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Research Article

Internationalization Practices and Preparations: A Case of a State University in Central Luzon, Philippines

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ABSTRACT

In the era of internationalization, Philippine higher education institutions (HEIs) are compelled to continually refine their operations and governance to align with global standards. This descriptive cross-sectional survey research was conducted to assess the extent of practices and preparations for internationalization at a state university in Central Luzon, Philippines. The study engaged four administrators and 21 faculty members as respondents, collectively offering a perspective on the university's approach to internationalization. The study reveals that the university has initiated practices and preparations geared towards internationalization. Nonetheless, it is evident that there is room for further enhancement of its strategic directions and plans to more comprehensively integrate internationalization into its academic programs, policies, and administrative processes. This paradigm shift will require a measured, time-sensitive approach to ensure that the university meets its internationalization goals successfully. To expedite this process, the university administration could proactively take the lead in championing and facilitating internationalization efforts. This proactive leadership is pivotal in building a culture of global engagement, forging international partnerships, and positioning the university as a frontrunner in the international academic landscape. By doing so, the university can more effectively embrace the challenges and opportunities of internationalization in higher education.

Keywords: ASEAN integration, Central Luzon, Higher education, Internationalization, Philippines, State university

Introduction

In an era characterized by increasing globalization and the interconnectedness of economies and societies, the internationalization of

higher education has emerged as a vital component for educational institutions worldwide. Internationalization represents a concerted effort by universities and colleges to engage with

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the global academic community, foster cross-cultural exchanges, and prepare students for a world where borders are becoming increasingly porous (Ghosh & Jing, 2020; Grad & van der Zande, 2022; Jaskolski & Udoh, 2022; Robson, & Wihlborg, 2019). It involves adopting policies and practices that facilitate the integration of international perspectives, experiences, and collaborations into the core functions of higher education institutions (HEIs), such as instruction, research, extension, and production.

The Philippines, located in Southeast Asia, has actively participated in regional integration through its membership in the Association of Southeast Asian Nations (ASEAN). The ASEAN Integration has brought forth a range of opportunities and challenges, necessitating that Philippine HEIs evolve to meet the new demands of a rapidly changing educational landscape (Alda et al., 2020; Khalid et al., 2019; Zuhairi et al., 2020). The advancement of the ASEAN integration is imperative to cultivating competitive, technologically-driven human resources. In response, HEIs are compelled to redirect their focus towards equipping students with the requisite skills, enabling them to remain at the forefront of the demands ushered by integration. HEIs must undertake a continual process of innovation and strategic reengineering to proactively meet the emerging demands of the 21st century while concurrently addressing the challenges stemming from ASEAN integration and the internationalization of higher education.

Based on the literature survey, minimal studies have been published regarding internationalization of Philippine HEIs (Bautista et al., 2021; Cinches et al., 2017; Dimasindel & Salam, 2018; Dioquino et al., 2018). Meanwhile, some studies focused on developing an international climate among Philippine HEIs (Dotong & Laguador, 2015a) and quality assurance mechanisms in higher education towards internationalization (Dotong & Laguador, 2015b).

Understanding how a state university in Central Luzon navigates the complexities of internationalization provides valuable insights for the institution and the broader higher education community in the Philippines. It sheds light on the strategies employed to align with international standards, engage with global

partners, and prepare students for a world where boundaries are increasingly permeable.

With the heightened internationalization efforts, Philippine HEIs are bound to face intensified and more demanding competition, pitting them directly against other ASEAN HEIs. These colleges and universities are called upon to transcend mediocrity and engage in an ongoing process of self-improvement. It is incumbent upon educational institutions to recognize that they have transitioned from the Information Age to the Age of Insights, requiring graduates to articulate their discerning insights and ideas adeptly.

The present study is particularly focused on one state university in Central Luzon, Philippines, and its endeavors in internationalization. The state university, in its commitment to academic excellence, recognizes the significance of internationalization not only in the context of ASEAN integration but also in ensuring its students' competitiveness on a global scale. The university perseveres in fulfilling its educational objectives and mandates while surmounting the multifaceted challenges associated with internationalization. Hence, the purpose of this research is to examine the practices and preparations undertaken by this university as it navigates its journey towards internationalization.

Theoretical Framework

The present study is anchored on the Uppsala Internationalization Model (Johanson & Vahlne, 1977, 1990). The Uppsala Model, also known as the Uppsala Internationalization Process Model, is a theory that explains how firms or institutions gradually increase their international involvement (Forsgren, 2002; Vahlne, 2020; Vahlne & Johanson, 2017). It posits that organizations typically start their internationalization process in nearby and culturally similar markets, gradually moving into more distant and dissimilar ones (Johanson & Vahlne, 2015).

In the context of a state university's internationalization efforts, this theory suggests that the institution may begin by establishing partnerships or collaborations with universities or institutions in the ASEAN region or countries with closer cultural, geographical, or

linguistic ties before venturing into more distant internationalization endeavors. It emphasizes the importance of learning and accumulating knowledge and experience in internationalization.

Method

Research Design

The study used a descriptive survey research design through a survey questionnaire as the main instrument in gathering the required data. A descriptive survey research design is a research method used to collect, analyze, and interpret data in order to describe the characteristics of a population or a phenomenon. This research design is primarily concerned with providing a detailed account of a

subject of study without attempting to establish causal relationships. The descriptive survey method was used in order to extract how respondents describe the extent of practices and preparations of the university towards internationalization. The results were triangulated through random interviews among select respondents.

Study Respondents

A total of 25 respondents, composed of four administrators and 21 faculty members of one campus of a state university in Central Luzon, Philippines, were comprehensively chosen as respondents of the study. The profile of the respondents is shown in Table 1.

Table 1. Respondents' Profile

Profile	Frequency	Percent
Sex		
Male	12	48.00
Female	13	52.00
Total	25	100.0
Position		
Faculty	21	84.00
Administrator	4	16.00
Total	25	100.0
Academic Rank		
Instructor	16	64.00
Assistant Professor	2	8.00
Associate Professor	6	24.00
Full professor	1	4.00
Total	25	100.0
Department		
CAG	12	48.00
CTE	10	40.00
CHM	3	12.00
Total	25	100.0

As shown in the table, the number of male (48.00%) and female (52.00%) respondents are almost equal. Majority of the respondents are faculty members (84.00%), and very few (16.00%) are administrators. In the study context, the emphasis on faculty perspectives is appropriate since they are directly involved in the academic aspects of internationalization. As to the academic rank, majority are instructors (64.00%), and only 1 (4.00%) is a full professor. The distribution of academic ranks is vital

as it highlights the range of experience and expertise within the faculty, which can be relevant when considering the readiness and capacity for internationalization among faculty. The College of Agriculture (CAG) has the most number of respondents, with 12 (48.00%), followed by the College of Teacher Education (CTE) with 10 (40.00%) and College of Hospitality Management (CHM) with only 3 (12.00%) respondents.

Research Instrument

The Likert scale-type survey questionnaire adapted from the Rubric on Internationalization of Teacher Education (RITE) crafted by Balagtas and colleagues (2012) served as the main instrument in gathering the data. It is composed of two parts. The first part consists of the demographic profile of the respondents. The second part is the Practices towards internationalization with 54 items based on the nine critical dimensions of internationalization. Padama et al. (2010) formulated a framework that encompasses nine key dimensions of internationalization, including Curriculum and Instruction; Facilities and Support Systems Cooperation and Development Assistance; Diversified Income Generation; Research Collaboration; International and Intercultural Understanding/Networking; Academic Standards and Quality; Mobility and Exchanges for Students and Teachers; and International Student Recruitment. The third part of the modified tool

was an open-ended question on the preparations for internationalization.

Data Gathering Procedure and Analysis

The researcher asked permission and approval from the Campus Director and the program chairs of the three departments. The researchers administered the survey questionnaires and interviewed select respondents. The study was conducted from June 2017 to March 2018. The computer software SPSS version 20 and MS Excel 2013 were used to process data. On the open-ended questions and interview responses, the data were categorized into themes.

Results and Discussion

Practices towards Internationalization

Curriculum and Instruction. Table 2 shows the state university’s extent of practice in terms of curriculum and instruction.

Table 2. State university’s extent of practice in terms of curriculum and instruction

Indicator	Mean	sd	VD
1. The institution has an inclusive curriculum.	3.13	0.73	Evident
2. It has courses in foreign languages to understand the people of other countries.	2.56	0.90	Evident
3. It offers courses that may serve as a venue for understanding and appreciation of other countries’ culture.	2.84	0.92	Evident
4. It has customized programs responsive to the demands of different sectors, agencies, or organizations here and abroad.	3.00	0.63	Evident
5. It has programs delivered in different modalities that could allow students from other countries to take courses at their own time and place.	2.58	0.81	Evident
6. It has information and communication technologies that could facilitate efficient and effective learning.	2.72	0.83	Evident
7. It has its own laboratory to test theories or theorize from experiences.	2.88	0.71	Evident
8. It provides the students with special learning experiences where they could appreciate the culture of other tribal groups/classes or races.	2.88	0.77	Evident
9. It has created a joint curriculum or course program with foreign institutions/universities.	2.52	0.75	Evident
10. It regularly updates the syllabus of course offerings to integrate the new trends and address pressing global issues that have implications to education.	3.04	0.82	Evident
Overall	2.81	0.82	Evident

Note: 1 – 1.49 (Not Evident); 1.50 – 2.49 (Slightly Evident); 2.50 – 3.49 (Evident); 3.50 – 4.00 (Very Evident); VD-Verbal Description

As gleaned from the table, the practices of the state university towards internationalization in terms of curriculum and instruction are evident, as revealed by the weighted mean of 2.81 (SD=0.82). The overall mean score suggests that while the institution has made notable efforts in internationalization, there are areas that may benefit from further enhancement. This highlights the need for a holistic approach to internationalization, encompassing curriculum, resources, and collaborative endeavors.

The institution's inclusive curriculum receives a relatively positive rating (M=3.13). This suggests that the curriculum is designed to cater to a diverse student population, accommodating a broad range of learning needs and fostering a culture of inclusivity. A higher score in this indicator aligns with the principles of internationalization, emphasizing inclusivity and diversity. The institution's commitment to staying current with global trends and addressing pressing issues is also evident (M=3.04), which is vital for keeping education relevant on a global scale. Regular syllabus updates align with the dynamic nature of internationalization, ensuring that students are prepared for evolving global challenges (Egitim, 2022). The

institution scores moderately (M=3.00) in offering customized programs to cater to diverse sectors and agencies. The result suggests that it recognizes the importance of tailoring education to meet specific demands. Customized programs are essential for addressing the unique needs of various stakeholders and partners, both locally and internationally (Ansell et al., 2022).

On the other hand, the institution's offering of programs in various modalities for flexible learning receives a moderate rating (M=2.58). It indicates a certain level of adaptability to accommodate students from different locations. Flexible learning modalities support the accessibility of education for students across borders (Talosa et al., 2021; Ulanday et al., 2021). The relatively lower score (M=2.56) on courses on foreign languages indicates that there may be room for improvement in offering foreign language courses to enhance cross-cultural understanding. Language courses are essential for fostering intercultural communication and comprehension (Heggernes, 2021; Makhmudov, 2020).

Research Collaboration. Table 3 shows the state university's extent of practice in terms of research collaboration.

Table 3. State university's extent of practice in terms of research collaboration

Indicator	Mean	sd	VD
1. The institution leads research activities done in collaboration with educational institutions or industries in other countries.	3.24	0.76	Evident
2. It has faculty, students, or administrative staff who participate in international studies as researchers.	2.84	0.92	Evident
3. It has faculty, students, or administrative staff who participate in international studies as respondents.	2.72	0.96	Evident
4. It conducts studies on international comparative education to understand differences between and among nations.	2.58	1.04	Evident
5. It organizes international conferences where research studies are presented or disseminated.	2.75	0.97	Evident
6. It contributes to the growing body of knowledge recognized abroad.	2.92	0.70	Evident
Overall	2.83	0.89	Evident

Note: 1 – 1.49 (Not Evident); 1.50 – 2.49 (Slightly Evident); 2.50 – 3.49 (Evident); 3.50 – 4.00 (Very Evident); VD-Verbal Description

As gleaned from the table, the practices of the state university towards internationalization in terms of research collaboration are evident (M=2.83; SD=0.89). The result suggests that the institution is actively engaged in research collaboration related to internationalization. The finding underscores the importance of maintaining and expanding international research initiatives.

The institution excels in leading research activities done in collaboration with educational institutions or industries in other countries (M=3.24). This high mean score indicates a proactive role in driving international research initiatives. The university's leadership in research activities demonstrates a commitment to global engagement and knowledge production. The university also actively contributes to the growing body of knowledge

recognized abroad (M=2.92). This score highlights the institution's positive impact on the global knowledge landscape. Contributing to international knowledge acknowledges the university's role in advancing global scholarship (Chankseliani et al., 2021).

Meanwhile, conducting studies on international comparative education received the lowest mean (M=2.58). The institution conducts studies on international comparative education to understand differences between and among nations. While not the highest, this emphasizes understanding global educational variations. Comparative studies are vital for gaining insights into internationalization and educational differences (Phan et al., 2019).

Academic Standards and Quality. Table 4 shows the state university's extent of practice regarding academic standards and quality.

Table 4. State university's extent of practice in terms of academic standards and quality

Indicator	Mean	sd	VD
1. The institution has reached level three accreditation by a nationally known accrediting body.	2.88	0.86	Evident
2. It benchmarks its curricular or extra-curricular activities with national and international standards.	3.00	0.63	Evident
3. It has become the benchmark of other institutions.	2.56	0.70	Evident
4. It has faculty and administrators with high profile (i.e., recognized for their expertise here and abroad).	2.96	0.77	Evident
5. It has faculty, administrators, and staff with special training or exposure abroad (e.g., conferences, training programs, seminars).	2.92	0.89	Evident
6. It is recognized in international society (e.g., cited in international publications as a good institution for learning).	2.67	0.90	Evident
7. It has faculty and administrators who received/granted scholarships, fellowships, or grants abroad.	2.92	0.89	Evident
Overall	2.84	0.83	Evident

Note: 1 – 1.49 (Not Evident); 1.50 – 2.49 (Slightly Evident); 2.50 – 3.49 (Evident); 3.50 – 4.00 (Very Evident); VD-Verbal Description

As shown, the practices of the state university towards internationalization in terms of academic standards and quality are evident, as revealed by the weighted mean of 2.84 and standard deviation of 0.83. The overall mean score indicates that the state university is actively working towards maintaining and improving academic standards and quality. The institution demonstrates a commitment to academic excellence.

The university actively benchmarks its curricular and extra-curricular activities with national and international standards (M=3.00). This high mean score indicates a strong commitment to aligning its programs with recognized quality benchmarks. Benchmarking with standards demonstrates a commitment to maintaining and improving academic quality (Goodwin, 2021; Tsiligiris & Hill, 2021). The institution also has faculty and administrators

with high profiles, recognized for their expertise both locally and abroad (M=2.96). The result suggests a commitment to building a team of recognized experts. High-profile faculty and administrators contribute to the institution's academic reputation and can attract students and collaborations.

On the other hand, the institution has reached level three accreditation by a

nationally known accrediting body (M=2.88). This suggests a commitment to meeting national quality standards. Justification: Accreditation is an essential indicator of academic quality and accountability.

Mobility and Exchanges for Students and Teachers. Table 5 shows the state university's extent of practice regarding mobility and exchanges for students and teachers.

Table 5. State university's extent of practice in terms of mobility and exchanges for students and teachers

Indicator	Mean	sd	VD
1. The institution has students studying in other institutions abroad for some of their courses delivered online or face-to-face.	2.44	0.98	Slightly Evident
2. It has foreign students studying in the institution taught online or face-to-face.	2.24	0.95	Slightly Evident
3. It has faculty members who taught abroad for faculty exchange programs or served as consultants abroad.	2.00	1.02	Slightly Evident
4. It has faculty from foreign institutions who are teaching some courses for the students of the institution.	1.96	1.08	Slightly Evident
5. It has visiting professors from other countries who do academic work in the institution.	2.36	1.13	Slightly Evident
Overall	2.50	1.03	Evident

Note: 1 – 1.49 (Not Evident); 1.50 – 2.49 (Slightly Evident); 2.50 – 3.49 (Evident); 3.50 – 4.00 (Very Evident); VD-Verbal Description

The practices of the state university towards internationalization in terms of mobility and exchanges for students and teachers are evident (M= 2.50; SD=1.03). The overall mean indicates that the state university is moderately involved in mobility and exchanges for students and teachers. While there are variations in scores, the university demonstrates some level of engagement in internationalization efforts.

The institution has students studying in other institutions abroad for some of their courses delivered online or face-to-face (M=2.44). This suggests that the university is

involved in student mobility. Student mobility fosters international exposure and cross-cultural experiences. Further, the university has international students studying on-campus or online (M=2.24). This indicates a certain level of international student presence. Attracting international students contributes to diversity and cultural exchange (Gao & Liu, 2020; Zhu, 2019).

International and Intercultural Understanding/ Networking. Table 6 shows the state university's extent of practice regarding international and intercultural understanding/networking.

Table 6. State university's extent of practice in terms of international and intercultural understanding/networking

Indicator	Mean	sd	VD
1. The institution has Memorandum of Agreements or Memorandum of Understandings with institutions from other countries for any international or intercultural understanding/networking.	2.91	1.02	Evident
2. It has twinning programs with foreign institutions.	2.52	0.97	Evident

Indicator	Mean	sd	VD
3. It participates in international assemblies or activities to promote one's culture.	2.74	0.74	Evident
4. It organizes both curricular and/or extra-curricular multicultural activities.	2.70	0.75	Evident
5. Its faculty, students, or administrative staff are active members of international organizations.	2.41	0.94	Slightly Evident
6. It has a Center for Multicultural Education/ Foreign Students Organization that serves as a venue for understanding the culture of different nations.	2.09	0.93	Slightly Evident
7. It has accredited foreign students' organizations.	1.91	0.93	Slightly Evident
Overall	2.40	1.00	Slightly Evident

Note: 1 – 1.49 (Not Evident); 1.50 – 2.49 (Slightly Evident); 2.50 – 3.49 (Evident); 3.50 – 4.00 (Very Evident); VD-Verbal Description

As gleaned from the table, the practices of the state university towards internationalization in terms of international and intercultural understanding/ networking are slightly evident, as revealed by the weighted mean of 2.40 (SD=1.00). The result indicates that the state university is moderately engaged in international and intercultural understanding/networking. While there are variations in scores, the institution demonstrates a commitment to international collaboration and cultural exchange.

The institution actively engages in Memorandum of Agreements or Understandings with institutions from other countries for international or intercultural understanding/networking (M=2.91). This relatively high mean score suggests a proactive approach to international partnerships and networking. Such agreements foster international collaboration and understanding. The university has twinning programs with foreign institutions,

indicating a moderate level of collaboration (M=2.52). Twinning programs provide opportunities for students and faculty to engage in international educational experiences (Anthapan, 2022).

On the other hand, the institution has a Center for Multicultural Education or Foreign Students Organization (M=2.09). Having such centers indicates a commitment to cultural understanding. These centers serve as hubs for intercultural learning and support for international students. The university has accredited international students' organizations (M=1.91). Accreditation indicates recognition and support for these organizations. Accredited international students' organizations facilitate international and intercultural understanding.

Cooperation and Development Assistance. Table 7 shows the state university's extent of practice regarding cooperation and development assistance.

Table 7. State university's extent of practice in terms of cooperation and development assistance

Indicator	Mean	sd	VD
1. The institution is engaged in international academic networks/alliances, consortia, or links with other universities and colleges in other countries.	2.74	0.79	Evident
2. It is engaged in formulating policies to achieve academic, scientific, economic, technological, or cultural ties with other colleges/ universities in ASEAN or NGOs on education.	2.61	0.82	Evident
3. It receives funding for the promotion of cultural understanding / international learning/ecumenical or inter-religious activities.	2.45	0.89	Slightly Evident

Indicator	Mean	sd	VD
4. It has international development projects commissioned by ASEAN and international agencies (World Bank, UNESCO, ADB, Aus-Aid, US-Aid, AFAP, etc.).	2.18	0.89	Slightly Evident
5. It opens its programs to foreign students from ASEAN less developed countries that have satisfied the entry requirements.	2.30	0.91	Slightly Evident
6. It offers scholarships/grants for foreign students who come from less developed countries in ASEAN.	1.95	0.88	Slightly Evident
Overall	2.29	0.93	Slightly Evident

Note: 1 – 1.49 (Not Evident); 1.50 – 2.49 (Slightly Evident); 2.50 – 3.49 (Evident); 3.50 – 4.00 (Very Evident); VD-Verbal Description

As shown, the practices of the state university towards internationalization in terms of cooperation and development assistance are slightly evident, as revealed by the weighted mean of 2.29 (SD= 0.93). This suggests that the state university is moderately engaged in cooperation and development assistance. While there are variations in scores, the institution demonstrates a commitment to international academic networks, policy formulation, and securing funding for cultural understanding and international programs.

The institution actively participates in international academic networks/alliances, consortia, or links with other universities and colleges in other countries (M=2.74). This relatively high mean score suggests a strong commitment to international academic partnerships. Engagement in academic networks builds collaboration and knowledge exchange.

The university is also involved in formulating policies to achieve ties with other colleges/universities in ASEAN or NGOs on education (M=2.61). This score indicates a commitment to shaping policies for international collaboration. Policy formulation supports strategic cooperation in education and development (Miranda et al., 2021).

Meanwhile, the lowest mean was found in the indicator that the university offers scholarships/grants for international students from less developed countries in ASEAN (M=1.95). While this score is lower, offering financial support to international students signifies a commitment to accessibility. Scholarships/grants contribute to international student recruitment and inclusivity.

International Students' Recruitment. Table 8 shows the state university's extent of practice regarding international students' recruitment.

Table 8. State university's extent of practice in terms of international students' recruitment

Indicator	Mean	sd	VD
1. The institution has educational programs, course offerings, syllabi, and policies for admission and retention of students available online.	2.17	1.01	Slightly Evident
2. It has a responsive computerized or online system for recruiting, screening, and enrolling international students.	1.87	0.85	Slightly Evident
3. It has a responsive system to address inquiries of prospective foreign students.	2.00	0.83	Slightly Evident
Overall	2.25	0.92	Slightly Evident

Note: 1 – 1.49 (Not Evident); 1.50 – 2.49 (Slightly Evident); 2.50 – 3.49 (Evident); 3.50 – 4.00 (Very Evident); VD-Verbal Description

As indicated, the practices of the state university towards internationalization in terms

of international students' recruitment are slightly evident, as revealed by the weighted

mean of 2.25 (SD=0.92). This implies that the state university is moderately engaged in practices related to international students' recruitment. While there are variations in scores, the university demonstrates a commitment to providing online information and responsive systems.

The institution has educational programs, course offerings, syllabi, and policies for admission and retention of students available online (M=2.17). The finding suggests that the university provides some online information

regarding educational programs. Online availability of program information is essential for prospective international students' access. The institution has a responsive system to address inquiries from prospective international students (M=2.00). This suggests a commitment to addressing inquiries promptly. Prompt responses to inquiries are crucial for attracting and retaining international students.

Facilities and Support System. Table 9 shows the state university's extent of practice regarding facilities and support system.

Table 9. State university's extent of practice in terms of facilities and support system

Indicator	Mean	sd	VD
1. The institution has classrooms equipped with state-of-the-art technologies	2.50	0.87	Evident
2. It has its own library with the convergence of complete and updated materials/facilities, both print and non-print.	2.54	0.96	Evident
3. It has sufficient number of licensed full-time librarians in all its sections.	2.67	0.69	Evident
4. It has a dormitory with complete amenities for local and foreign students.	2.50	0.76	Evident
5. It has provision for guidance and counseling of foreign students.	2.54	0.82	Evident
6. It provides medical and dental support for its local and foreign faculty members, staff, and students.	2.63	0.81	Evident
7. It has amenities/support systems for its foreign students, faculty, and visitors.	2.50	0.87	Evident
Overall	2.42	0.87	Slightly Evident

Note: 1 – 1.49 (Not Evident); 1.50 – 2.49 (Slightly Evident); 2.50 – 3.49 (Evident); 3.50 – 4.00 (Very Evident); VD-Verbal Description

As shown, the practices of the state university towards internationalization in terms of facilities and support system are slightly evident, as revealed by the weighted mean of 2.42 and standard deviation of 0.87. This implies that the university can further improve its practices towards internationalization. The result indicates that the state university is moderately engaged in providing facilities and support systems. It offers modern classrooms, well-equipped libraries, and support services for students, faculty, and visitors.

The university provides medical and dental support for its local and foreign faculty members, staff, and students (M=2.63). This signifies the availability of healthcare services. Healthcare support contributes to the well-

being of the university community. The university has its library with a convergence of complete and updated materials and facilities, both print and non-print (M=2.54). This score indicates a commitment to maintaining a well-equipped library. A well-stocked and updated library is crucial for academic excellence. The institution has provisions for guidance and counseling for international students (M=2.54). This suggests a commitment to supporting the well-being of international students. Guidance and counseling services are essential for the academic and personal development of students.

Diversity Income Generation. Table 10 shows the state university's extent of practice in terms of diversity income generation.

Table 10. State university's extent of practice in terms of diversity income generation

Indicator	Mean	sd	VD
1. The institution generates alternative sources of income, like offering educational programs or creating publications patronized by international institutions and industries.	2.18	0.78	Slightly Evident
2. It has income-generating projects (IGP) in partnership with foreign agencies or institutions.	2.23	0.90	Slightly Evident
3. It has a specific budget coming from its partner educational institutions from other countries.	2.09	0.79	Slightly Evident
Overall	2.43	0.84	Slightly Evident

Note: 1 – 1.49 (Not Evident); 1.50 – 2.49 (Slightly Evident); 2.50 – 3.49 (Evident); 3.50 – 4.00 (Very Evident); VD-Verbal Description

As gleaned from the table, the practices of the state university towards internationalization in terms of diversity income generation are slightly evident, as revealed by the weighted mean of 2.43 and standard deviation of 0.84. This indicates that the state university is moderately engaged in diversity income generation. The institution is committed to exploring alternative income sources and engaging in income-generating projects in collaboration with foreign agencies or institutions. While there is room for improvement, the university's commitment to financial sustainability and income diversification is evident.

The university has income-generating projects (IGP) in partnership with foreign agencies

or institutions (M=2.23). This indicates a commitment to income generation through projects in collaboration with foreign entities. Collaborative income-generating projects enhance financial stability. Also, the institution generates alternative sources of income by offering educational programs or creating publications patronized by international institutions and industries (M=2.18). This suggests that the university explores alternative income sources. Diversifying income sources contributes to financial sustainability.

Table 11 shows the summary of the university's practices towards internationalization.

Table 11. Summary of the state university's practices towards internationalization

Aspect	Mean	sd	VD	Rank
1. Curriculum and instruction	2.81	0.82	Evident	3
2. Research collaboration	2.83	0.89	Evident	2
3. Academic standards and quality	2.84	0.83	Evident	1
4. Mobility and exchanges for students and teachers	2.50	1.03	Evident	4
5. International and intercultural understanding/networking	2.40	1.00	Slightly Evident	7
6. Cooperation and development assistance	2.29	0.93	Slightly Evident	8
7. International students' recruitment	2.25	0.92	Slightly Evident	9
8. Facilities and support system	2.42	0.87	Slightly Evident	6
9. Diversity income generation	2.43	0.84	Slightly Evident	5
Overall	2.53	0.90	Evident	---

Note: 1 – 1.49 (Not Evident); 1.50 – 2.49 (Slightly Evident); 2.50 – 3.49 (Evident); 3.50 – 4.00 (Very Evident); VD-Verbal Description

In summary, the practices of the university towards internationalization are evident, as revealed by the weighted mean of 2.53 and a

standard deviation of 0.90. It indicates a moderately strong commitment to internationalization efforts. While some aspects excel

(academic standards and research collaboration), others may require further attention and improvement (international students' recruitment and cooperation and development assistance).

The state university excels in academic standards and quality (M=2.84), ranking first among all aspects. This indicates the institution's commitment to maintaining high academic standards and ensuring the quality of its programs. High academic standards are essential for international recognition and the quality of education (Madani, 2019). The university also demonstrates a strong focus on research collaboration (M=2.83), ranking second among all aspects. This signifies active engagement in collaborative research activities, vital for knowledge exchange and international recognition. Research collaboration enhances the institution's global reputation and knowledge contribution (Varghese, 2022). The state university places significant emphasis on curriculum and instruction, ranking third among all dimensions (M=2.821). This highlights the institution's commitment to providing inclusive and quality education. A strong curriculum is fundamental for internationalization efforts.

Moreover, the university ranks fourth in the aspect of mobility and exchanges for students and teachers (M=2.50). This suggests a commitment to providing opportunities for international experiences. Promoting mobility and exchanges supports a diverse and global learning environment. The university places

fifth in diversity income generation, reflecting a commitment to exploring alternative income sources (M=2.43). Diverse income sources contribute to financial sustainability, which is essential for internationalization. The institution ranks sixth in facilities and support systems, focusing on providing necessary facilities and services (M=2.42). Quality facilities and support are crucial for enhancing the overall educational experience. Also, the university ranks seventh in international and intercultural understanding/networking (M=2.40). This suggests room for improvement in fostering international relationships and cultural understanding. Enhancing international and intercultural understanding is pivotal for global engagement.

The state university ranks eighth in cooperation and development assistance, indicating a need for further collaboration and support (M=2.29). Collaboration and development assistance are essential for internationalization efforts and growth. The university ranks ninth in international students' recruitment, suggesting opportunities for improvement in this area (M=2.25). Effective recruitment is essential for attracting a diverse student population.

Preparations towards Internationalization

A text table is presented to show the preparations that the university must consider as part of its quest for internationalization (Table 12).

Table 12. Preparations towards Internationalization

Theme	Significant Statement
Conduct capability-building activities	Special training, seminar courses, and other related professional development activities for faculty and staff on specific programs. [P10, P15, P25]
Provision of state-of-the-art facilities	The university must exert more effort to improve the current status of its laboratories and facilities. [P5, P20]
Strengthening of faculty and student exchange program	The university must consider sending faculty and students abroad for study and/or internship programs. [P1, P11, P16]
Utilization of ICT-based information delivery	Maximize the utilization of ICT to establish linkages in the ASEAN Region and to have easier access to information. [P8, P13]

Note: P-Participant

As shown in the table, the respondents cited several ways that need to be considered in the

university's preparations for internationalization. The conduct of capability-building

activities underscores the importance of enhancing the competencies of faculty and staff through specialized training and professional development. By offering these activities, the university can equip its personnel with the knowledge and skills necessary to engage with international programs and standards. This is crucial for maintaining the academic quality and relevance of the institution in a global context.

The provision of state-of-the-art facilities emphasizes the need for upgrading the university's facilities, particularly laboratories, to meet international standards. State-of-the-art facilities are essential for research, practical training, and creating an environment conducive to international collaboration. Providing modern facilities can enhance the institution's competitiveness and appeal to both local and international students and researchers (Bamberger et al., 2020).

The strengthening of faculty and student exchange programs highlights the importance of faculty and student exchange programs as a means to strengthen international exposure and collaboration. Sending faculty and students abroad promotes cross-cultural understanding, facilitates knowledge transfer, and helps establish international partnerships (Li & Zhu, 2019). This approach contributes to a more diverse and globally connected academic community.

Lastly, the utilization of ICT-based information delivery underscores the role of Information and Communication Technology (ICT) in internationalization efforts. Leveraging ICT for communication, information sharing, and networking is crucial in establishing connections within the ASEAN Region and beyond. ICT facilitates collaboration, knowledge exchange, and access to global resources, contributing to the university's internationalization objectives (Al-Agtash & Khadra, 2019).

Conclusions and Recommendations

The university actively engages in various dimensions of internationalization, strongly focusing on academic standards, research collaboration, and curriculum and instruction. While there are areas for improvement, the institu-

tion's overall commitment to internationalization is evident, aiming to create a more inclusive and globally connected learning environment. There is clear evidence that further improvement is needed in refining its strategic directions and plans to fully integrate internationalization into its academic programs, policies, and administrative processes. This transformative shift requires a well-paced, time-sensitive approach to ensure the successful realization of the university's internationalization objectives. The preparations must be given adequate time to ensure the attainment of targets.

To expedite this process, the university administration should take a proactive stance in spearheading and facilitating internationalization initiatives. This proactive leadership is crucial in nurturing a culture of global engagement, establishing international partnerships, and positioning the university as a leader in the global academic landscape. Through these actions, the university can better embrace the challenges and opportunities presented by internationalization in higher education. Further, the institution is encouraged to conduct a regular replication of the study every three years. This approach will allow the institution to consistently evaluate its progress in terms of internationalization, identify its strengths, and pinpoint areas needing improvement. These periodic assessments will enable the institution to adapt and enhance its strategies effectively in pursuing global engagement.

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