

Internationalization Practices and Initiatives of one of the State University in the Philippines

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Abstract. There is a need to understand the efforts of the HEIs towards internationalization in achieving and accessing universal access to quality education, which are the mandate of ASEAN and CHED. The purpose of this study is to describe the initiatives and practices as well as examine the readiness of one of the State University in the Philippines for the internationalization of its education system. Using descriptive analysis, this study examined the readiness and identified the practices and initiatives as perceived by the middle and top managers of the university. Though the survey was conducted it was found out that the university has a moderate level of readiness towards internationalization of the process. The university in the process of internationalization of its education system, which is manifested in the vision, mission, goals, and plans statements to become an ASEAN premier state university in 2025. Moreover, it reflects the preparation and alignment to the mandate of the CHED on the internationalization of Philippine Higher Education. The following planned activities in the university, which received the highest percentages includes “Intensify faculty and exchange program” with 97.73, “Participate in the international joint research and cultural activities” with 93.18, and “Intensify faculty mobility through benchmarking, research presentations, tracings, and speakerships” with 93.18 are significant factors in response to the process of internationalization. Further studies are needed to establish the readiness of the university on internationalization through involving the perception of other stakeholders in the educational institution such as faculty, students, and community members and utilization of mixed-method design of research to utilize focus group discussions in gathering perceptions on plans, strategies, and challenges towards internationalization of education system.

Introduction

The internationalization of higher education has become a defining feature of contemporary academic institutions, driven largely by globalization and the increasing interconnectedness of knowledge systems, economies, and cultures. Higher Education Institutions (HEIs) worldwide are adopting strategies to remain competitive and relevant in a rapidly evolving global landscape. As noted by Whitaker (2004), globalization has intensified the mobility of ideas, people, and educational practices, compelling HEIs to respond through institutional reforms and international engagement. Similarly, Gao (2015) emphasized that successful internationalization requires deliberate planning, administrative transformation, and curriculum redesign. In the Philippine context, agencies such as the Commission on Higher Education (CHED) actively promote internationalization as a strategic priority, aligning national higher education goals with global standards.

Despite the widespread adoption of internationalization initiatives, there remains significant variation in how HEIs conceptualize and implement these processes. Studies such as Seeber et al. (2016) highlight that while many institutions commit to internationalization, the underlying motivations and approaches differ substantially. In Southeast Asia, including ASEAN member countries, policies often emphasize internationalization, yet their conceptual clarity and multidimensional

implementation remain limited (Wong & Wu, 2011). Furthermore, globalization pressures—such as competition for international students, research visibility, and institutional rankings—have intensified the need for HEIs to adopt comprehensive and context-sensitive strategies (Cinches et al., 2016). These variations underscore the absence of a universal framework, reinforcing the notion that internationalization must be tailored to institutional contexts.

A critical gap in the literature lies in understanding why some HEIs successfully adopt and sustain internationalization initiatives while others struggle to do so. Although prior studies have examined practices, policies, and outcomes, limited attention has been given to institutional readiness, internal capacities, and strategic alignment. For instance, Dimansidel and Salam (2018) reported only moderate levels of implementation across key dimensions such as curriculum, research, and institutional support systems. Similarly, Nepomuceno (2019) identified challenges including limited resources, weak strategic planning, and insufficient integration of internationalization into institutional missions. These findings suggest a need for more localized and institution-specific investigations that explore readiness, initiatives, and performance indicators in depth.

The significance of examining internationalization at the institutional level is underscored by its potential to enhance educational quality, global competitiveness, and socio-economic development. Internationalization facilitates the integration of global perspectives into curricula, promotes cross-cultural competencies, and expands opportunities for collaboration and mobility among students and faculty (Jibeen & Khan, 2015). In the Philippines, aligning institutional practices with CHED policies and ASEAN integration goals is crucial for preparing graduates to participate effectively in the global workforce. Moreover, as Knight (2012) argued, the evolving nature of international education necessitates continuous adaptation and innovation in teaching, learning, and institutional governance.

This study aims to address these gaps by examining the initiatives, practices, and readiness of the State University in the Philippines in its pursuit of internationalization. Specifically, it seeks to determine the university's level of readiness, identify key initiatives and practices, analyze challenges encountered, and evaluate strategies employed to address these issues. It is hypothesized that a higher level of institutional readiness—characterized by strong leadership, adequate resources, and aligned policies—is positively associated with effective internationalization outcomes. Additionally, the study assumes that comprehensive and well-integrated initiatives contribute significantly to achieving international standards.

To achieve these objectives, the study adopts a descriptive research design focusing on key administrators and stakeholders involved in planning and implementing internationalization initiatives. Data are gathered through institutional assessments, document analysis, and evaluation of performance indicators aligned with national and international frameworks. The approach is informed by established models of internationalization, including Knight's process-oriented framework and contemporary indicators such as student mobility, curriculum internationalization, and global partnerships (Paige, 2005; Williams et al., 2017). This methodological framework enables a systematic examination of both structural and operational dimensions of internationalization.

Ultimately, this research contributes to the growing body of knowledge on higher education internationalization by providing an in-depth case analysis of a state university in the Philippines. The findings are expected to inform institutional leaders, policymakers, and educators on effective strategies for enhancing internationalization efforts. By identifying best practices, challenges, and areas for improvement, the study offers practical insights that may guide other HEIs in aligning their initiatives with global standards while remaining responsive to local contexts. In doing so, it supports the broader goal of advancing quality education and global engagement within the higher education sector.

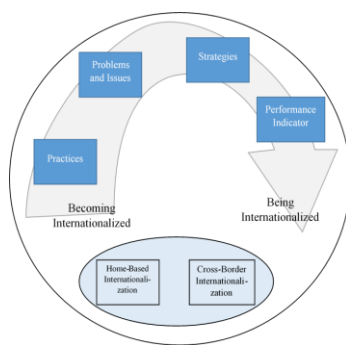


Figure 1: Proposed Framework of Internationalization of the Processes of one of the State University in the Philippines

With the vast frameworks, concepts, and theories of internationalization of HEIs, this study was inspired by the Dynamic Framework of Internationalization of Higher Education, Two Pillar of Internationalization, and Framework for Internationalization of Higher Education Institution in the aspect of its purpose of the research study. Generally, the three frameworks deal with the dynamic at home and cross border processes of internationalization of HEIs from becoming internationalized to being internationalized. It is depicted in the figure 1 the proposed framework of internationalization of the processes of one of the State University in the Philippines that identifying the readiness of the institutions can be considered as directed towards becoming internationalized, furthermore examining the following aspects such as practices, problems and issues, strategies, and identification of performance indicators will be a good avenue towards being internationalized.

Methodology

Research Design

This study employed a quantitative, descriptive research design using a survey method to systematically examine the readiness, initiatives, and practices of one of the State University in the Philippines in its internationalization process. Quantitative research enables the collection and analysis of numerical data to describe trends, relationships, and patterns within a population (Creswell, 2002, 2009). Specifically, the descriptive approach was deemed appropriate because the study aimed to characterize existing conditions, institutional practices, and levels of readiness without manipulating variables (McCombes, 2020).

Descriptive survey research is widely used to obtain data on attitudes, perceptions, and institutional conditions from a defined population (Babbie, 1990). In this study, it facilitated the quantification of administrators' perspectives regarding internationalization indicators, including curriculum, research, mobility, and institutional support systems. The design aligns with earlier definitions of descriptive research as a systematic process of gathering, classifying, analyzing, and interpreting data to provide an accurate understanding of a phenomenon (Calderon & Gonzales, 1993, as cited in Reyes et al., 2015).

Participants and Sampling

The study was conducted across the multiple campuses of one of the State University in the Philippines. The participants consisted of key institutional leaders and decision-makers directly involved in academic planning and internationalization initiatives. These included the University President, Vice Presidents, University Directors and Deputy Directors, Campus Executive Directors, and College Deans.

A total of 44 participants were selected using purposive sampling, a non-probability sampling technique in which participants are chosen based on their expertise, roles, and relevance to the research objectives (Black, 2010). This approach ensured that respondents possessed sufficient knowledge and direct involvement in institutional internationalization processes. Inclusion criteria required participants to hold administrative or leadership positions with decision-making responsibilities, while individuals without direct involvement in planning and policy implementation were excluded.

Ethical considerations were strictly observed throughout the study. Formal approval to conduct the research was obtained from the university administration. Participants were provided with informed consent, ensuring voluntary participation, confidentiality, and anonymity of responses. Data were securely stored and used solely for academic purposes in compliance with standard research ethics.

Materials and Instruments

Data were collected using a researcher-developed survey questionnaire designed to assess institutional readiness and identify internationalization practices and initiatives. The instrument consisted of three main sections: (1) demographic and institutional profile, (2) indicators of readiness for internationalization, and (3) initiatives, practices, challenges, strategies, and performance indicators.

The questionnaire employed a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree) to measure participants' perceptions of readiness across various domains, including "internationalization at home" and "cross-border internationalization." The instrument underwent rigorous validation procedures, including content and face validity assessments conducted by experts in international education, higher education management, and language evaluation. The overall validity rating ($M = 4.8$) indicated that the instrument was highly valid.

Procedures and Data Collection

Data collection followed a structured and systematic procedure. Initially, the researcher secured formal permission from the University President. An endorsement from the Office of the Vice President for Academic Affairs and Student Support Services was also obtained to ensure institutional support.

The survey questionnaire was administered electronically using an online platform (e.g., Google Forms). The survey link was distributed via official university email channels to Campus Executive Directors, who subsequently disseminated it to eligible participants within their respective campuses. This approach ensured accessibility and convenience for respondents across geographically dispersed campuses.

Data collection was conducted over a specified period, during which follow-up communications were made to maximize response rates. Responses were automatically recorded and compiled in a secure database for subsequent analysis.

Data Analysis

The collected data were analyzed using descriptive statistical techniques. The Average Weighted Mean (AWM) was computed to determine the level of readiness across various internationalization indicators. The results were interpreted using predefined Likert scale ranges corresponding to levels of readiness (e.g., high, moderate, average, fair, and low). Frequency counts and percentage distributions were also employed to analyze multiple-response items related to institutional practices, initiatives, strategies, and performance indicators. These methods enabled the identification of common trends and patterns among respondents. Additionally, cross-tabulation was used to compare responses across different administrative roles and institutional units.

Justification of Methods

The selection of a quantitative descriptive survey design was justified by the study's objective to systematically measure and describe institutional readiness and practices without experimental manipulation. This approach is appropriate for studies aiming to generate generalizable insights from a defined population and to quantify perceptions and trends (Creswell, 2009).

Purposive sampling was chosen to ensure that only knowledgeable and relevant participants contributed to the data, thereby enhancing the validity and reliability of findings. The use of a validated survey instrument allowed for standardized data collection across multiple campuses, while statistical tools ensured objective and replicable analysis.

Overall, the chosen methodology provided a robust framework for examining the internationalization processes of HEIs, offering reliable data to inform institutional planning and policy development.

Results and Discussion

On Vision, Mission, Goals, and Plans

It is presented on Table 1 that in terms of the vision, mission, goals, and plans of one of the State University in the Philippines shows that among the indicators, "The University has strategic plans and goals of the institution are aligned to policy framework and strategies of Commission on Higher Education (CHED) on the internationalization of Philippine Higher Education" received the highest average weighted mean with 4.59, which is regarded as High Level of Readiness. This will give as clear view that the university is ready, compliant, and supportive to the direction of the commission. On the other hand, "The University has sustainable financial resources/ funding for the realization of the international processes." got the lowest mean 4.06 and has average level of readiness on the budget and funding that that may be helpful to participate the international activities and programs.

It is a manifestation that the policy framework of one of the State University in the Philippines are very aligned with the CHED as they are regularly visited for the review and evaluation of the curriculum and its system. Rosaroso, Yap, and Gador (2015) posits that realignment of the curriculum realignment that is based on international frameworks and the mandate of CHED is one of the significant initiative in instruction as a core function of the HEIs. CHED had established the quality assurance mechanisms of the HEIs in the Philippines to meet the standards of the internationalization as demanded by ASEAN 2015 (NHERA-2 2009, 2013). As Dotong and Laguador (2015) assert the role of the government in supporting the HEIs' initiatives towards ASEAN integration through programs and projects to achieve its goal of internationalization. Aleixo, Leal, and Azeiteiro (2018) highlighted the commitment to internationalization through stable source of finance resources, organizational reforms, mission statements must be comprehensive.

Internationalization Indicators	AWM	DR	VI
1. Has strategic plans and goals of the institution are aligned to policy framework and strategies of Commission on Higher Education (CHED) on the internationalization of Philippine Higher Education. Refer to CMO No. 55 s 2016	4.59	SA	HL
2. Has clear and concrete international policy.	4.13	A	ML
3. Has goals and plans that are recognized and shared by its partner higher education institutions abroad.	4.31	A	ML
4. Has sustainable financial resources/ funding for the realization of the international processes.	4.06	A	ML
Over-all AWM	4.28	A	ML

Table 1. On vision, mission, goals, and plans of one of the State University in the Philippines

On curriculum and programs

It can be gleaned from table 2 that "The university has international context and dimensions in the curriculum that are aligned to the CHED's mandate on internationalization." received highest mean of 4.14 and has moderate level of readiness on these aspect. In the curriculum, the university is highly compliant with the cascaded curriculum, context and dimensions from the Commission on Higher Education as the university submits the curriculum for evaluation and notation. The indicator "The University has sufficient learning materials and readily available for international students." viewed by the participants as average level of readiness and with a mean of 3.73, the lowest among the four indicators.

Alsharari (2018) concludes that HEIs' alignment of curriculum and programs does not recognize the used of standardized rather the formulating programs that satisfies regional integration whether in state, private and other international HEIs. Mejia, Manzano, and Menez (2014) concluded that mutual cooperation with industries provides support to the HEIs like in instructional materials, opportunities for students and faculty with international standards, and exposure to global standards internship program, that these support are significant elements in the curriculum and programs of the HEIs. In addition, as one of best practices, Mejia et.al. (2014) encourage undertaking on local and international quality assurance accreditation, evaluation, and certification of curriculum and programs. Vasquez-Rivera (2019) observed that internationalization of HEIs had been integrated in institutions program development yet still in the early stage and focusing on its own system. Balagtas, Papango, Reyes, and Ubiña (2013) establishes that the potential of the curriculum and instruction as one of the areas for internationalization, thus commonly benchmarked by other ASEAN member countries especially that "standards and quality of their programs and services are also potential strength including initial efforts for international and intercultural understanding and networking as well as international student recruitment."

Internationalization Indicators	AWM	DR	VI
5. Has conducted benchmarking of the curriculum with that of other countries of similar program.	4.06	A	ML
6. Has international context and dimensions in the curriculum that are aligned to the CHED's mandate on internationalization.	4.14	A	ML
7. Is ready in terms of the teaching and learning programs with the goals and objectives of internationalization.	4.11	A	ML
8. Has sufficient learning materials and readily available for international students.	3.73	A	ML
Over-all AWM	4.01	A	ML

Table 2. On curriculums and programs of one of the State University in the Philippines

On teaching and learning process

On table 3 it is presented that “The University has effective practices on teaching and learning to develop cross-cultural skills and value international-mindedness among students.” got the highest weighted mean of 4.02 and regarded as moderate level of readiness. Consequently, the two indicators got the lowest mean of 3.77 and regarded as moderate level of readiness in the indicators “The University has international scholars and teachers.” Adams and Velarde (2021) recognize the pressing role of the leaders to provide a safe and cultural-sensitive learning environment to address the presence of different culture in the campus. In the study of Alhuthaif (2019), established on importance of intercultural understanding with the teaching programs, promoting cross-cultural communication through technology, and international mindedness as a teaching competence towards internationalization. Shtewi (2019) states that there is a greater return of investments in sending faculty scholars abroad with a program significant to the sending HEIs albeit scholars identifies some barriers such as sociocultural and political factors, cultural differences, educational infrastructure, and limited funding. Chin, Wu, and Ching (2012) confirmed that internationalization of the curriculum produces teaching and learning relevant for international students and can contribute to academic goals to improve skills and develop international perspectives. Cinches, Tolibas, Opina, and Perez (2017) document that opportunities of providing information about internationalization for the students is minimal in the different courses, thus they suggests the review of the practices and processes of internationalization.

Internationalization Indicators	AWM	DR	VI
9. Has outline of curriculum that includes courses and international contents.	3.89	A	ML
10. Has effective practices on teaching and learning to develop cross-cultural skills and value international-mindedness among students.	4.02	A	ML
11. Has involved in a returned study-abroad program.	3.82	A	ML
12. Has international scholars and teachers.	3.77	A	ML
13. Has international and intercultural integration in the learning materials available in the university.	4.00	A	ML
14. Has available virtual programs for distance learning for the effective student mobility.	3.88	A	ML
Over-all AWM	3.86	A	ML

Table 3. On the teaching and learning of one of the State University in the Philippines

On extra-curricular activities

The aspect of extra-curricular activities presented in table 4, shows that university has average level of readiness on providing cultural experiences through clubs and organization, intercultural events, and connections with cultural and ethnic groups. As Knight (1994) should carry out cross cultural activities for students, faculty to provide awareness, increase understanding and develop competencies of living with other culture. Improving the said activities will create an international outlook on the campus. Specifically, the indicator “The university has organized intercultural events in the university.” received the highest average weighted mean of 3.95 that corresponds to moderate level of readiness. On the other hand, “The university has student clubs and organizations linked with those in other countries.” got the lowest mean of 3.45 that reflects average level of readiness in this area. Adriano, Franco, Cortez, and Lacerna (2015) propose that students must be given opportunities such as activities, learning experiences, extra-curricular activities, and intercultural events to develop international competencies, gain knowledge on national and international climate to boosts internationalization of HEIs.

Internationalization Indicators	AWM	DR	VI
15. Has student clubs and organizations linked with those in other countries.	3.45	MA	AL
16. Has organized intercultural events in the university.	3.95	A	ML
17. Has strong connections with cultural and ethnic groups.	3.80	A	ML
Over-all AWM	3.73	A	ML

Table 4. On extra-curricular activities of one of the State University in the Philippines

Networking with the local/ethnic groups

Table 5 presents the readiness of one of the State University in the Philippines on the networking with the local and ethnic groups. Over-all as can be gleaned in table that the indicators shows that of one of the State University in the Philippines has average level of readiness in terms of the networking with local/ ethnic groups specifically on working engagement in the school activities like internship, placement, teaching and learning, and research. According to Biddle (2002) it is a good

avenue for the home-based strategies for internationalization to provide awareness and conduct activities with the local ethnic and cultural groups. It shows that there is a program for the local cultural and ethnic groups through internship, placement, and applied researches but there is limited involvement.

Internationalization Indicators	AWM	DR	VI
18. Has working engagement with local cultural and ethnic groups through internship, placement, and applied researches.	3.82	A	ML
19. Has active involvement of local cultural and ethnic groups in teaching/ learning, research, and other extra-curricular activities.	3.77	A	ML
Over-all AWM	3.80	A	ML

Table 5. On networking with the local/ethnic groups of one of the State University in the Philippines

On research and scholarly activities

Generally on the research and scholarly programs and activities of one of the State University in the Philippines has moderate level of readiness especially on “The university has initiated and organized international conferences, seminars, and workshops.” with an average weighted mean of 4.23 while the indicator “The university has established center for joint research projects with international content.” had average weighted mean of 3.81. Absael (2012) recognized the importance of research and scholarly in the operations of the university towards internationalization. Labrador and Alderite (2020) come to an agreement that the faculty research capability significantly influenced the internationalization efforts of HEIs. However, Adapa (2013) contend that internationalization of research in HEIs is a challenging but significant factor in implementing approaches and specific programs to improve and sustain research collaborations between HEIs and partner universities. Salazar-Clemeña and Almonte-Acosta (2007) HEIs in the Philippines had initiated exchange programs and activities that improved the research capabilities of the faculty coupled with strategies like incentives, rewards, and grants, which further lead to increase in number of published works in ISI, Scopus and SCI indexed journals and other peer-reviewed journals however, the number is incomparable with the publications of faculty from HEIs abroad.

Internationalization Indicators	AWM	DR	VI
20. Has established center for joint research projects with international content.	3.81	A	ML
21. Has initiated and organized international conferences, seminars, and workshops.	4.23	A	ML
22. Has existing linkages with international research partners.	4.05	A	ML
Over-all AWM	4.03	A	ML

Table 6. On research and scholarly activity of one of the State University in the Philippines

Student, faculty, and research mobility

Presented in table 7, the student, faculty, research mobility of one of the State University in the Philippines. It is evident that “The university has foreign students studying/ enrolled in the university. (full-time, dual programs, exchange programs)” and “Has conferences and networks involving travel of learners, faculty, and researchers” got the highest average weighted mean of 4.09 and is regarded that the university has moderate level of readiness. The lowest average weighted mean is 3.65 from the indicator “The university has available foreign language study.” despite the efforts of the research team on increasing visibility of research and innovations through an online international journals but the university has limited collaboration of research and fellowship in the local and in the international.

Internationalization Indicators	AWM	DR	VI
1. Has students studying in a foreign country.	3.80	A	ML
2. Has faculty involved in exchange programs with institutions in different countries.	3.98	A	ML
3. Has research fellowship and collaboration involving visits of scholars abroad.	3.86	A	ML
4. Has available foreign language study.	3.61	A	ML
5. Has conferences and networks involving a travel of learners, faculty, and researchers.	4.09	A	ML
6. Has international students studying/ enrolled in the university. (full-time, dual programs, exchange programs)	4.09	A	ML
7. Has foreign professors teaching in the university as visiting; adjunct, exchange, or as full-time.	3.80	A	ML
Over-all AWM	3.89	A	ML

Table 7. On student/ faculty/ research mobility of one of the State University in the Philippines

Friesen (2013) posits the perceived role of the faculty in the process of internationalization, further recommend the inclusion of the engagement of faculty to internationalization strategies, plans and goals. Cinches, Russell, Borbon, and Chavez (2017) concluded the there is a positive attitude among faculty and students towards internationalization yet there is limited opportunities for internationalization of faculty members and student that need to be addressed. Dulos (2016) posits that an Erasmus Mundus program of the university, which is an avenue for students and faculty mobility through an exchange program to prepare the teacher in terms of their teaching capabilities and develop appreciation of different cultural background. Wulz and Rainer (2015) considers student mobility as important on the quest for internationalization and enticing for the student's part on the contrary it creates negative perception because of the imbalance student mobility flows and the brain drain.

Program Mobility

On program mobility of one of the State University in the Philippines presented in table that in this indicator the university has average level of readiness, that there are limited activities on the aspects of programs available for international students. As reflected on table 8 the respondents believed "The university has twinning programs with other HEIs abroad." with average weighted mean of 3.64 regarded moderate level of readiness despite they believe that "The university has available dual/ joint/ double degree programs with other HEIs abroad." with average weighted mean of 3.20 corresponding to average level of readiness.

Internationalization Indicators	AWM	DR	VI
8. Has twinning programs with other HEIs abroad.	3.64	A	ML
9. Has academic franchising from other HEIs abroad.	3.25	MA	AL
10. Has available dual/ joint/ double degree programs with other HEIs abroad.	3.20	MA	AL
Over-all AWM	3.36	MA	AL

Table 8. On program mobility of one of the State University in the Philippines

On the internationalization

On table 9, presents the features and processes involved in internationalization of one of the State University in the Philippines. Among the features and process the "Vision, Mission, Goals, and Plans of the university" got the highest average weighted mean of 4.28 and regarded as the university has moderate level of readiness and "Program Mobility" got the lowest average weighted mean of 3.36, reflecting that State University in the Philippines has average level of readiness. On the internationalization of one of the State University in the Philippines got 3.79 grand mean and indicating that the university has moderate level of readiness on the internationalization of the practices and initiatives.

Home-based Features and Processes	AWM	DR	VI
Vision, mission, goals, and plans	4.28	A	ML
Curriculum and Programs	4.01	A	ML
Teaching and learning process	3.86	A	ML
Extra-curricular activities	3.73	A	ML
Networking with local cultural/ ethnic groups	3.80	A	ML
Research and scholarly activities	4.03	A	ML
Over-all AWM	3.95	A	ML
Cross-border Features and Processes			
Faculty, student, and research mobility	3.89	A	ML
Program Mobility	3.36	MA	AL
Over-all AWM	3.62	A	ML
Grand Mean	3.79	A	ML

Table 9. On the Internationalization of one of the State University in the Philippines

In 2016, where one of the State University in the Philippines instituted the new Vision, Mission, Goals, and Objectives (VMGOs) statements and Oboza (2017) concluded that there is acceptance and understanding of the VMGOs statements among stakeholders in fact they are in agreement on the clarity and reflectiveness of the mandate of the university. Chin, Wu, and Ching (2012) attests with the inclusion of the concept of internationalization in the vision, mission, and goals

statements of the institution evidently conveys the HEIs quests for internationalization. Zaman and Moshin (2014) contend that internationalization in HEIs is the acknowledgement of the institutional and national policy more than the international mobility of faculty and students. Romero (2005) attests that through programs, curricular and co-curricular programs and activities, and special programs provides opportunities for the enhancement of international understanding and nurturing of culture of peace. "As institutions develop their internationalization strategies, they should be clear and transparent about why they are undertaking a particular initiative, how it relates to their academic mission and values, and what mechanisms can be put in place to avoid possible negative consequences" (International Association of Universities, 2012; as cited Guri-Rosenblit, 2015) The new understanding of home-based internationalization as described by Beleen and Jones (2018) that that home-based internationalization "relates both to formal and informal curriculum, and aims to develop international and intercultural knowledge, skills and attitudes for all students, regardless of whether they also take part in mobility opportunities." While APEC (2012) as cited Richardson (2015) recognized that the APEC benefits from the international collaboration through cross-border education, evident sustainable growth by enhancing quality HEIs services, and that students involved in the cross-border education are equipped with competencies they need in the internationalized society.

Conclusion and Recommendations

This study aims to describe the initiatives and practices as well as examine the readiness of one of the State University in the Philippines to the internationalization of its education system. Based on the analysis conveyed, it can be concluded the moderate level of readiness of the university in the process of internationalization of its education system, which is manifested in the vision, mission, goals, and plans statements to become an ASEAN premier state university. Moreover, it reflects the preparation and alignment to the mandate of the CHED on the internationalization of Philippine Higher Education.

The university had in place, faculty and student mobility through benchmarking, research, training, and cultural exchange with its strong partnership with the ASEAN member universities. The different units of the institution are proactively responding to the challenges where careful planning of activities towards internationalization including allocation of budget for improving the facilities and infrastructures, and the quality and effectiveness of the programs of internationalization in terms of curriculum, mobility, and quality assurance mechanisms. Lastly, to ensure the quality of processes and programs, the university is subjected to regular accreditation, evaluation, review, and auditing from the various local and international agencies. With these, the university had set performance indicators to achieve excellence to its quest for internationalization of the education system including increasing the number of partnerships with HEIs here and abroad, increasing participation in international organizations, research, and academic fora, and intensified mobility of faculty and students.

This research reflects the readiness, activities, strategies, indicators set, and even the challenges encountered by the university as perceived by the middle and top managers of the university it would better to look at the views of the different stakeholders such as students, faculty, and the community. Following this, in gathering information from the participants were able to identify the planned activities conducted, issues and challenges met, strategies utilized to resolved identified challenges, the performance indicators, and they were limited from the choices however, there will be other various answers if the researcher used open-ended questions and conducts focus-group discussions to gather specific responses.

Based on the above findings and conclusions made, it is recommended are offered a possible course of action in response to the internationalization of the processes of the education system of one of the State University in the Philippines. Since the university reflects has a moderate level of readiness in the internationalization of its education system, the top and middle managers should clearly cascade the information and implementation of the activities towards achieving the vision of the university to become ASEAN premier state university. Likewise, the university should intensify the programs and policies of cross-border internationalization specifically, on the mobility of students, faculty, research, and programs. In the light of the planned activities, the university had in place benchmarking, research, training, and cultural exchange with the strong relationship with ASEAN member countries and universities involving faculty and students' mobility, the academic unit of the university should conduct a feasibility study on offering credit transfer and new international programs that would increase the inflow of international students.

It is not unique for this study, to have a budget involving student mobility, improvement of infrastructure, and salary for the international professors as the limiting factor towards internationalization, this is why the different units in the university had been proactively responding to the challenges and careful planning of activities towards internationalization. Thus, the human resource to organizations to conduct a retooling of faculty on innovation and technology utilization and intensify the process of improving the learning materials that would cater to the needs of the international students and faculty. Given that the one of the State University in the Philippines has various partnerships in local and international agencies, academic institutions, and organizations through MOA and MOU and had increased its international memberships

as these are performance indicators, with these the research, academic, and administrative units should conduct a regular review of the standards and achievements of goals that are aligned with ASEAN and CHED mandates and requirements.

Furthermore, the researcher recommends the research community to conduct the same study involving the perception of other stakeholders in the educational institution such as faculty, students, and community members and utilization of mixed-method design of research to utilize focus group discussions in gathering perceptions on plans, strategies, and challenges towards internationalization of education system.

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Data Availability Statement

Data sharing is not applicable to this article as no new data were created or analyzed in this study; all data used were obtained from previously published sources as cited in the reference list.

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Appendices

No appendices are attached to this study.