

PEDAGOGY OF HIGHER EDUCATION: SCAFFOLDING THE CONTEXT AND EXPLORING THE CHALLENGES, AND OPPORTUNITIES OF UNIVERSITY INTERNATIONALIZATION

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Abstract

This inquiry aimed to describe the extent of understanding, and level of readiness of the university in internationalization, and to explore the opportunities and challenges in Internationalization as perceived by the teaching workforce of the QSU, Cabarroguis Campus. A total of 55 faculty members participated in the inquiry through a semi-structured questionnaire and open-ended questions via a google form. The study highlighted the following results, precisely: It was noted that the faculty members had a High Extent of Understanding of the context of internationalization. Likewise, the faculty members perceived that the university is Moderately Ready as to the readiness to internationalization. On the other hand, five (5) themes were generated on the perceived opportunities of internationalization, namely: Global Job Opportunities and Experience of Students, Opportunities for networking and Collaboration, Leverage of Academic Quality Standards of the University, Opportunities for benchmarking Global Best Practices in Higher Education, and Exposure of students to different cultures and perspectives. Moreover, there were also five (5) themes generated along with the perceived challenges of internationalization, specifically: The Challenge of Improving facility/Infrastructure to State of Art Facilities, the Challenge of mobility and exchanges for students and teachers, the Challenge of the COVID19 Pandemic, Challenge on program Streamlining to International Context, and Challenge on funding and sustainable income generation. Hence, the result of the study could be a comprehensive benchmark in conceptualizing or enhancing the Internationalization Road Map of the university.

Keywords: Internationalization, Network, Challenges, Opportunities, Readiness

INTRODUCTION

Internationalization is an important worldwide phenomenon and a major trend in higher education. It is a phenomenon that arises from the impact of globalization and is relatively new in the education process. The phenomenon has led to a broad range of understandings and approaches (Munusamy & Hashim, 2020). Indeed, the internationalization of higher education can help maintain and advance research and scholarship through vibrant academic exchanges, as well as strengthen the social and economic capabilities of developing nations. Western universities are creating strong worldwide networks and alliances in order to mobilize talent and ability in support of knowledge transfer, advanced policies, and international research for boosting investment and measuring impact. According to Knight (2014), internationalization of higher education is thus "the process of integrating an international, intercultural, or global

dimension into the purpose, functions, or delivery of postsecondary education," which refers to the aforementioned context.

Likewise, internationalization of higher education in practice is "the process of commercializing research and postsecondary education, and international competition for the recruitment of foreign students from wealthy and privileged countries in order to generate revenue, secure national profile, and build an international reputation (Ali, 2014).

Undeniably, internationalization emphasizes the relationship between and among nations, people, cultures, institutions, and systems while globalization stresses the concept of the worldwide flow of the economy, ideas, culture, etc. The difference between the concept of 'worldwide flow' and the notion of 'relationship among nations' is both striking and profound. Thus, these two concepts are very much related to each other but at the same time different. Debate continues on whether the internationalization of higher education is a catalyst, reactor, or agent of globalization. Moreover, the internationalization process of higher education has become an integral part of higher education providers to maintain the reputation, quality of higher education, and visibility in the international arena (Girdzijauskaitė & Radzeviciene, 2014). Further, the concept of internationalization of higher education has also been branded as a platform for increasing international students and producing competent graduates who are able to compete and survive in a globalized world (Robson & Wihlborg, 2019).

Concomitantly, Commission on Higher Education (CHED) Memorandum Order #55, series of 2016, Article III, section 1, stated that Internationalization is the expansion of higher learning within and beyond national borders and centers of scholarly studies. Furthermore, Article IV, section 6, also reiterated that the goal of internationalization policy in Philippine Higher Education is to improve the quality of education which would translate into the development of a competitive human resource capital that can adapt to shifting demands in the regional and global environment to support and sustain the country's economic growth. Indeed, the prospects of internationalizing higher education in the Philippines were contextualized within the present education system which is experiencing problems related to efficiency, quality, equity in access, and other external factors. Given this context, it was suggested that participation in international education programs might be limited to students from high-income families, and to institutions with strong financial resources that can be channeled to development programs that will enable them to meet the requirements of these international activities. There is a strong likelihood that international programs might lead to the intensification of the existing weaknesses in Philippine higher education (Bernardo, 2002).

Accordingly, the Quirino State University (QSU), persistently initiated internationalization as entrenched in its strategic goals for quality tertiary education. As such Norvet (2016) stated that, if globalization is the end goal, then internationalization is a task that has to be completed in order for the end goal to be achieved. Indeed, it is in the abovementioned context that this inquiry was conceptualized. As such, this inquiry generally aims to determine the pedagogy of higher education, particularly contextualizing the perspective of internationalization in the university. Hence, it specifically to determine the level of understanding of the teaching workforce of Quirino State University, Cabarroguis Campus on the pedagogical context of

Internationalization in higher education; to identify the level of readiness of the university in internationalization as to the perspective of the teaching workforce of the campus, and to explore the opportunities and challenges in Internationalization as perceived by the teaching workforce of the campus.

THEORETICAL FRAMEWORK OF THE STUDY

To understand internationalization, researchers have explored a variety of basic hypotheses. In reality, because internationalization is iterative (Crick & Spence 2005) and existing theories are insufficient to describe it, recent research has advocated using a holistic approach. Therefore, the authors of this study postulate the importance of the network in light of the key findings of the investigation. As a result, the most complete model to which this study was structured is supposed to be the network theory of internationalization principle.

Additionally, Johanson and Vahlne (2009) claimed the internationalization model by applying a basic networking prospect. The following figure shows the mechanism of their model.

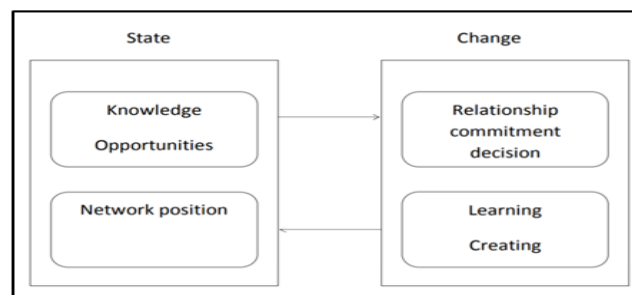


Figure 1: The network internationalization process model (Adopted from Johanson and Vahlne, 2009)

State variables and change variables make up this model's two key components. These elements have interacted and have an impact on one another. The opportunities are displayed in the upper left box of the model in addition to the knowledge, indicating that the opportunities are the most significant component of the body of knowledge. Network position is the second state variable in the model. The internationalization process occurs within a network context, which is a fact that is highlighted by the network position. One of the model's evolving components, developing trust is one of the most crucial current activities, along with learning, creating, and doing. This element emphasizes the daily actions of businesses, which include knowledge creation, learning, and trust-building. The decision about how committed to relationships one is, whether it is rising or diminishing, is another variable that might change. (Johanson and Vahlne 2009). An interaction mechanism to explain the internationalization process in a network context is provided by the model's state and changing dimensions. Based on this concept, businesses attempt to increase their network positional knowledge about opportunities in the global environment. Because internationalization takes place within a network environment, success in that process returns to the network position, assisting businesses in obtaining unique knowledge about available prospects. Focusing on everyday operations will help businesses improve their network position and learn new information about prospects.

Learning, knowledge creation, and trust-building are considered to be the three most crucial everyday tasks in the paradigm. Businesses can strengthen their dedication to the partnerships if they can raise their capacity for learning, amass more relevant knowledge, and forge sincere interactions. These dynamic nature behaviors, which the model labels as the change dimension, have an impact on the state variables, which aid in the internationalization process. The state variables, in turn, will encourage the dynamism of the change aspect. (Johanson and Vahlne 2009). In sum, this model justifies the internationalization of companies, in a network context, based on the interaction of two dimensions including state and change. State variable refers to long-term variables that facilitate internationalization and changing aspect points out to short-term variables or daily

Therefore, it could be deduced that the network theory of internationalization is the most appropriate one to apply to higher education internationalization at the national and institutional level as it was specifically postulated in this study.

RESEARCH METHODOLOGY

This study utilized the qualitative and quantitative approaches, particularly the descriptive research design. The descriptive research design describes the existing conditions to be investigated. Descriptive research design is a valid method for researching specific subjects and as a precursor to more quantitative studies. While there are some valid concerns about statistical validity, as long as the limitations are understood by the researcher, this type of study is an invaluable scientific tool (Shuttleworth, 2008). Further, descriptive research generates data, both qualitative and quantitative, that define the state of nature at a point in time. Hence, the inquiry aimed to describe and explore the perspectives of the faculty members of QSU on the context of internationalization, the readiness of the university on the issue, and the opportunities and challenges of internationalization. As such, the phenomenon was descriptively elaborated and comprehensively discussed in a qualitative and quantitative context. On the other hand, the source of substantial information and accurate data of this inquiry was the 65 Permanent faculty members of Quirino State University, Cabarroguis Campus. Moreover, the purposive sampling technique was utilized in identifying the individuals who participated in the query. Likewise, the researchers utilized qualitative and quantitative data collection methods particularly web-based questionnaires thru google forms. The indicators of the questionnaire are adopted from the items stipulated in the questionnaire utilized by Dr. Elmer B. De Leon and Dr. Phillip Queroda. Hence, the modification of the instrument was undertaken to anchor the needed data and to relate to the present situation of the institution. As such, the analysis focused on empirical data for qualitative and numerical context for quantitative, as follows: Mean was used to analyze the Extent of Understanding and Level of Readiness of the university in internationalization as perceived by the teaching workforce of the Quirino State University, Cabarroguis Campus; and Thematic Analysis was used in the analysis of empirical data. Further, analysis was undertaken for the generation of the specific themes and to holistically obtain a more encompassing theme. Concomitantly, three ethical issues were considered in this study. These included informed consent, the confidentiality of information given, and the researcher's roles and responsibilities.

RESULTS AND DISCUSSION

This part of the paper presents the results and findings of the study. Hence, the quantitative results and the qualitative upshots of the paper will be presented chronologically.

Part I. Understanding the Pedagogical Context of Internationalization (Quantitative Part)

Table 1: Level of Understanding of the Faculty Members in the Pedagogical Context of Internationalization

Indicators	Mean	Descriptive Interpretation
1. Internationalization promotes activities such as curriculum, student/faculty exchange, technical assistance, and international students.	4.23	VHEU
2. Internationalization is a series of international activities like academic mobility for students and learners, international linkages, partnerships, projects, academic programs, and research initiatives.	4.35	VHEU
3. It focuses on issues of student admission procedures, a form of instruction, teaching staff, curriculum development, and quality assurance.	4.09	HEU
4. Internationalization activities should be carefully planned, well-resourced and have the involvement and support of all key stakeholders.	4.35	VHEU
5. The development of curricula and programs is a means towards developing appropriate competencies of students to be successful national and international citizens	4.00	HEU
6. It emphasizes the development of skills, knowledge, attitudes and values in students, faculty and staff.	4.18	
7. It leads to the inclusion of an international dimension in order to enhance the quality of teaching and learning and to achieve the desired competencies.	4.25	VHEU
8. It stresses integration or infusion of international/intercultural dimension into teaching, research, and service through a wide range of activities, policies and procedures.	4.38	VHEU
9. It emphasizes creating culture or climate that values and supports international/intercultural perspectives and initiatives.	4.07	HEU
10. It will ensure the nation's economic competitiveness	3.28	MEU
11. It is about relating to the diversity of cultures that exist within countries, communities and institutions	3.90	HEU
12. Reasons for internationalization include interest in international security, maintenance of economic competitiveness, and the fostering of human understanding across nations.	4.29	VHEU
13. It encompasses the policies and practices undertaken by academic systems and institutions to improve the quality of education.	4.50	VHEU
14. It is closely linked with financial reduction, the rise of academic entrepreneurialism, and genuine philosophical commitment to cross-cultural perspectives in the advancement and dissemination of knowledge.	4.18	HEU
15. It is crucial that governments and individual institutions formulate goals and strategies that should be quantified in order to measure performance.	3.29	HEU
Overall Mean	4.09	HEU

LEGEND: 1.00-1.79 = Very Low Extent of Understanding (VLEU)
 2.60-3.39 = Moderate Extent of Understanding (MEU)
 1.80-2.59 = Low Extent of Understanding (LEU)
 3.40-4.19 = High Extent of Understanding (HEU)
 4.20-5.00 = Very High Extent of Understanding

The data above display the extent of understanding of the faculty members on internationalization. It can be gleaned that most of the indicators were rated Very High Extent of Understanding. As a result, the faculty members are aware of how internationalization supports initiatives including curriculum, professor/student exchange, technical support, and the recruitment of international students. Additionally, they acknowledged that internationalization is a collection of global activities, including academic mobility for students and learners, global linkages, partnerships, projects, academic programs, and research efforts. Furthermore, they have a strong belief that internationalization efforts should be well-thought-out, supported by all significant stakeholders, and carefully planned so that they eventually include an international component in order to improve the standard of teaching and learning and produce the desired competencies. In addition, they comprehend to a very high degree that internationalization emphasizes the incorporation of international/intercultural components into teaching, research, and service through a wide range of initiatives, guidelines, and practices. On the other hand, they recognized that the benefits of internationalization include the promotion of intercultural understanding, preservation of economic competitiveness, and interest in global security. Finally, it includes the measures done by academic systems and institutions to raise the standard of education.

The faculty, on the other hand, are very aware that internationalization focuses on concerns related to student admission policies, a method of instruction, teaching staff, curriculum creation, and quality assurance. Additionally, it made clear that they had a clear understanding of the opportunity for students to acquire the necessary skills to succeed as citizens of their country and around the world. It also emphasized the importance of developing an environment or culture that values and encourages international and intercultural initiatives. Furthermore, they state that they have a thorough understanding of how to relate to the variety of cultural traditions that exist within nations, communities, and institutions. They also note that internationalization is closely related to cost savings, the rise of academic entrepreneurship, and a sincere philosophical commitment to cross-cultural perspectives in the advancement and dissemination of knowledge, and it is crucial that governments and individual institutions make this commitment. There is only one item rated Moderately Extent of Understanding namely item number 10 which states that “It will ensure the nation’s economic competitiveness”. This means that the participants partially decipher how internationalization ensures the economic aspect of the university. Overall, the faculty members have a High Extent of Understanding of the context of Internationalization as it indicates the grand mean of 4.09. This implies that they understood and were knowledgeable on the issue of internationalization.

Hence, the process of incorporating an international, multicultural, and/or global component into the objectives, functions (teaching/learning, research, service), and delivery of higher

education is therefore dependent on the faculty's understanding of internationalization. (Knight, 2003). Therefore, it is crucial to evaluate their general grasp of internationalization in order to establish a conceptual framework for the provisions that will be outlined in the university development plan.

A. Faculty Members' Perception on the Readiness of the University in Internationalization

Table 2: Level of Readiness of the University in Internationalization as Perceived by the Faculty Members

Indicators	Mean	Descriptive Interpretation
1. The university is ready for mobility and exchanges for students and teachers.	2.35	Slightly Ready
2. The university is prepared for international and Intercultural Understanding/Networking	3.35	Moderately Ready
3. The university's Curriculum and Instruction are globally competitive.	3.23	Moderately Ready
4. The university has diverse, innovative, and industrially accepted research projects for collaboration	3.45	Very Ready
5. The university has undergone accreditation to ensure Academic Standards and Quality	4.20	Very Much Ready
6. The university established mutual understanding, development cooperation, and Assistance from other higher education institutions in Asia and around the globe.	4.05	Very Ready
7. The university has programs and provisions/protocols for International Students Recruitment.	2.00	Slightly Ready
8. The university is equipped with state-of-the-art Facilities and a Support System.	2.85	Slightly Ready
9. The university had established a diversity of Income Generation	2.58	Slightly Ready
10. The Income generation projects of the university is sustainable.	2.43	Slightly Ready
Overall Mean	2.73	Moderately Ready

LEGEND: 1.00-1.79 = Not Ready At All (NR) 3.40-4.19 = Very Ready (VR)
 1.80-2.59 = Slightly Ready (SL) 4.20-5.00 = Very Much Ready (VMR)
 2.60-3.39 = Moderately Ready (MR)

Table 2 unveils the Level of Readiness of the University for Internationalization as Perceived by the Faculty Members. In particular, it is indicated that the faculty members perceived the university as Very Ready on the following indicators, namely: The university has diverse, innovative, and industrially accepted research projects for collaboration; The university has undergone accreditation to ensure Academic Standards and Quality; The university established mutual understanding, development cooperation and Assistance from other higher education institutions in Asia and around the globe. Moreover, it was noted that the faculty members perceived Moderately Ready on the following indicators: The university is prepared for international and intercultural Understanding/Networking and the university's Curriculum and Instruction are globally competitive. On the other hand, the readiness of the university for internationalization as perceived by the faculty members noted Slightly Ready on the following

indicators, namely: mobility and exchanges for students and teachers, programs and provisions/protocols on International Students Recruitment, state of an art Facilities and a Support System, established diversity of Income Generation; and sustainability of Income generation projects of the university. Thus, the overall mean of 2.73 gives the idea that the institution is Moderately Ready for internationalization.

Universities all around the world are under pressure to adapt to their surrounding settings as a result of globalization, a new force in the educational system. It is a force at work in educational institutions that is entwined with politics, business, culture, and the economy. While internationalization was thought by experts to be the HEIs' swift response to this situation, higher education institutions (HEIs) have created strategies in response to this growing worldwide population. (Florecilla, et al., 2015; Croom, 2012). Additionally, the Philippine government has acknowledged the necessity for the educational system to be internationalized. Given the quantity of HEIs operating in the nation, the Commission of Higher Education has taken the initiative to sponsor a considerable study on this novel trend. Additionally, they mandated that all HEIs raise the standard of instruction and provide the appropriate safeguards to make sure that graduates are prepared to compete on a worldwide scale. (CMO 46, s. 2012, art. 1, sec. 2, & Chua, ,2014). Despite these measures, the Philippines' education system continues to be plagued by long-standing issues such as poor quality, a lack of funding, inept teachers, subpar facilities, a shortage of teaching staff, and a lack of clarity regarding the direction and goal.

Hence, the university should look into the indicators particularly the mobility and exchange of students and teachers, program protocol on international student recruitment, and establishment of diversified income generation should be given the emphasis on the strategic plan for the Internationalization Road Map of the university.

Part II. Opportunities and Challenges of Internationalization (Qualitative Result)

This particular section of the paper focuses on the opportunities and challenges of internationalization as perceived by the faculty members. Thus, the following is the concept map of the themes generated from the issues aforementioned:

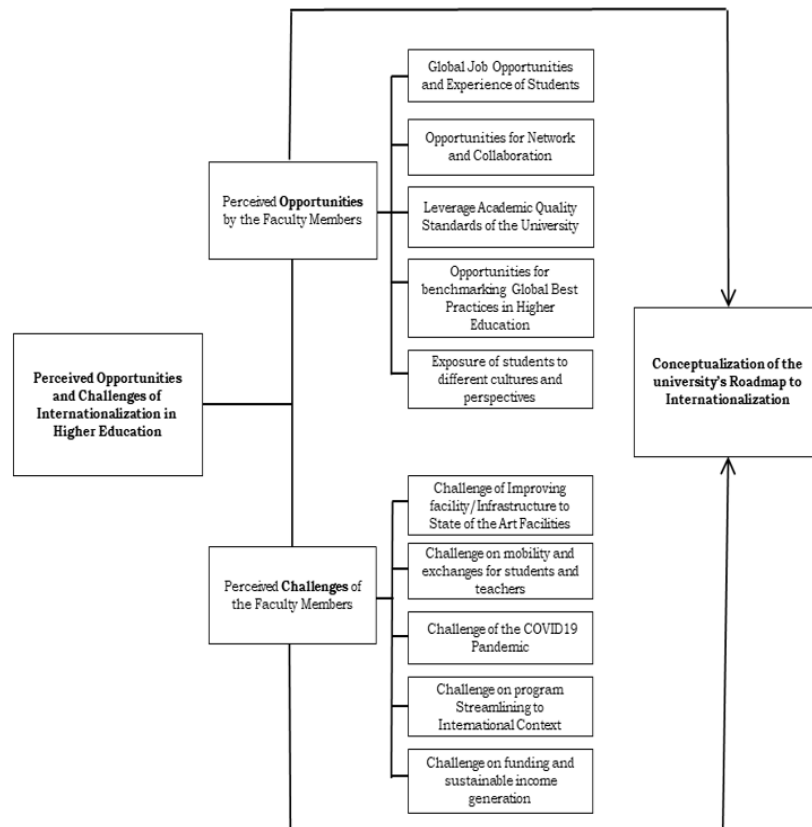


Figure 2: The Opportunities and Challenges of Internationalization

A. The Opportunities of Internationalization as Perceived by the Faculty Members

The query was intended to explore opportunities of internationalization as qualitatively perceived by the faculty members. To provide empirical flavor to the paper, a few excerpts from the participants were quoted.

Theme #1 – Global Job Opportunities and Experiences of Students

The participants professed that internationalization could be a new perspective on the job opportunities of students. They also perceived that through internationalization, students will gain experiences in the global context of learning. They verbalized that:

“Internationalization is an opportunity of our students to engage themselves in the global perspective. This could also be a stepping stone for job opportunities abroad...”

The abovementioned theme implies that internationalization is an avenue for students to acquire a better environment, particularly the global perspective of learning. It also emphasizes

that job opportunity is one of the clear advantages of internationalization as it opens a wider horizon of job markets. On the other hand, participants also shared that:

“Internationalization brings our university in the global frontier and eventually it will give a great opportunity for our students not only about their personal growth but definitely for their career in the future...”

Numerous studies backed up these settings. As a result, an international experience can enhance students' academic performance and overall quality of life, but would it increase their employability? According to certain studies, studying abroad can improve one's chances and prospects for a future job. An extensive study undertaken in Europe found that former Erasmus students were more likely to work abroad than their immobile classmates, but they could not expect higher pay and prestige. (Bracht, Engel, Janson, Over, Schomburg & Teichler, 2006). Moreover, Norris and Gillespie (2009) came to this conclusion from a comparable study: studying abroad had a career impact on future international employment for foreign students. Furthermore, Wiers-Jenssen's research (2008; 2013) revealed that mobile students were more likely to have occupations with foreign work assignments. Some studies show that graduates have technical skills but lack the critical soft skills needed for productive job. The development of these soft skills or employability abilities occurs during study or work abroad, according to research. (Jones, 2014; Ripmeester, 2015). Hence, the internationalization of higher education will most likely support graduates' employability.

Theme #2 – Opportunity for Network and Collaboration

Network and collaboration are one of the perceived opportunities of internationalization as verbalized by the participants. They also reiterated that the expansion of the network helps the enhancement of the programs and activities of the university along with research, extension, instruction, and production and eventually it will be globally recognized.

“Kapag na-meet na natin yung goal ng internationalization, ako ay naniniwala na malaking oporutnidad for wider network and opportunity for collaboration not only for research but also the other functions of higher education institutions like our university, the Quirino State University...”

(When we meet the goal of internationalization, I believe that great opportunity for a wider network and opportunity for collaboration not only for research but also the other functions of higher education institutions like Quirino State University)

It is a truth that higher education is getting more globalized and that there is a growing amount of networking going on between institutions, academics, students, and other stakeholders like the business world. Due to the extensive institutional networking and cross-border funding of research activities, international collaborative research has been strengthened. (OECD, 2008). Therefore, networking and collaboration are crucial components of a university like Quirino State. Fundamentally, inter-institutional partnerships, networking in terms of research and teaching, the recruitment of international students, the construction of branch campuses, and

other international activities are the key focuses of internationalization plans. (Harman, 2005; Knight, 2008a; Shahijan, Rezaei, & Preece, 2016). As an illustration, Asian nations like Singapore place a strong emphasis on internationalization techniques to enhance domestic higher education. (Nguyen, Vickers, Ly, & Tran, 2016). In China, the objective is to export Chinese expertise, and in Hong Kong, the key internationalization strategy is the creation of international networks and luring mainland Chinese students. (Pretor Fok, 2007).

Theme #3 – Leverage Academic Quality Standards

The participants shared that quality is critical in determining not only the value of a degree, diploma, or certificate but in determining the long-term viability of a program, course or institution. Unpacking this idea involves this thinking – our notions of quality are very much focused on inputs and a limited range of outputs. Hence, according to the participants, they perceived that internationalization is an opportunity that could leverage the academic quality standards of the university. Some of the participants shared that:

“Global competitiveness is the reflection of internationalization. I assumed that internationalization really an avenue of upscaling academic standards of the university...syempre pag lumalawak ang context ng ating pinag-aaralan, obviously tumataas din a gating standards, di ba?”

(Global competitiveness is the reflection of internationalization. I assumed that internationalization is really an avenue of upscaling the academic standards of the university...of course, if the context of our lesson is wider, obviously our standards also become higher, isn't it?...)

The aforementioned subject makes the case for the standardization of the academic side of universities as a perceived benefit of globalization. They believed that globalization was the key to reaching greatness along that line, as expressed by the faculty members. Student learning is, in fact, a crucial component of internationalization, according to the American Council on Education (ACE, 2020), which reaffirmed this as the basic objective of higher education. Regardless of a student's background, aspirations, skills, or the type of institution they attend, the curriculum is their main route to learning. Regardless of their study emphasis, all students will be exposed to global viewpoints through an internationalized curriculum, which will also enable them to develop their global and intercultural competency at home. The institution-wide learning outcomes and system-wide learning evaluations include workforce-ready global competencies. Co-curricular programs and activities offer top-notch learning opportunities that support course-based instruction and are in line with the competencies and abilities required to work in a diversified postgraduate workplace. Therefore, this perceived opportunity for internationalization is a crucial and ambitious leap for Higher Education Institutions (HEIs) as they consider excellence through academic standardization focusing on international context.

Theme #4 – Opportunities for benchmarking Global Best Practices in Higher Education

The participants enunciated that one of the opportunities for internationalization is the benchmarking of best practices in higher education from among the universities in the world.

As, such, higher education's global perspective particularly best practices could enhance the academic pursuits and facets of the institution. The following statements from the participants articulated the aforementioned context:

“Advantage natin bilang maliit na unibersidad kapag na-internationalized and ating institution kasi makakapag-benchmark tayo sa ibang malalaking universities in the world. This means that meeting such big schools is actually a very valuable engagement as it opens room for sharing best practices...”

(It is our advantage as a small university if in case our institution will be internationalized because we can benchmark from big universities in the world. This means that meeting such big schools is actually a very valuable engagement as it opens room for sharing best practices)

Universities are without a doubt regarded as major providers of the skilled workforce for the labor market. The senior management of higher education should therefore also establish the primary goals of the universities because the demand for higher education is rising as a result of the intense rivalry in the labor market. (Leathwood et al, 2000; Francis, 2002; Sadlak, 1978). The urge to expand and diversify the appeal of purported "world-class" universities is high nowadays. (Jackson, 2001).

In fact, the rising significance and growth of top institutions can be attributed to their role in the economic and social development of the country. This is the main driver for many nations' participation in the race to build top-tier colleges throughout the world. In this situation, it's crucial to clarify what a "world-class university" is. (Nasrallah, 2014). Top academics and students are said to be drawn to world-class institutions because they provide them with the facilities they need and a great environment for teaching and learning. Universities are primarily graded in accordance with their excellence in teaching and research publications at both the national and international levels, as was previously indicated. (Kettunen, 2010).

Therefore, it is a common practice for a number of universities to compete by benchmarking different indicators of top universities.

Theme #4 – Exposure of students to different cultures and perspectives

The participants reiterated that internationalization is really an opportunity for the students to mingle with different cultures and dimensions of personalities. These scenarios according to them could establish a circle of cultures that eventually help in enhancing the understanding of the learners on the different perspectives and cultures around the world. Thus, the following sharing testify the mentioned context:

“Internationalization really a wide door for our students’ exposure. Magkakaroon sila ng pagkakataon para makapamasyal sa ibang eskwelahan outside the country through students exchange or maybe On-the-job Training abroad. So, from that situation they will be able to meet different cultures and definitely they will be able to experience mingling with them and ultimately malaking bagay yun sa kanilang pag-aaral as they learn different cultures...”

(Internationalization is really a wide door for our students' exposure. They will have the chance to visit other schools outside the country through student exchange or maybe On-the-job Training abroad. So, from that situation, they will be able to meet different cultures and definitely, they will be able to experience mingling with them and ultimately matters as they learn different cultures.)

Indeed, the information suggests that studying abroad is unquestionably advantageous for students, particularly for their ability to learn about other cultures and individuals. These ideas unquestionably draw on their future careers' real-world experiences, which are not typically taught in a traditional classroom setting. In fact, there has been concern in recent years concerning the effectiveness of the international classroom as a tool for fostering intercultural competency among both domestic and international students on campus. (Harrison & Peacock 2010; Leask, 2009; Thom, 2010). More precisely, Leask (2009) contends that campus culture must foster interactions between international and domestic students because intercultural competence rarely results automatically from cultural variety in the classroom. However, because of stereotypes, a lack of awareness of the backgrounds of classmates from different cultures, language barriers, and a desire to adhere to one's own cultural group, colleges have difficulty integrating domestic and international students both inside and outside of this international classroom. (Harrison and Peacock 2010; Montgomery 2009). According to Montgomery (2009), students' attitudes on working in multicultural teams with a "AFL approach" are more favorable than they were ten years ago and are seen as enhancing their educational experience.

Therefore, exposure to different cultures may influence how participants receive information overall and have a strong positive relationship with creative problem-solving. (Gaither et al., 2015). Additionally, it may be advantageous for speaking creative work.

B. The Challenges of Internationalization as Perceived by the Faculty Members

The inquiry undertook an in-depth exploration of the challenges of internationalization as perceived by the faculty members. Hence, from the transcribed sharing from the participants on their perceptions via google Forms and messenger, the following were the themes generated. To provide empirical flavor to the paper, a few excerpts from the participants were also quoted.

Theme #1 – Challenge of Improving Infrastructures to State-of-the-Art Facilities

The majority of the faculty members enunciated that state-of-the-art facility is a big challenge of internationalization whereas the university could definitely skirmish on the aspect. They also said that high-end facility connotes global competitiveness whereas the university has a limited number of high-end infrastructure particularly communication technology and world-class in general. They said that:

“Ang magiging struggle ng university ay ang enhancement ng ating facilities. Honest to goodness, our facilities are not world class-based in nature. There are a lot of things to be improved. Malaking pundo ang kakailanganin. Therefore,

pati fund for internationalization ay kasala sa struggle na bubunuin ng university...”

(One of the struggles that the university might be the enhancement of our facilities. Honest to goodness, our facilities are not world-class-based in nature. There are a lot of things to be improved. A big fund is need. Therefore, fund for internationalization will be a part of the struggles of the university...)

The faculty member’s perception of the aforementioned internationalization problem contradicts the university’s steadfast pursuit of that objective. It is the best product the institution has to offer and was created utilizing the most up-to-date methods and technology, as the term “state-of-the-art” suggests. A growing body of research has indicated, according to Penn State Center for Evaluation and Education (2015), that school facilities can have a significant impact on both teacher and student results. School facilities have an impact on hiring, retaining, committing, and working hard of teachers. School facilities have an impact on students’ behavior, engagement, learning, and academic growth. Thus, studies typically come to the conclusion that it is very challenging to serve a large number of children with complex needs in the absence of proper facilities and resources.

Therefore, while improving facilities comes at a financial cost, the benefits of such investments often resulted in customer satisfaction and the best delivery of service. Hence, focus greater attention on the impacts of facilities and adopt a long-term perspective on efforts to improve school facilities.

Theme #2 – Challenge on mobility and exchanges for students and teachers

Internationalization includes degree mobility and credit mobility. The issue of student mobility can be contentious. Most educators who serve large populations of mobile students know the multitude of challenges mobile students face and strive to provide the corresponding support needed to ensure these students’ success. Skeptics worry that educators may use high student mobility rates as an excuse for not improving their levels of achievement. As such, the faculty members perceived the challenge of student-faculty mobility. They said that policies should be crafted first for security purposes. They seriously reiterated that:

“Medyo mahirap kapag nagkaroon na tayo later ng OJT abroad kapag maayos na ang internationalization ng ating institution. Unang-unang it is an accountability of the program or the adviser and the university as a whole yung mga students to be deployed outside the country for student exchange...It is a challenge really. Therefore, policies for that matter should be crafted!”

(“Quite difficult if later we will have OJT abroad especially when our institution will be internationalized. Foremost, it is the accountability of the program or the adviser and the university as a whole if these students will be deployed outside the country for student exchange...It is a challenge really! Therefore, policies for that matter should be crafted!”)

Conferring to the faculty members, the perceived difficulty with student and teacher mobility is actually a severe problem. According to Wulz and Rainer (2015), the view of student mobility is extremely varied among the nations that were thoroughly investigated. Students have varying levels of interest in the ideas of internationalization and welcome culture, particularly with regard to degree mobility. Due to various extended conceptualizations or varied approaches to higher education philosophies based on their unique welfare considerations, students who choose to study abroad must deal with a number of challenges. The dynamic process of internationalization is compelling nations to consider issues such as migration and ethnicity, as well as their sense of identity, and belonging, and how they will interact with international students.

Therefore, the aforementioned challenge should take into consideration by the institution. We cannot deny the fact that it is a trend to look forward to internationalization to be at par with the internationally-based university around the globe.

Theme #3 – Challenge of the COVID19 Pandemic

The global COVID-19 pandemic and its implications are by far the greatest challenge impending over mankind today. Its insidious impact on almost all aspects of our lives has forced us all of a suddenly to redesign our lifestyle, work, and interpersonal relations. The higher education sector, including international academic cooperation, has been hit hard as well. Coronavirus has completely disrupted the way in which universities have been traditionally operating. For the first time in years, universities had to cope with such a multidimensional and indeterminate threat. As such, the faculty members perceived it as a threat to internationalization. They said that:

“The threat of COVID19 is eventually will lasts a decade or more, sana naman hindi...kaya lang I foresee it that way. Our instruction even affected much. Paano tayo gagalaw if the threat of the virus will still exist.”

Likewise, one of the participants reiterated that:

“I am afraid of the threat of COVID-19, our economic stability is definitely getting lower due to the prohibition of total face-to-face engagement. This might really affect our goal of internationalization because eventually our budget will be affected by this pandemic. It’s just my opinion anyway.”

The COVID-19 pandemic, according to Professor Chika Sehoole, head of the college of education at the University of Pretoria in South Africa, was also expected to have an indirect impact on mobility by harming global economies, for example. According to him, this will result in less money being made available to sponsor scholarships. Additionally, when regular classes start, many international students might not be able to return to their universities. (Waruru, 2020). Additionally, there are worries that racial discrimination may intensify as a result of the disease, with students from poorer regions of the world—which serve mostly as sources for international students—being perceived as "unsafe" in comparison to those from affluent destination nations.

Hence, the COVID-19 pandemic's impact on internationalization presents a severe difficulty that has been seen as a threat to the implementation of various other contexts, notably programs that rely heavily on financial execution.

Theme #4 – Challenge on Program Streamlining to International Context

Higher education providers are becoming increasingly aware of the diversity of their current and potential learners. This is demonstrated by their providing a range of options for their engagement. In fact, the internationalization of institutions is recently the game of higher education. Such engagement needs restructuring and streamlining. As such, these are the perceived challenges by the faculty members as to what internationalization is concerned. They said that difficulty in anchoring the context is somewhat providing multiple pathways toward a global perspective.

“I assumed that the issue on internationalization really focused on the needs for restructuring and mainstreaming of our programs to anchor with the context of the global community...this could be another burden on the “part of the faculty and the administration because it will be a tough work again...”

Another participant also verbalized the necessity of streamlining the curriculum, she said:

“Although our curriculum had undergone revisions aligning to the mandated context because of our intent to internationalization, I believe there is still a need for us to revisit our curriculum to align with the perspective of global necessities...”

Undeniably, the theme's setting strongly urges that programs and activities be redesigned to better reflect the realities of the world. In fact, the act of realigning programs and activities to the context of the global community is referred to as streaming. (Macqueen, 2008; Kumar, 2004). Additionally, the results of the research of Mazor et al. (2016) streaming has made it possible for the school to give lower-ability groups more individualized support. The number of students in higher-ability classes is greater than the number of students in lower-ability classes at the institution. Due to the relatively small number of kids present, it appears that this change enables teachers to provide better attention and support to lower-ability groups. Additionally, those with higher levels of ability might be more independent, with less individualized help. In this situation, allocating more classes to lower ability groups than to higher ability groups has become a factor that improves the efficiency of a streaming technique.

Thus, the challenge aforementioned contextualized the need for mainstreaming wherein considerations on time, capacity of the faculty members, and fund issues are involved.

Theme #5 – Challenge on funding and sustainable income generation

Funding and sustainable income generation are the most critical issues not only in the academic sector but also in other government and non-government agencies. Hence, these phenomena were perceived by the faculty members as a serious challenge to internationalization. The sustainability of income-generating projects is a requirement.

They enunciated that:

“Whether we like it or not we really have to outsource funding to sustain the challenge of internationalization...It is true that we have income-generating projects, particularly the three campuses, but the question is, are they sustainable? So, that is a big question...!”

Sustainability, therefore, implies that society should only utilize as much of a resource as can be replenished. This can be outlined in terms of the ecosystem's carrying capacity and explained with input-output models of resource use (Hawken, 1993). The resource dependence theory analyzes the significance of the steps firms takes to build alliances, such as mergers and acquisitions and joint ventures, as well as their efforts to get rid of dependencies and increase organizational autonomy and legitimacy. (Tachizawa, & Yew Wong, 2014). The theory of resource reliance is a subset of the fundraising approach. This theory investigates the influence of environmental factors or external resources on an organization's behavior. Accordingly, the theory presupposes that organizations depend on resources, which ultimately come from their environment. (Tachizawa, & Yew Wong, 2014). Since other organizations make up a sizable portion of the environment and frequently hold the resources that one organization requires, legally autonomous organizations can rely on one another to obtain those resources.

CONCLUSIONS AND IMPLICATIONS

This study focused on the pedagogy of higher education, particularly the extent of understanding, the level of readiness, opportunities, and the challenges of internationalization as perceived by the faculty members of QSU, Cabarroguis Campus. Based on the findings of the inquiry, the following conclusions and implications were deduced, as follow:

The quantitative part of the inquiry noted that the faculty members had a High Extent of Understanding of the university's internationalization as indicated in the mean values. Further, it was also noted that the upshots of the study likewise emphasized that the university is Moderately Ready for internationalization as specified in the computed mean values. On the other hand, the qualitative part of the study highlighted the Opportunities for internationalization. It was noted that there were five (5) themes generated along that line of inquiry. Hence, the faculty members perceived the following opportunities, namely: (a) Global Job Opportunities and Experience of Students, (b) Opportunities for networking and Collaboration, (c) Leverage of Academic Quality Standards of the University, (d) Opportunities for benchmarking Global Best Practices in Higher Education, and (e) Exposure of students to different cultures and perspectives. Finally, Challenges were also highlighted in the result. Thus, five themes were as well generated, specifically: (a) the Challenge of Improving facility/Infrastructure to State of Art Facilities, (b) the Challenge of mobility and exchanges for students and teachers, (c) the Challenge of COVID19 Pandemic, (d) Challenge on program Streamlining to International Context, and (e) Challenge on funding and sustainable income generation.

The findings imply that wide-ranging interconnectedness trends are a necessity and they directly have an influence on higher education institutions. It was, however evident, that the institution (QSU) as perceived by the faculty members, really has to struggle to respond to an ever-increasing set of global challenges such as competition or handling increasing international populations while remaining confined by institutional structural principles.

Concomitantly, there is really an evident growing demand for, and recognition of internationalization of the curriculum, teaching, learning, and learning outcomes, as well as global citizenship development. As such, the ambition of leveraging tertiary education into a global context and the increasing importance of career development and research for the worldwide knowledge economy has resulted in a growing focus on internationalization

Hence, the study highpoints the need for more in-depth research into the actual development process that is taking place in an internationalized university. Truly, understanding the context of university internationalization is a comprehensive benchmark for coming up with an all-inclusive road map to globalization.

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