University of Tabasco always in the vanguard of science and technology, and aware that the new realities originated by globalization must be approached by agents possessing a vision of the future, fosters in its students an innovative attitude that allows them to acquire and develop capacities to face the challenges To be presented. (Autonomous Juárez University of Tabasco 2014).

For this, The university links with institutions of international prestige, offering the student community access to new and varied opportunities for improvement, bringing it closer to other cultures, thus enriching its vision of the world, to this end, agreements have been extended to promote mobility and academic exchange. Proof of this is the Institutional Program for International Student Mobility.

This program is born from the need to strengthen the professional profile of university students, aiming at raising the quality of academic training and international competitiveness by promoting diversity and strengthening intercultural understanding.

It consists of the exchange of students with other Institutions of international higher education, to attend a school cycle with revalidation of credits at the end of their school term, having to take the last academic year of his degree in the institution of which he is a student, that is, the University of Tabasco.

In the same way, this program allows the reception of students from other institutions of higher education who are interested in attending a school year in this alma mater. It is of vital importance that "... guarantee the person who makes the modality, that they will be recognized their studies in the country that receives it and that, on the return, the activities carried out abroad will also be accredited." (Rodríguez, 2011: 103).

All the students of the degrees offered at this University can participate in this program, having as a requirement is to be a regular student, not to owe subjects, have a minimum average of 8.5 and a curricular advance of at least 45%. Also have a valid passport.

This program has agreements with more than 40 universities, and also offers scholarships of economic support. It is important to note that the exchange and mobility program between Ibero-American universities was born in 1999, as an initiative of the IEO. (Jaén and Madarro 2004).

In order to encourage the participation of university students in this program, in 2014 it was carried out extensive promotion through lectures in the classroom and it spread through the printed and electronic media, in addition to sending the corresponding information, invitations and convocations to the teachers and presidents of academies.

Larrea and Astur (2011) consider that increasing student mobility at the undergraduate level is a goal for university systems since this mobility constitutes a vehicle for inter institutional cooperation.

Academic Division of Economic and Administrative Sciences

Located within the culture zone, in the city of Villahermosa, capital of the state of Tabasco, this Academic Division (one of the eleven that make up the most important university in the state), has the mission of being a higher education unit that Sustains its strength in the generation and application of knowledge for the integral formation of quality professionals in the administrative economic areas capable of analyzing problems and promoting solutions that society demands.

It has four degrees, Public Accounting (created in 1961, 55 years ago), Administration (founded in 1976), Commercial Relations (it begins its functions in 1977), that from 2011 gives way to Marketing, and Economics (established in 1985).

It is currently taught four master's degrees: Administration, Sciences in Regional Development Management, Accountancy, Public Management and Government, and a doctorate in Educational Administration.

The degree in Marketing seeks to train professionals capable of designing innovative marketing, marketing, promotion and sales strategies, as well as researching the

markets and identifying opportunities for the development of traditional and electronic businesses in local, national and international contexts.

Its mission is to train Marketing professionals competent in the research and development of markets for the design and marketing of products and services that favor the regional, national and international exchange, through promotional campaigns and value-added marketing strategies under a framework of continuous improvement, sustainability, ethical values, entrepreneurship, leadership and social responsibility in a globalized environment.

Its vision is to be an educational program with regional, national and international recognition in the training of Marketing professionals; With academic quality, competent in the commercialization of goods, services and elaboration of projects related to the productive and social sectors, through ethical practices and a high sense of responsibility.

The degree in Accounting has the mission to train committed professionals with the development of society vis-a-vis the globalized environment in the accounting field, financial tax and administrative, under educational approaches of quality, vanguard and sustainability; Generators and applicators of knowledge, creative, with competitive spirits, entrepreneurs, leadership and endowed with values.

While the degree in Management's mission is to train professionals capable to develop innovations and interpret economic, social, political, cultural, environmental and technological trends that have a direct impact on the quality of organisms.

III. METHODOLOGY

The investigation that concerns us, was carried out at the Autonomous Juárez University of Tabasco, Public institution that imparts studies of bachelor's, master's and doctorate in its Academic divisions, and it is precisely in one of them, the Academic Division of Economic and Administrative Sciences which was carried out this work. The empirical study was based on an intentional or convenience sample of 15 students out of a total of 32, who at the time of administering the questionnaires had just returned from their stay abroad.

The criteria for determining the sample was based on random choice of 15 participants regardless of age, gender or marital status. The instrument used for the measurement was a semi-structured questionnaire and applied during the months of February to May 2015 and consisted of eight questions. The data provided served as the basis for the writing of the paper that is presented.

IV. ANALYSIS OF RESULTS AND DISCUSSION

When participants in this study were asked about whether his parents had influenced for what they decided to go international mobility, 13% (2 students) stated that indeed, their parents had influenced their decision, against 40% (6 students) who noted that their parents were kept

out of this decision.

Sixty percent (60%) of the participants in this study report that their parents supported it morally in their decision, while the parents of 7% stayed on the side lines. To the question about If influenced the prestige of the receiving University to decide to go of mobility, 14% responded negatively to this question, against 60% who answered affirmatively.

The total number of interviewees admitted to having chosen the country to which they would be moving. 73% say that the country was their first choice, against 14% who said that it was not. This response contrasts with the previous one in which the total of participants responded by choosing the country.

Kreimer (2007) points out that international dimensions have been a constitutive element in shaping research traditions, as day by day more students are able to take advantage of this opportunity.

The truth is, according to Rama (2009) that indeed, one of the dominant characteristics of higher education on a global scale is the increasing internalization of its dynamics, institutions, students, programs, curriculum and teachers. To the total of the students participating in this study, he liked to have known another country.

When they were questioned whether they considered teachers of the receiving institution are better trained than those of your institution, 47% said yes, (27% strongly agree, 20% agree), against 53% who think otherwise. The teachers of the Institution of origin must be also aware of what happens to their students abroad during this period. (Rocha, Amador and Álvarez, 2015: 12).

Haug (2010) points out that this vision of the university as a community of scholars in permanent harmony with their peers in other centers of knowledge, remains in force in the modern university.

The total of those who participated voluntarily in this work, considered that having been in a higher education institution outside of Mexico, increased the quality of their academic training.

Jaen and Madarro (2004), point out that one of the characteristics of mobility is reciprocity, that is, agreement between institutions must be symmetrical and must contemplate the same rights and duties for the students themselves as for the visitors, in addition to the Same obligations.

For Ariño, Soler and Llopis "University student mobility is a growing, asymmetric phenomenon ... which is undergoing a major redistribution by countries" (2014: 145)

Those who participated in this study, considered to have obtained benefits in their academic training, is that as Larrea and Astur (2011) point out, when the university returns to its university, there exists in it a critical mass of accumulated experiences.

V. CONCLUSIONS

Undoubtedly, The impact that this program is causing among students who already participated in the degrees in Administration, Public Accounting and Marketing is

worthy of not losing sight of, since they know what is going and the weaknesses and strengths entailed by participating in it.

In the process under analysis there was no participant belonging to the degree in Economics, being responsible for training specialists in the areas that have to do with economic and social reality, to contribute to decision making in the workplace .

The Student mobility is an academic strategy for universities in the face of globalization and internalization in which society is submerged. It is important that both teachers and students become directly involved in this program, that besides obtaining the advantages indicated by the participants in this work,

The professional profile is strengthened and the quality of the academic training is increased, besides the national and international competitiveness.

There remains, material to work on future research, taking into account the opinion that those who have not participated have about this program, the topic is not exhausted in this writing.

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