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## Patterns and Pathways: Teachers' Perceptions, Readiness, Support, and Barriers to Internationalization in Higher Education

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**Abstract.** In higher education, internationalization is essential because it exposes students to a globalized environment; however, teachers must be sufficiently prepared for this challenge to internationalize. Many studies emphasize the significance of faculty views on and institutional support in relation to institutionalization; however, there is a knowledge gap regarding how perceptions, support, and barriers interact with teachers' readiness for and obstacles to internationalization, particularly in the Philippine setting. To fill this gap, this descriptive-correlational study used random sampling to examine 200 higher education teachers' views on and readiness for institutionalization, the institutional support available, and barriers to institutionalization at state universities and colleges in Central Visayas, Philippines. Online surveys were used to collect data, which were then subjected to regression and descriptive analysis. Findings reveal that teachers have positive perceptions, receive ample support, and encounter barriers to internationalization. Based on their attitudes, beliefs, and pedagogical strategies, they were ready to engage in internationalization activities, they were well prepared in terms

of professional development, cultural competence, and language proficiency, but only moderately ready to engage in internationalization, because of limited prior experience. Their institutions supported them through dedicated offices responsible for coordinating international efforts; however, they were also challenged by their institutions' lack of financial resources and limited access to global networks and partnerships. According to the study findings, improving teachers' preparedness necessitates building institutional support, promoting positive attitudes, and systematically removing obstacles. It is advised that institutional policies are strengthened. Research is required to fully understand these dynamics in various educational situations.

**Keywords:** higher education; internationalization; perceptions; readiness; support

## 1. Introduction

Internationalization in higher education refers to the intentional and systematic integration of international perspectives, intercultural competencies, and cross-border collaboration into teaching, research, and service activities at higher education institutions (HEIs) (de Wit & Altbach, 2021; Suguku, 2023). Over the last few decades, this idea of internationalization has become increasingly popular, as universities realize how important it is to improve academic research quality and relevance, prepare students for a globalized and interconnected world, and promote international understanding and cooperation (Waham et al., 2023). Language training, foreign research collaboration, curriculum internationalization, faculty and student mobility, and intercultural training are a few of the many activities that make up internationalization (Buckner & Stein, 2020). Through these initiatives, HEIs hope to provide academics, staff, and students with the information, abilities, and mindsets needed to successfully negotiate cultural differences and advance the welfare of all people (Reimers, 2020). Considering the importance of internationalization, an exploration of how internationalization is perceived and supported by teachers at HEIs is needed.

Internationalization is a crucial element in higher education today, as it enables students to gain a global perspective and prepares them to thrive in an increasingly interconnected world (de Wit & Altbach, 2021; Suguku, 2023). In addition, state universities and colleges (SUC) leveling or ranking includes a criterion on internationalization (Vibar & Rosales, 2021). State universities and colleges in the Philippines are rated according to their targets, such as instruction, research, and extension vis-à-vis performance. One of the components in the recent SUC leveling highlighted the aspect of internationalization, which could be research collaboration with international partners, the number of international faculty members, student mobility, and international online learning programs (Rogayan & Mendoza, 2023).

According to the UNESCO Institute for Statistics (2021), the number of international students worldwide has increased by 76% over the past two decades, which highlights the importance of internationalization of higher education. By studying abroad, students can broaden their horizons, enhance

intercultural competence, and develop language skills (Krishnan et al., 2021). Through the experience of mingling with diverse students from different languages and cultures, students' perspectives on and understanding of the world widen. Moreover, internationalization can contribute to institutional diversity, promote research collaboration, and enhance the quality of education (Alsharari, 2020; Teixeira-Quiros et al., 2022). Therefore, HEIs must prioritize internationalization and provide students with opportunities to engage with the global community (de Wit & Altbach, 2021).

Three crucial elements are strongly related to the effectiveness of internationalization initiatives: perceptions, readiness, and institutional support. Teachers' ideas and views regarding the relevance and value of internationalization in higher education are their perceptions (Rosyidah & Rosyidi, 2020). Unfavorable impressions may impede engagement, and positive attitudes of teachers can stimulate active participation in internationalization activities. In turn, readiness refers to how well-equipped teachers are regarding the abilities, attitudes, and knowledge needed to participate in internationalization projects (Nyangau, 2020). Teachers could struggle to contribute significantly to internationalization initiatives if they are not sufficiently prepared. Institutional support refers to the tools, guidelines, and regulations of HEIs that encourage and maintain internationalization (Monico & Kupatadze, 2020). Strong institutional support can help projects aimed at internationalization succeed by overcoming challenges, including resource restrictions and resistance to change.

Understanding and embracing internationalization begins with higher education teachers. Studies have shown that faculty members are crucial in promoting internationalization in HEIs, because they are responsible for designing and delivering courses with a global perspective, supervising international research projects, mentoring international students, and establishing partnerships with institutions abroad (Monico & Kupatadze, 2020; Nyangau, 2020; Rosyidah & Rosyidi, 2020; Saroyan & Frenay, 2023). Teachers' roles in bridging gaps and influencing students' understanding are important, especially regarding global perspectives and internationalization. Higher education teachers play an integral role in promoting the globalization of education. They facilitate the exchange of knowledge and ideas and contribute to developing students' intercultural competence, which is cultivated through exposure to diverse perspectives, active cross-cultural communication, and reflective learning experiences. As internationalization becomes more applicable in higher education, teachers must be involved to ensure that students are adequately prepared to participate in the global community (Stein, 2021).

In addition, teachers who engage in internationalization activities such as collaborative research and teaching gain valuable experience that can enhance their professional development and promote institutional diversity (Ospina & Medina, 2020). Furthermore, the involvement of teachers in internationalization can lead to the creation of new programs and initiatives that benefit the institution as a whole (Leask & De Gayardon, 2021). Therefore, higher education teachers

must be actively involved in internationalization, to ensure that students are adequately prepared for a rapidly changing global landscape.

Despite the growing emphasis on internationalization, gaps remain in understanding how perceptions, support, and barriers influence teachers' involvement in internationalization efforts and initiatives. Many teachers need more knowledge and skills, and different attitudes, to effectively engage with internationalization initiatives (Buckner & Stein, 2020). Therefore, there is a growing need for teacher training programs that focus on developing intercultural competencies, promoting internationalization, and supporting the integration of international students (Ji, 2020). By enhancing the internationalization competence of higher education teachers, HEIs can foster a more inclusive and globally oriented learning environment that benefits all students, regardless of their backgrounds (Serpa et al., 2020; López-Rocha, 2021).

It is in light of this background that this research paper was conceptualized. The study investigated higher education teachers' perceptions of and readiness and support for internationalization. While internationalization has become increasingly important in higher education, research has shown that teachers are not sufficiently aware of and prepared to engage in internationalization activities (Fragouli, 2020). Thus, this study aimed to examine the extent to which teachers in higher education were ready and willing to participate in internationalization initiatives and to identify the barriers that prevented them from doing so. Additionally, this study sought to explore the level of institutional support teachers received for internationalization activities and how this support impacted their involvement in such initiatives. By understanding teachers' perceptions of and readiness and support for internationalization, this study intends to contribute to developing effective strategies for promoting internationalization in higher education.

## **2. Short Literature Review**

Many studies that have been conducted on internationalization in higher education emphasize teachers' roles in developing and carrying out internationalization programs. The investigation of beliefs, attitudes, and perceptions, sometimes used synonymously but reflecting different aspects of teachers' cognitive and affective reactions to internationalization, was a key component of this research. Teachers' fundamental presumptions regarding the need for internationalization are called beliefs (Buckner & Stein, 2020). These ideas might significantly influence the degree to which teachers are willing to participate in internationalization initiatives. Emotional reactions or sentiments regarding internationalization, which could range from excitement to skepticism, represent attitudes (Ji, 2020). Participation in internationalization initiatives may be encouraged or discouraged by these attitudes. Lastly, perceptions are teachers' particular beliefs and attitudes regarding the role internationalization plays in their work (Rosyidah & Rosyidi, 2020).

Empirical research found that positive attitudes and views about internationalization strongly correlate with increased participation in relevant

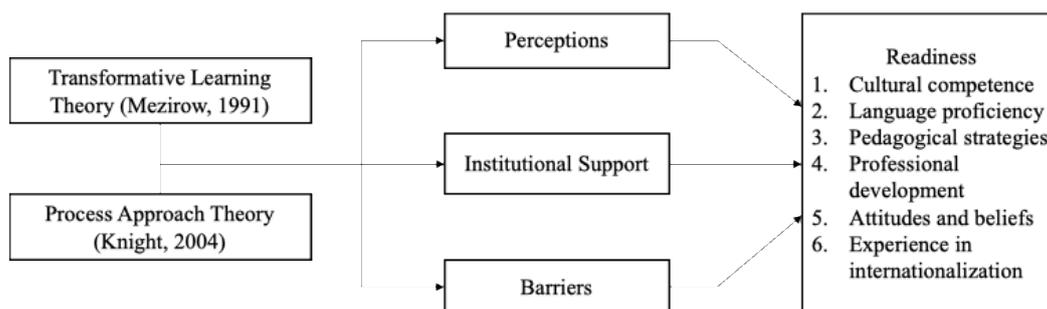
activities (Nyangau, 2020). Teachers embrace internationalization and believe it is necessary to mentor international students, participate in international research collaborations, and include global viewpoints in their lessons. Many teachers need to prepare to participate effectively in internationalization projects. Inadequate professional development opportunities in relation to internationalization and intercultural competencies are often blamed for this lack of preparation (Buckner & Stein, 2020).

Successful internationalization has been found to depend on institutional support. Monico and Kupatadze (2020) assert that providing teachers with the tools, direction, and administrative support they need to engage in internationalization initiatives is critical. Resource limitations and opposition to change can be significant obstacles in situations where internationalization is still a developing priority (Serpa et al., 2020). Thus, substantial institutional assistance is required to overcome these obstacles and guarantee the success of internationalization activities.

Even though there is literature on internationalization, research is still needed to fully understand how teachers' perceptions, readiness, and institutional support interact, especially regarding state universities and colleges in the Philippines. To uncover the obstacles that can prevent teachers from participating fully in internationalization activities, this study intended to investigate how these factors affected teachers' involvement in such programs. By doing this, the study aimed to advance our understanding of the opportunities and difficulties related to internationalization in higher education, which would ultimately help us develop strategies to improve the efficacy of internationalization initiatives in comparable settings (Leask & De Gayardon, 2021; López-Rocha, 2021).

### **3. Study Framework**

As reflected in Figure 1, the study framework is grounded on the theories of transformative learning (Mezirow, 1991) and a process approach (Knight, 2004). Transformative learning theory states that reflection can cause people to change their viewpoints significantly and help them obtain a greater understanding of themselves and the world around them (Mezirow, 1991). This theory anchors the way internationalization in higher education can transform teachers' and students' viewpoints, and enhance intercultural competence and global perspectives. The process approach theory (Knight, 2004) states that internationalization in HEIs is a continuous and integrative process involving a range of strategies and activities that are meant to instill multicultural awareness and global viewpoints in every institution. These strategies emphasize the importance of adopting internationalization strategically and holistically, which calls for alignment with an institution's mission, objectives, and core values.



**Figure 1: Conceptual framework of the study**

Figure 1 illustrates how the two theories anchor internationalization concepts, including the perceptions of higher education teachers and institutional support and barriers. Their perceptions include their views and values in relation to internationalization in their professional roles (Rosyidah & Rosyidi, 2020). Institutional support provides teachers with essential resources, policies, and guidance for sustaining internationalization efforts, whereas barriers such as insufficient support, inaccessible resources, or even resistance, can hinder these efforts (Monico & Kupatadze, 2020). Teachers' perceptions, support, and barriers can facilitate or obstruct their motivation or willingness to participate in internationalization activities (Nyangau, 2020). This motivation or desire is measured by their readiness to conduct and be immersed in these activities, evaluated across six key areas, namely cultural competence, language proficiency, pedagogical strategies, professional development, attitudes and beliefs, and prior experience of internationalization. The effects of the perceptions, support, and barriers on teachers' internationalization readiness reflect the diverse skills and mindsets required by teachers to engage effectively in global education.

### 3.1 Statement of the Problem

This study addressed the need for knowledge on teachers' perceptions of internationalization in higher education and their readiness to engage in internationalization activities. There is a need to study more on prioritizing institutional policies and student results over teachers' crucial role in adopting internationalization efforts. For internationalization to be successful, it is essential to have an understanding of teachers' attitudes and preparedness, and the institutional support they receive. The study disclosed and examined teachers' perceptions about internationalization, their willingness to participate in it, and the obstacles they encounter. Specifically, the study sought to answer the following research questions:

1. What are teachers' perceptions regarding internationalization in higher education?
2. What is the extent of teachers' readiness to engage in internationalization in higher education?
3. What is the extent of institutional support for teachers, and the barriers they face regarding internationalization in higher education?
4. Do teachers' perceptions, and institutional support and barriers impact their readiness to engage in internationalization?

Through its investigation of these research problems, the study offers valuable perspectives on how HEIs could enhance their assistance to teachers and thereby promote internationalization, which could lead to more efficient, long-lasting, worldwide approaches to teaching and learning.

## **4. Methods**

### **4.1. Design, Environment, and Participants**

This quantitative study employed a descriptive-correlational research design to ascertain the extent of higher education teachers' perceptions of and readiness for internationalization, the institutional support and barriers they experienced, and the influence of these variables on teachers' readiness to engage in internationalization. With this design, the study sought to investigate the correlations between the variables and offer a thorough understanding of the factors that affect teachers' participation in internationalization initiatives. This design was appropriate for the study because the researchers applied correlational statistics to ascertain the relationships between teachers' characteristics and their reported behavior, such as their readiness to engage in internationalization activities (Asenahabi, 2019).

The research environment was Central Visayas, Philippines, specifically, state universities and colleges, because of their active participation in internationalization efforts, which made them relevant contexts for investigating the perceptions and readiness of teachers, and support and barriers to internationalization. Higher education teachers (N = 200) were randomly recruited to reflect a wide range of specializations and experiences at schools that participated in the study. Random sampling was appropriate for the study as this technique ensures that every teacher in the region had an equal chance of participating; this technique reduces bias, makes the sample more representative, and enhances the generalizability of the findings (Noor et al., 2022). Additionally, the goal of selecting the study's sample size is to provide a solid dataset that could shed light on the aspects of internationalization that teachers experienced in this particular institutional and geographic setting (Memon et al., 2020).

### **4.2. Instrument**

Data were gathered on the relevant variables, namely perceptions, readiness, institutional support, and barriers, using a researcher-made, validated 5-point Likert scale. In total 15 items were designed to capture teachers' perceptions of internationalization initiatives. Six areas, each with five items, were used to assess the preparedness variable: cultural competence, language proficiency, pedagogical strategies, professional development, attitudes and beliefs, and experience in internationalization. A further 10 measures were used to evaluate barriers, while 15 measured institutional support.

The instrument underwent a rigorous validation procedure done by experts in internationalization, higher education, and statistical analysis to guarantee its content validity. Furthermore, 50 teachers from the Central Visayas region participated in a pilot test, which produced Cronbach's alpha values for individual variables ranging from 0.79 to 0.92 and an overall reliability of 0.87,

which demonstrates a reasonable degree of internal consistency and reliability for the instrument.

### 4.3. Data Gathering and Analysis

Data collection started after ethics review to ensure that the study complied with ethics guidelines. The deans of the state universities and colleges that took part granted permission for the study to be undertaken, and all participating higher education teachers provided informed consent. Google Forms was used to administer the survey online, which made distributing and collecting responses easier. The survey was completed, and the results were downloaded into a spreadsheet for analysis.

Descriptive statistics such as means and standard deviations (SD) were computed to ascertain teachers' perceptions and readiness, and institutional support and barriers to internationalization. Multiple linear regression analysis was utilized to apply inferential statistics to determine the influence of impediments, institutional support, and views on teacher preparedness for internationalization. This statistical method made it possible to examine the distinct contributions made by each predictor variable to the outcome variable –readiness for internationalization.

All statistical tests were conducted using a 95% confidence level, and p-values of less than .05 were considered significant. This thorough statistical analysis revealed essential variables that affected higher education teachers' readiness for internationalization activities and gave a solid explanation of the interactions between the variables.

## 5. Results and Discussion

### 5.1. Teachers' Perceptions of Internationalization

The study found that higher education teachers have highly positive perceptions of internationalization in higher education. According to Table 1, teachers agreed strongly that internationalization is essential for improving the learning environment and preparing students for global involvement.

**Table 1: Higher education teachers' perceptions of internationalization**

Internationalization ...	Mean	SD	Description
1. is essential for higher education	4.87	0.35	Highly Positive
2. promotes cultural diversity and understanding	4.87	0.35	Highly Positive
3. contributes to the quality of higher education	4.87	0.35	Highly Positive
4. helps students develop a global perspective	4.80	0.41	Highly Positive
5. helps to foster innovation and creativity	4.80	0.41	Highly Positive
6. should be integrated into all areas of higher education	4.80	0.41	Highly Positive
7. should be a priority for higher education institutions	4.80	0.41	Highly Positive

8. benefits both domestic and international students	4.80	0.41	Highly Positive
9. should be encouraged and supported by national policies	4.80	0.41	Highly Positive
10. enhances the reputation of higher education institutions	4.73	0.58	Highly Positive
11. prepares students for the global workforce	4.73	0.58	Highly Positive
12. helps students develop intercultural competencies	4.73	0.58	Highly Positive
13. provides opportunities for academic collaboration and exchange	4.73	0.45	Highly Positive
14. should be funded by higher education	4.67	0.61	Highly Positive
15. should be a requirement for graduation	4.13	1.17	Positive
Overall level of perceptions	4.74	0.43	Highly Positive

*Note.* 1.00–1.80 (Not positive), 1.81–2.60 (Fairly positive), 2.61–3.40 (Moderately positive), 3.41–4.20 (Positive), 4.21–5.00 (Highly positive)

Teachers indicated that internationalization in higher education was very important for fostering cultural diversity and understanding and improving the standard of instruction. They agreed that internationalization is essential for encouraging creativity and innovation in the academic sector. This supports the claim of Eden et al. (2024) that incorporating global viewpoints into teaching and learning fosters a multicultural and inclusive atmosphere. Interacting with people from different backgrounds and experiences gives students and teachers a more profound, more varied educational experience.

Teachers' favorable perceptions indicated a broad acknowledgment of the advantages of internationalization for postsecondary education. According to Dimitrieska (2023), internationalization exposes children to different cultures and develops their critical thinking, empathy, and tolerance, and prepares them for success in a diverse and interconnected society. The results of this study support this perspective because, according to teachers surveyed, internationalization aids in the development of intercultural competencies and a global perspective in students – two things that are vital in today's interconnected world.

The results also emphasize how globalization is thought to improve the quality of higher education. Teachers concurred that internationalization significantly advances students' academic and personal growth by offering chances for international collaborations, study-abroad possibilities, and cross-cultural research projects. This supports Fragouli's (2020) assertion that these experiences enhance learning and expose students to various pedagogical theories and approaches. Furthermore, Duffy et al. (2022) point out that internationalization projects foster innovation and the integration of global best practices by facilitating faculty collaboration and knowledge exchange.

The findings also show that teachers believe that national policies should promote internationalization as a top university priority. This viewpoint emphasizes that institutional and governmental support enables and maintains internationalization initiatives (Garwe & Thondhlana, 2022). Teachers believed that incorporating global viewpoints improved the institution's reputation and the overall learning environment for both domestic and international students. Interestingly, while most items were rated highly overall, there was less agreement on the notion that internationalization ought to be a prerequisite for graduation. This question received more positive responses than the others, which indicates that some teachers might hesitate to require internationalization as a part of their curricula in higher education.

In general, higher education teachers perceived internationalization positively. They understood how important it is to advance cultural diversity, improve education standards, and prepare students for the global workforce. According to the results, these views emphasize the important role of internationalization in contemporary higher education (de Wit & Merckx, 2022; Tight, 2021). Institutions are urged to continue making internationalization projects a top priority and allocating funds to guarantee that students have the knowledge and experiences required for success in a world that is becoming more interconnected daily.

## 5.2. Teachers' Readiness for Internationalization

Teachers' readiness for engaging in internationalization could be analyzed in six domains, namely cultural competence, language proficiency, pedagogical strategies, professional development, attitudes and beliefs, and experience in internationalization.

### 5.2.1. Cultural Competence

The study found that higher education teachers have a respectable cultural competency that is essential for creating inclusive and productive learning environments. According to the data in Table 2, teachers sincerely appreciated the value of cultural diversity in instruction and learning, which indicates a thorough awareness of how students' cultural backgrounds affect their educational experiences.

**Table 2: Higher education teachers' cultural competence**

Indicator	Mean	SD	Description
1. I appreciate the importance of cultural differences in teaching and learning	4.53	0.78	Very ready
2. I can adapt my teaching strategies to meet the needs of students from diverse cultural backgrounds	4.10	0.92	Ready
3. I know diverse cultural practices and beliefs	3.97	0.67	Ready
4. I am confident in creating an inclusive learning environment for students from diverse cultural backgrounds	3.87	1.01	Ready

5. I am comfortable interacting with individuals from diverse cultures	3.77	1.04	Ready
Overall level of cultural competence	4.05	0.78	Ready

*Note.* 1.00–1.80 (Not ready), 1.81–2.60 (Fairly ready), 2.61–3.40 (Moderately ready), 3.41–4.20 (Ready), 4.21–5.00 (Very ready)

Teachers gave very high scores for identifying cultural differences, which aligns with Pang et al. (2021), who found that culturally competent teachers know how students' upbringing shapes their worldviews, communication styles, and learning preferences. By incorporating students' cultural backgrounds into curricula, teachers can create culturally sensitive classrooms and honor their students' diverse experiences and viewpoints. Eden et al. (2024) assert that this understanding can improve student engagement, foster a sense of belonging, and encourage academic accomplishment. Although teachers also gave high scores to their capacity to adjust their teaching practices to different cultural needs, this rating was somewhat lower than their recognition of cultural differences, indicating that these adaptive strategies are still being developed. Furthermore, teachers' ability to comprehend diverse cultural customs and beliefs implies a thorough acquaintance with diverse customs and viewpoints, though there is still a need to improve their cultural awareness.

Teachers assessed their readiness to develop an inclusive learning environment, and revealed that, although some teachers still encounter difficulties, they typically feel capable of promoting inclusion. This competency, which may be improved via continued support and professional development, is essential to ensure that all students, regardless of cultural background, feel appreciated and supported (Romijn et al., 2021). The lowest scores, however, were for comfort in communicating with people from other cultural backgrounds, which indicates that, although teachers could communicate with people from different cultural backgrounds, some felt uneasy or uncertain doing so. Developing comfortable cross-cultural contacts is essential for forging solid, enduring bonds with students from various backgrounds.

Overall, higher education teachers are ready to internationalize based on their cultural competency, and have a strong foundation for modifying instructional methods and fostering inclusive environments, and a keen understanding of cultural variations. Nonetheless, there were several areas in which further training could improve teachers' ability to support students from different cultural backgrounds. Institutions that want to assist teachers to expand their cultural awareness, self-assurance, and comfort levels in cross-cultural interactions must prioritize professional development programs and provide continuous assistance. The significance of cultural competence in inclusive education is emphasized by the notion that, by doing prioritizing professional development and providing assistance, the universities can ensure equitable and prosperous education for all students (Cerna et al., 2021).

### 5.2.2. Language Proficiency

Higher education teachers were ready for internationalization based on their self-reported language proficiency, as reflected in Table 3.

**Table 3: Higher education teachers' language proficiency**

Indicator	Mean	SD	Description
1. I am proficient in the language(s) commonly spoken by international students at my institution	4.13	0.86	Ready
2. I know the resources available for supporting international students' language development	3.83	0.99	Ready
3. I incorporate language development activities into my teaching strategies	3.83	0.99	Ready
4. I am comfortable working with interpreters or translators to support communication with students	3.73	0.91	Ready
5. I am confident in communicating effectively with students whose first language is not English	3.50	1.11	Ready
Overall level of language proficiency	3.81	0.83	Ready

*Note.* 1.00–1.80 (Not ready), 1.81–2.60 (Fairly ready), 2.61–3.40 (Moderately ready), 3.41–4.20 (Ready), 4.21–5.00 (Very ready)

Teachers assessed their readiness in terms of proficiency in the languages spoken by international students at their schools, thereby showing they could interact with and assist these students effectively. Because this ability fosters rapport and improves understanding between teachers and students, it is crucial for creating an effective learning environment (Rosyidah & Rosyidi, 2020). Proficiency in the students' native tongues enables teachers to support language development, explain complex ideas, and help with any language-related difficulties that may arise. This fosters mutual respect and understanding among cultures (Bolitho & Rossner, 2020).

Teachers also assessed their readiness to use resources to aid international students' language development. This implies they knew which resources and methods could help students improve their language proficiency, which is essential for inclusive education. A similar competency level was obtained for integrating language development activities into teaching tactics, suggesting that teachers actively incorporate these practices in their classroom instruction. This integration is essential to ensure that students can participate entirely in the curriculum, and to promote academic advancement (Conceição, 2020).

Teachers' readiness to employ additional resources to assist effective communication was demonstrated by their proficiency rating for working with interpreters or translators to support communication with students. Though it was still at the proficient level, confidence about successfully communicating with

students whose first language was not English was ranked somewhat lower. This suggests that, while most teachers are competent conversing with non-native English speakers, some were uneasy (Candan & Inal, 2020).

Teachers' language ability is essential for fostering inclusive education and effective communication in settings with varied student populations. Teachers can serve students' learning requirements better and create a friendly, inclusive environment by speaking the languages spoken by international students fluently, being aware of the tools that are available for language development, and feeling confident about their communication skills. Clearness, patience, and the application of suitable teaching strategies that facilitate students' comprehension and engagement with the subject matter are necessary for effective communication (Bakay, 2023). Intercultural communicative competence promotes connection and accommodation (Mananay, 2018). Teachers' language proficiency is also essential to ensure that all students, regardless of their language background, feel appreciated and supported in their educational path.

### 5.2.3. Pedagogical Strategies

Higher education teachers indicated that they prepared well for applying pedagogical strategies, especially when they incorporated global viewpoints and used various teaching techniques to meet the demands of a student population with a variety of cultural backgrounds. This finding is reflected in Table 4.

**Table 4: Higher education teachers' pedagogical strategies**

Indicator	Mean	SD	Description
1. I have experience incorporating global perspectives into my teaching	4.50	1.02	Very ready
2. I use a variety of teaching strategies to meet the needs of diverse students	4.50	0.83	Very ready
3. I encourage critical thinking and dialogue about global issues in my classes	4.00	0.92	Ready
4. I incorporate opportunities for experiential learning and study abroad into my courses	4.00	0.82	Ready
5. I am familiar with best practices for internationalizing the curriculum	4.00	0.79	Ready
Overall level of pedagogical strategies	4.30	0.74	Very ready

*Note.* 1.00–1.80 (Not ready), 1.81–2.60 (Fairly ready), 2.61–3.40 (Moderately ready), 3.41–4.20 (Ready), 4.21–5.00 (Very ready)

Pedagogical competency is essential, because it fosters intercultural awareness in educational contexts and improves students' comprehension of global challenges (López-Rocha, 2021; Rapanta & Trovão, 2021). Teachers extended students' horizons and encouraged critical thinking about global issues by introducing foreign content, hosting guest speakers from diverse cultural backgrounds, and promoting conversations on international matters.

Moreover, teachers regularly incorporated global perspectives in a variety of disciplines, because of their familiarity with best practices for internationalizing the curriculum. This promoted inclusive education and prepared students for active involvement in a globalized world (Ainscow, 2020; Óskarsdóttir et al., 2020). In addition to enhancing students' educational experiences, this all-encompassing method gave students the tools necessary to take up global citizenship, and prepared them to navigate and participate meaningfully in an interconnected society. Therefore, improving educational quality and inclusion at HEIs is reliant on teachers' proficiency in pedagogical tactics.

The ease by which teachers integrated study-abroad and experiential learning opportunities demonstrated their dedication to offering all-encompassing educational experiences beyond the confines of the classroom. Teachers who incorporated these opportunities into their lessons helped students develop cultural competency and experience personal growth and academic learning (Eden et al., 2024). By applying theoretical knowledge in practical settings, this hands-on approach helped students develop their global competencies and prepared them for professional settings. Teachers who encouraged critical thinking and dialogue about global issues fostered a classroom atmosphere in which students fully engaged with complex global difficulties and developed the analytical abilities needed for effective worldwide problem-solving (Divéki, 2020).

As evidenced by their high level of pedagogical strategy preparation, higher education teachers were highly ready and prepared for promoting global citizenship and inclusive education. Teachers contributed significantly to developing an educational environment that values cultural diversity, fosters intercultural understanding, and gives students the skills they need to thrive in an interconnected world, by incorporating global perspectives, using diverse teaching methods, and encouraging critical thinking about international issues (Cuccurullo & Cinganotto, 2020). This all-encompassing strategy improved the quality of education. It provided students with the tools they needed to become knowledgeable, active global citizens who can work together to solve the world's problems.

#### 5.2.4. Professional Development

As Table 5 shows, higher education teachers were dedicated to internationalization-related professional development, and actively participated in various events and engagements.

**Table 5: Higher education teachers' professional development**

Indicator	Mean	SD	Description
1. I have participated in professional development opportunities related to internationalization	4.27	0.79	Very ready
2. I seek opportunities to learn about and engage with international students and colleagues	4.27	0.87	Very ready

3. I actively seek out new information and resources related to internationalization	4.13	0.97	Ready
4. I am aware of professional organizations and conferences related to international education	3.93	1.01	Ready
5. I regularly participate in cross-cultural training and development	3.77	1.01	Ready
Overall level of professional development	4.07	0.85	Ready

*Note.* 1.00–1.80 (Not ready), 1.81–2.60 (Fairly ready), 2.61–3.40 (Moderately ready), 3.41–4.20 (Ready), 4.21–5.00 (Very ready)

By participating in online courses, webinars, conferences, seminars, and other professional development events, teachers showed their commitment to improving their knowledge and abilities to assist international students and incorporating global perspectives into their instruction. According to Leslie (2020) and Suguku (2023), this proactive approach gives teachers the skills to engage with different student populations and foreign colleagues efficiently and successfully. It also helps them to stay up to date on trends and best practices in international education.

Teachers were also willing to learn and adapt to changing educational demands by actively seeking new knowledge and resources relevant to internationalization (Ge, 2022). To address the requirements of international students better, teachers improved their comprehension of global education challenges and teaching practices by frequently accessing scholarly journals, subscribing to pertinent newsletters, and participating in online forums. This ongoing learning process can provide a dynamic and inclusive learning environment in higher education settings, and help teachers to stay current on cutting-edge research and successful pedagogical practices in global education.

Moreover, teachers' participation in broader academic and professional networks is highlighted by their knowledge of professional associations and conferences devoted to international education (Mananay, 2018; Saroyan & Frenay, 2023). Participating in these events offers opportunities for networking, teamwork, and exchanging best practices with colleagues and industry experts. In addition to fostering teachers' professional development, this cooperative approach advances internationalization initiatives inside and outside educational institutions.

Teachers' proactive participation in internationalization-related professional development events demonstrated teachers' dedication to improving their competencies and capabilities in global education. Teachers must actively seek new information, participate in professional networks, and attend pertinent conferences to advance inclusive education and equip students to achieve success in an increasingly interconnected world. Ongoing professional development is important for teachers working in international education, so that they can successfully negotiate the intricacies of different cultural contexts and ensure that every student has a meaningful educational experience (Markey et al., 2023).

### 5.2.5. Attitudes and Beliefs

According to the data presented in Table 6, higher education teachers have positive attitudes and ideas about internationalization, diversity, and helping international students, as indicated by rankings of being “very ready”.

**Table 6: Higher education teachers’ attitudes and beliefs**

Indicator	Mean	SD	Description
1. I believe that internationalization is important for students’ personal and professional development	4.73	0.45	Very ready
2. I believe that diversity in the classroom enhances the learning experience for all students	4.73	0.45	Very ready
3. I value the contributions of international students and colleagues to the academic community	4.73	0.45	Very ready
4. I recognize the benefits of international collaborations for research and teaching	4.73	0.45	Very ready
5. I am committed to supporting the success of international students	4.60	0.81	Very ready
Overall level of attitudes and beliefs	4.71	0.50	Very ready

*Note.* 1.00–1.80 (Not ready), 1.81–2.60 (Fairly ready), 2.61–3.40 (Moderately ready), 3.41–4.20 (Ready), 4.21–5.00 (Very ready)

Teachers were adamant that students’ personal and professional development required exposure to globalization. This view is based on their knowledge that exposing students to various cultures, viewpoints, and experiences gives them the tools they need to thrive in a world where society is intertwined on a global scale (Goodwin, 2020). Teachers actively encouraged global awareness and intercultural competency in their students by including international and intercultural topics in their courses.

Additionally, study participants emphasized the importance of diversity in the classroom; they understood it as a crucial component of improving every student’s learning experience. They recognized the distinctive contributions that colleagues and students from other countries make to the academic community. This respect for diversity went beyond cultural differences, to include the range of ideas and intellectual depth that enriched academic discussions and cooperative research projects. Teachers establish environments in which all students are appreciated and empowered to participate actively in their education. Teachers accomplish this by cultivating an inclusive atmosphere that values these contributions (Seidl, 2021; Watson, 2022).

Moreover, teachers showed a significant dedication to helping international students succeed. Their commitment was evident in their methods, which offered specialized assistance and materials to satisfy global students’ varied educational and cultural requirements. Teachers contribute substantially to their students’

academic progress and global competence by actively participating in international research and collaborative teaching efforts and promoting inclusive educational methods (Bombardelli, 2020; Kerkhoff & Cloud, 2020).

Higher education teachers play an essential role in creating inclusive learning environments, as evidenced by their favorable attitudes and beliefs on internationalization, diversity, and supporting international students (Bailey et al., 2021). Teachers foster a culture of respect, inclusivity, and global citizenship inside their institutions and improve learning results through their dedication to embracing diversity, incorporating global viewpoints, and supporting international students. In this way they are well positioned serve the many needs of students in today's connected society. Teachers should consistently reflect on these ideals and pursue continuous professional development.

### 5.2.6. Experience in Internationalization

According to Table 7, the experience teachers had of internationalization activities differed, which affected their readiness to interact with a wide range of students.

**Table 7: Higher education teachers' experience in internationalization**

Indicator	Mean	SD	Description
1. I have experience engaging in cross-cultural communication and collaboration	3.40	1.40	Moderately ready
2. I have experience collaborating with international colleagues	2.97	1.27	Moderately ready
3. I have experience advising or mentoring international students	2.57	1.63	Fairly ready
4. I have experience participating in or leading study-abroad programs	2.43	1.50	Fairly ready
5. I have experience teaching or conducting research abroad	2.13	1.41	Fairly ready
Overall level of experience in internationalization	2.70	1.22	Moderately ready

*Note.* 1.00–1.80 (Not ready), 1.81–2.60 (Fairly ready), 2.61–3.40 (Moderately ready), 3.41–4.20 (Ready), 4.21–5.00 (Very ready)

According to Table 7, teachers had a modest degree of experience of collaborating and communicating across cultural barriers, which suggests they have a basic understanding of engaging with people from other cultural backgrounds. According to Xu et al. (2022), this experience is essential for creating inclusive learning environments in which students feel appreciated and supported despite their different language or cultural backgrounds.

The study's teachers also reported a moderate amount of experience of working with foreign colleagues. These partnerships facilitated faculty members' global perspectives, cross-cultural understanding, and knowledge exchange (Mashizume et al., 2020). Teachers can incorporate international perspectives in

their research and teaching by interacting with peers from other countries. By exposing students to various viewpoints and methods, this intellectual interchange improves student learning and enriches scholarly discourse (Garwe & Thondhlana, 2022).

However, the study also identified areas where teachers' internationalization experiences could be more evident. For example, teachers reported having a reasonable amount of expertise in engaging in study-abroad programs, advising or mentoring international students, and teaching or conducting research internationally. These areas offered teachers opportunities to enhance their abilities to assist international students academically and culturally. Teachers can improve their comprehension of global education practices and fortify their capacity to cultivate intercultural competence in students through heightened engagement in advising and mentoring capacities, promoting study-abroad opportunities, and international teaching or research experiences (D'Antoni & Mayes, 2022; Diano et al., 2023).

Higher education teachers' differing levels of internationalization expertise highlight the value of ongoing professional development and institutional assistance (Markey et al., 2023). Teachers can effectively promote global citizenship and inclusive education at their institutions by broadening their own experiences of cross-cultural communication, working with international colleagues, and engaging with international students (Rosyidah & Rosyidi, 2020). Teachers are essential in ensuring that students are ready to succeed in a globalized and multicultural society as teachers continuously work to expand their foreign experiences and viewpoints (Papadopoulou et al., 2022).

### 5.2.7. Overall Readiness for Internationalization

Table 8 reports how teachers were prepared in various areas that are essential for promoting inclusion and global competency in academic contexts. The readiness level of teachers for internationalization in higher education reflects the extent to which teachers were prepared in multiple areas that are vital for fostering inclusion and global competency in academic contexts.

**Table 8: Higher education teachers' overall readiness for internationalization**

Domain	Mean	SD	Description
1. Attitudes and beliefs	4.71	0.50	Very ready
2. Pedagogical strategies	4.30	0.74	Very ready
3. Professional development	4.07	0.85	Ready
4. Cultural competence	4.05	0.78	Ready
5. Language proficiency	3.81	0.83	Ready
6. Experience in internationalization	2.70	1.22	Moderately ready
Overall level of readiness for internationalization	3.94	0.65	Ready

*Note.* 1.00–1.80 (Not ready), 1.81–2.60 (Fairly ready), 2.61–3.40 (Moderately ready), 3.41–4.20 (Ready), 4.21–5.00 (Very ready)

The study found that teachers are, generally, quite prepared regarding their attitudes and ideas on internationalization. Teachers emphasized the value of diversity, having global viewpoints, and the contributions made by colleagues and students from abroad to the local academic community. This optimistic outlook could serve as a cornerstone for inclusive teaching strategies that improve students' intercultural competency and global awareness (Zalli, 2024). Additionally, teachers indicated that they were prepared for certain pedagogical practices, which means that they could integrate global perspectives into their lessons, fulfill students' needs by applying various approaches, and encourage critical thinking about global concerns. According to Gill and Singh (2020) and Sanger (2020), these strategies are crucial for developing inclusive, dynamic learning environments that equip students for success in a globalized society. Although teachers demonstrated preparedness in their pedagogical techniques, ongoing professional development was necessary to improve their ability to incorporate global perspectives in the curriculum and modify instruction for various student populations.

Moreover, regarding professional development, teachers demonstrated their preparedness by actively engaging in internationalization-related activities, learning about international students and practices, and keeping up with national and international education trends. Teachers who pursue professional development can acquire the skills and information required to effectively assist international students and foster global learning opportunities (Tran & Nghia, 2020). Additionally, teachers' language proficiency and cultural competency readiness showed they can accept and comprehend cultural differences, establish inclusive learning environments, and interact effectively with students from various linguistic backgrounds. According to Johnson et al. (2021) and Eden et al. (2024), these qualities are essential for fostering meaningful cross-cultural relationships, developing trust, and improving students' academic and social integration at schools.

Nonetheless, the research also pinpointed domains where teachers' preparedness is not particularly advanced, specifically regarding their encounters with internationalization endeavors such as intercultural dialogue, cooperation with global associates, and participation in study-abroad initiatives. By engaging in these activities, teachers can enhance their knowledge of global concerns, extend their horizons, and improve their capacity to assist international students to achieve academic and personal success (Pluzhnik & Guiral, 2020).

Higher education teachers' general preparedness for internationalization indicates their supportive views of inclusivity and global participation. It highlights how vital it is for teachers to continue their professional development, receive institutional support, and personally commit to improving their global abilities. Teachers are essential for ensuring that students are ready to succeed in a multicultural and globalized environment because of their constant efforts to enhance their attitudes, educational approaches, language skills, cultural

competency, and foreign experiences (Cuccurullo & Cinganotto, 2020; Papadopoulou et al., 2022).

### 5.3. Institutional Support for Internationalization

Institutional support for internationalization in higher education is essential for promoting and supporting global involvement of students and teachers. According to Table 9, the results highlight different aspects of institutional support necessary for encouraging internationalization initiatives.

**Table 9: Higher education teachers' institutional support for Internationalization**

My institution ...	Mean	SD	Description
1. Has a dedicated office or department responsible for coordinating internationalization	4.37	1.00	Highly supported
2. Has a strategic plan for internationalization that is regularly reviewed and updated	4.03	0.96	Supported
3. Has a clear vision and mission statement that includes internationalization	3.87	1.14	Supported
4. Has policies and procedures that support study-abroad and exchange programs	3.80	0.96	Supported
5. Has policies and procedures that support international research collaborations	3.80	1.16	Supported
6. Has leadership that actively promotes and supports internationalization efforts	3.77	0.68	Supported
7. Has policies and procedures that support the internationalization of the curriculum	3.57	1.04	Supported
8. Provides faculty and staff access to language and cultural competency development resources	3.57	1.38	Supported
9. Provides access to technology and other international communication and collaboration resources	3.43	1.33	Supported
10. Has policies and procedures that support the recruitment and retention of international students and scholars	3.33	1.12	Moderately supported
11. Regularly assesses the effectiveness of its internationalization efforts	3.33	0.99	Moderately supported
12. Uses assessment data to inform decision-making about internationalization	3.33	1.06	Moderately supported
13. Provides administrative support for international activities, such as visa and immigration services	3.13	1.25	Moderately supported
14. Provides adequate funding and resources for internationalization initiatives	3.10	0.92	Moderately supported
15. Provides adequate housing and support services for international students and scholars	2.83	1.23	Moderately supported
Overall level of institutional support	3.55	0.88	Supported

*Notes.* 1.00–1.80 (Not supported), 1.81–2.60 (Fairly supported), 2.61–3.40 (Moderately supported), 3.41–4.20 (Supported), 4.21–5.00 (Highly supported)

Firstly, having a dedicated office or department to coordinate internationalization efforts signifies a structured approach to integrating global perspectives in the academic environment. This administrative division is a focal point for overseeing global projects, encouraging faculty participation, and promoting partnerships with foreign entities (Garwe & Thondhlana, 2022). Additionally, organizations with a strategic plan for internationalization that is updated and reviewed regularly showed that these organizations are dedicated to achieving long-term objectives and making ongoing advances in international education. Internationalization initiatives were guaranteed to align with institutional priorities, learning goals, and changing worldwide trends, thanks to this strategic alignment. Frequent reviews improve the efficacy and applicability of internationalization programs by enabling modifications, depending on feedback, assessment results, and evolving conditions (Du et al., 2023; Fletcher et al., 2021).

Institutional principles and aspirations for global integration are reflected in clear vision and purpose statements that incorporate internationalization. According to Munalim (2020) and Bringle et al. (2023), these principles offer a framework for creating policies, curriculum improvements, and support services that encourage global viewpoints and intercultural understanding among academics. Moreover, policies and procedures supporting study-abroad programs, foreign research collaborations, and curriculum internationalization were crucial to creating opportunities for staff and students to participate worldwide. The smooth integration of global learning experiences in the educational environment is made possible by these institutional frameworks, which guarantee academic recognition, regulatory compliance, and logistical support for overseas activities (Mukhopadhyay & Kundu, 2023). Furthermore, for an institution to gain traction, secure funding, and cultivate a culture of global participation, its leadership must actively support and encourage internationalization initiatives. In international education, effective leadership offers the institutional support, advocacy, and strategic direction needed to overcome obstacles and seize opportunities (Healey, 2023; Jin, 2023).

However, the study also highlights areas where institutional support may be strengthened. For example, respondents assessed administrative assistance for foreign activities, access to technology and resources for international communication, and language and cultural competency development, which they believed needed to be more effectively implemented, even though these supports are generally supported. Access to information and communications technologies is key for flexible and interconnected education, including internationalization activities (Sanchez et al., 2023). Comparably, concerns about providing adequate financing, housing, and support services for students from abroad point to areas where institutional commitment needs to be reinforced to improve the internationalization process (Ali & Taha, 2023; Garwe & Thondhlana, 2022).

The level of institutional support strongly influenced the extent and effectiveness of internationalization initiatives in higher education. Educational institutions can

build a strong foundation through improvements in leadership commitment, administrative structures, strategic planning, and resource allocation. This foundation helps staff and students engage with the world, develop intercultural competency, and equip graduates to succeed in a globalized society (Deardorff & Jones, 2022; Reimers, 2020).

#### 5.4. Teachers' Barriers to Internationalization

Internationalization initiatives in higher education frequently encountered significant obstacles that prevented them from being implemented and having the desired impact. These obstacles, listed in Table 10, include difficulties facing institutions and faculty members.

**Table 10: Barriers to internationalization faced by higher education teachers**

Indicator	Mean	SD	Description
1. The lack of financial resources is a barrier to internationalization in my institution	4.27	0.87	Highly affected
2. Limited access to international networks and partnerships is a barrier to internationalization in my institution	4.27	0.79	Highly affected
3. Limited opportunities for professional development related to internationalization are a barrier in my institution	4.20	0.71	Affected
4. There needs to be more institutional support for internationalization in my institution	4.13	0.78	Affected
5. I need more faculty incentives and recognition for internationalization efforts in my institution	4.13	0.78	Affected
6. Resistance from domestic students toward internationalization is a barrier in my institution	4.07	0.74	Affected
7. Resistance from faculty and staff toward internationalization is a barrier in my institution	4.07	0.74	Affected
8. I need to gain more awareness and understanding of internationalization in my institution	4.07	0.74	Affected
9. Cultural and ideological differences are a barrier to internationalization efforts in my institution	3.93	0.91	Affected
10. The need for more language proficiency among faculty and staff is a barrier to internationalization in my institution	3.63	1.27	Affected
Overall level of barriers to internationalization	4.08	0.70	Affected

*Notes.* 1.00–1.80 (Not affected), 1.81–2.60 (Fairly affected), 2.61–3.40 (Moderately affected), 3.41–4.20 (Affected), 4.21–5.00 (Highly affected)

Financial constraints are the main obstacles preventing institutions from adequately funding internationalization programs. Meaningful international collaboration is limited by insufficient opportunities for faculty and students to travel abroad for research or teaching, and to participate in foreign conferences or exchange programs, and insufficient funding. Moreover, restricting access to

foreign networks and collaboration makes increasing global engagement more difficult. It takes significant time, money, and infrastructure to build and maintain fruitful foreign partnerships, which are not always easily accessible (Klein, 2021; Menon et al., 2022).

Internationalization-specific professional development options were also limited, which affected faculty members' readiness for and proficiency in incorporating global viewpoints into their research and teaching. Faculty members' capacity to create foreign curricula, adapt their teaching strategies, and successfully negotiate cross-cultural situations needs to be improved, because there is a shortage of focused training and support (Mahalingappa et al., 2021). Another obstacle that needed to be overcome was institutional support for internationalization. Institutions frequently needed help to offer sufficient support structures, policies, and strategic frameworks that align with internationalization goals, even in the face of efforts to promote global projects. All-encompassing support systems are necessary to promote the academic community's attempts to scale up and sustain internationalization (Blanco et al., 2021).

Moreover, faculty incentives and recognition were essential factors in encouraging faculty participation in internationalization. However, the perceived absence of adequate rewards and recognition for faculty members' internationalization initiatives discouraged active engagement and dedication. The necessity for institutional policies that recognize and honor faculty contributions to global education is highlighted by this obstacle (Calikoglu et al., 2022). Incorporating international perspectives in the curriculum and campus culture faced considerable hurdles because of resistance by domestic students, teachers, and staff. These difficulties are made worse by cultural and ideological divides, which is why the academic community must consciously promote tolerance, understanding, and acceptance of different points of view (Lantz-Deaton & Golubeva, 2020; Lin, 2020). Finally, staff and faculty must improve their language skills to collaborate and communicate globally. Language obstacles make it challenging to have meaningful conversations with colleagues and students from other countries, which lowers the standard of instruction, research partnerships, and student support services (Prasad & Lory, 2020; Back et al., 2021).

The advancement of internationalization objectives in higher education depends on identifying and resolving these obstacles. To address these difficulties effectively, institutions must prioritize strategic planning, financial allocation, professional development, and cultural competency initiatives. By reducing obstacles and improving support systems, institutions could cultivate a more globally engaged and inclusive academic climate that equips teachers and students for success in an interconnected world (Reimers, 2020; Koreeda et al., 2023).

### **5.5. Impact of Teachers' Perceptions of, and Institutional Support and Barriers to Their Readiness for Internationalization**

This study's multiple regression analysis aimed to investigate how higher education teachers' perceptions of institutional support, perceived obstacles to internationalization, and perceptions of those factors affect their readiness for

internationalization. Based on these variables, the model reliably predicted teachers' preparation, as evidenced by the encouraging results in Table 11.

**Table 11: Results of the multiple linear regression**

Predictor	B (regression coefficient)	t-value	p-value
Intercept	-1.394	-1.440	.162
Perceptions	0.597	2.900*	.008
Institutional support	0.400	3.920*	.001
Barriers	0.259	2.050	.051

Note.  $R = 0.774$ ,  $R^2 = 0.599$ ,  $F = 13.000$ ,  $p = .001$ ; \*Significant at  $\alpha = .05$

With an R-value of 0.774 and an  $R^2$  value of 0.599, the total model demonstrates a good correlation between the predictors (perceptions, institutional support, and barriers) and the outcome variable (readiness for internationalization). This indicates that the incorporation of teachers' perceptions, institutional support, and perceived hurdles accounts for about 59.9% of the variance in teachers' preparation for internationalization.

Perceptions and institutional support are significant and essential factors. Teachers' favorable views on the significance and advantages of internationalization ( $B = 0.597$ ,  $t = 2.900$ ,  $p = .008$ ) considerably improved their preparedness for internationalization. This shows that teachers are more likely to actively engage in internationalization initiatives as part of their academic jobs when they have positive attitudes to and beliefs about global participation (Zou et al., 2020; de Wit & Altbach, 2021).

Likewise, institutional support ( $B = 0.400$ ,  $t = 3.920$ ,  $p = .001$ ) was noteworthy in forecasting teacher preparedness. Higher levels of teacher preparation were linked to institutions that had robust support systems, such as specialized internationalization offices, well-defined strategic plans, and resources for faculty development in global education (de Wit & Altbach, 2021; Kotorov et al., 2021; Espiritu, 2023). This emphasizes how crucial institutional resources and commitment are to creating a favorable atmosphere for internationalization efforts.

The association between teacher preparedness and perceived impediments to internationalization, on the other hand, was only marginally significant ( $B = 0.259$ ,  $t = 2.050$ ,  $p = .05$ ). Despite not reaching statistical significance standards ( $p < .05$ ), the positive coefficient indicates that there is a minor correlation between higher perceived barriers and lower levels of preparation. This demonstrates the intricacies and difficulties of budgetary limitations, resource scarcity, and different stakeholders' opposition to the effective execution of internationalization initiatives in higher education settings (Mensah, 2020).

This regression analysis offered insightful information on the variables affecting teachers' internationalization readiness. It emphasized how essential perceptions and institutional support are in determining how prepared teachers are to interact with ideas and projects worldwide. Effectively addressing perceived hurdles is still vital for organizations looking to improve their internationalization tactics and foster a culture that encourages global learning and collaboration between staff and students.

## **6. Conclusion and Recommendations**

In conclusion, teachers' positive attitudes and institutional support significantly enhance their readiness for internationalization efforts in higher education. Encouraging global participation fosters the incorporation of diverse perspectives into teaching and contributes to creating a more globally aware classroom. While obstacles exist, such as financial limitations and stakeholder resistance, addressing these challenges could foster a more supportive environment for internationalization efforts in higher education settings.

Institutions should prioritize internationalization by creating specialized offices and integrating global perspectives into strategic plans. Faculty should receive resources and incentives for international education to work with diverse student populations. Policymakers should provide funding for international programs and support systems for scholars and students. Acknowledging and rewarding faculty involvement in international activities is essential, and plans should be continuously reviewed to align with global trends.

The study faced certain limitations that need to be noted. Because of its exclusive focus on HEIs in a particular region, the study could have been more extensive, and thus more applicable to other contexts or institutions. It is possible that the unique traits and dynamics of a university need to accurately reflect those of others, especially those located in different states or countries. Second, although the research methodology was appropriate, it may not necessarily have fully captured the intricacy of internationalization initiatives in different educational contexts. Furthermore, even if simple random sampling reduces bias, it might not account for all demographic variances, thus overlooking subgroups with distinctive viewpoints.

Although they are useful in obtaining perceptions and readiness levels, surveys and interviews are data collection methods that may have intrinsic limitations regarding breadth and depth. The study conclusions may reflect bias or mistakes in respondents' self-reported data. In light of these constraints, future research should consider extending the survey to several institutions in other regions, to improve generalizability. Researchers should also consider more thorough sampling strategies and consider mixed-methods approaches, to collect a wider variety of data. Furthermore, a deeper understanding of the challenges of internationalization in higher education may be possible if more reliable data collection technologies are created and applied.

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