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## Internationalization of Teacher Education Program in Private Higher Education Institutions

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### Abstract

**Aim:** The internationalization of Teacher Education Programs (TEPs) is a crucial strategy for enhancing global competence, fostering cross-cultural collaboration, and aligning educational standards with international benchmarks. This study explores the extent of internationalization along four domains, challenges, sustainability issues, opportunities, and management strategies associated with the internationalization of TEPs in private higher education institutions in the Philippines. It examines key factors such as accreditation, curriculum alignment, faculty, and student mobility, language and cultural barriers, and sustainability initiatives. By analyzing best practices and policy frameworks, this research provides insights into effective strategies for strengthening the global competitiveness of teacher education programs in private higher education institutions.

**Methodology:** This study utilized the Explanatory Sequential Mixed Methods Design to ensure the accuracy and depth of data in achieving the research objectives. The quantitative phase employed a descriptive research design, using a structured survey adapted from Balagtas et al. (2012) to assess the extent of internationalization, challenges, sustainability issues, and opportunities in higher education institutions (HEIs) offering Teacher Education Programs. Statistical analysis, including mean calculations, was conducted to identify trends in internationalization efforts. In the qualitative phase, interviews were conducted with selected respondents to gain deeper insights into the factors influencing internationalization, institutional strategies, and sustainability efforts.

**Results:** The findings indicate that the overall extent of internationalization of the Teacher Education Program in Private Higher Education Institutions falls within the High (H) category, with a total mean score of 2.95. Among the four domains, Quality and Excellence (3.18) and Knowledge Creation and Application (3.05) were the strongest areas, both classified as High (H), demonstrating a strong commitment to academic standards, research, and innovation. On the other hand, Growth, Efficiency, and Accountability (2.85) and Culture of Sharing and Service (2.71), while still categorized as High (H), scored lower in comparison. This suggests that while institutions have made progress in internationalization, there is still room for improvement, particularly in fostering collaboration, service-oriented initiatives, and institutional effectiveness in sustaining internationalization efforts. The F-value of 2.413 corresponds to a p-value (Sig.) of 0.066. The p-value exceeds 0.05, indicating that there are no statistically significant differences in the extent of implementation among the four domains.

**Conclusion:** The findings suggest that the Teacher Education Program in Private Higher Education Institutions (PHEIs) implements internationalization at relatively similar levels across the four domains—Knowledge Creation and Application, Quality and Excellence, Culture of Sharing and Service, and Growth, Efficiency, and Accountability. The absence of significant differences in implementation indicates that institutions are making comparable efforts in these areas. However, this uniformity does not necessarily imply that internationalization is being fully optimized. Instead, it points to systemic barriers that may be preventing institutions from advancing more significantly in any particular domain.

**Keywords:** *Internationalization, Teacher Education Programs, Private Higher Education Institutions, Challenges, Sustainability Issues, and Opportunities*



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## INTRODUCTION

Internationalization in higher education has become a critical priority in today's global educational scene, focusing on incorporating international perspectives into the curriculum, developing cross-cultural competence in educators, and improving overall education quality. This approach is driven by academic, social, cultural, and political factors, with the Association of Southeast Asian Nations (ASEAN) integrating concepts and thrust of teacher education into borderless education.

Nationally, internationalization is driven by government policies and educational reforms aimed at improving educational quality. Private higher education institutions play an important role in developing community-specific internationalization policies, often allowing them to experiment with foreign viewpoints in their curriculum. Local stakeholders, such as schools, families, and community groups, help ensure that internationalization initiatives are relevant and helpful to the local environment.

The Commission on Higher Education (CHED) issued Memorandum Order No. 55, series of 2016, titled "Policy Framework and Strategies on the Internationalization of Philippine Higher Education," to enhance the global competitiveness of the country's higher education institutions (HEIs). This policy framework outlines key strategies to integrate international perspectives into various aspects of higher education and serve as a comprehensive guide for HEIs in the Philippines, aiming to foster a more globally oriented educational environment that benefits students, faculty, and the broader academic community.

However, regional institutions face challenges in sustaining institutional leveling, adhering to accreditation standards, and maintaining international recognition. Issues related to policies on internationalization include the transition in the school calendar, uniformity of curriculum among ASEAN universities, absence of policies on international research collaboration, sustainability of programs, and policies on honoraria when inviting foreign lecturers and tuition fee rates for foreign students. (Nacario, 2019)

The relationship between teacher education and internationalization is context-dependent and has evolved differently over time. Internationalizing teacher education can be used as a strategic tool to support long-term educational development and meet labor market demands for 21st-century competencies.

Internationalization prepares prospective educators with the skills and perspectives required to succeed in varied and intercultural settings. This involves comprehending global challenges, recognizing cultural diversity, and implementing inclusive teaching approaches. Despite the well-recognized benefits of internationalization, significant gaps exist. Internationalization is typically carried out in uneven ways among institutions, and not all institutions have equal access to the resources necessary for internationalization.

Notably, while there are challenges to establishing international education activities in Teacher Education Programs, the benefits of providing students with global exposure and perspective on the world's education system far exceed those challenges. Thus, efforts towards creating leverage for students in Teacher Education Institutions to international engagements and exposures in their field must be established as significant investment to these professionals in performing their pivotal roles in the education development of their respective communities.

In light of the identified problems and issues with internationalizing Teacher Education Institutions, this initiative aims to assess the level of internationalization in Teacher Education Institutions, involving stakeholders, and proposing strong integration into Higher Education Institutions' internationalization policies and standards, ultimately leading to the development of programs for internationalization and global recognition.

As supported by the study of Balagtas and Santarita (2024) which explores the motivations and strategies of private higher education institutions in Indonesia and the Philippines for internationalization. It identifies academic motivations, a strategic framework, and a global campus concept. The findings provide a benchmark for academic leaders to guide their institutions' internationalization trajectories, emphasizing the role of ASEAN networks and national governments in supporting internationalization efforts. Further research is suggested to explore internationalization approaches across all ASEAN member states.

It is for the aforementioned reasons that the necessity was conceptualized for this study on internationalization efforts of the Teacher Education Program in the Selected Private Institutions in Naga City. Particular goal is aimed at empirical benchmarking of institutional development initiatives and compare the same to the global standards along delivering quality higher education. In the end, this will provide comprehensive data deemed useful, timely, and relevant in the process of formulating innovations and plans for the institution to internationalize. The same is greatly significant for future leaders of Higher Education Institutions to consider ensuring world-class academic programs environment, and services to students and stakeholders for effective and efficient management of institutions worthy of international recognition.



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## Objectives

Generally, the study aimed to determine the extent of implementation of the internationalization of the Teacher Education Program of the Private Education Institutions in Naga City.

Specifically, it sought to answer the following questions:

1. What is the extent of implementation of the Internationalization of the Teacher Education Program based on the sustainability indicators along the four domains:
  - a. Knowledge Creation and Application
    - i. Curriculum and Instruction
    - ii. Research Collaboration
  - b. Quality and Excellence
    - i. Academic Standards and Quality
  - c. Culture of Sharing and Service
    - i. Mobility and Exchange for Students
    - ii. International and Intercultural Understanding and Networking
    - iii. Cooperating and Development Assistance
  - d. Growth, Efficiency, and Accountability
    - i. International Student Recruitment
    - ii. Facilities and Support System
    - iii. Diversity of Income Generation
2. Are there significant differences in the extent of implementation among the four (4) domains?
3. What are the challenges, sustainability issues and opportunities in the implementation of the internationalization of the Teacher Education Program?
4. What are the management strategies to address challenges and sustainability issues?
5. What policy recommendations for the intensification of internationalization program may be proposed based on the results of the study?

## Hypothesis

There are significant differences in the extent of implementation of the internationalization of the Teacher Education Program of the private Higher Education Institutions among the four domains.

## METHODS

### Research Design

This study employed the Explanatory Sequential Mixed Methods Design to ensure the accuracy and comprehensiveness of the gathered data in achieving the research objectives. This approach is characterized by the collection and analysis of quantitative data first. The process was eventually followed by a qualitative phase to provide deeper insights into the findings.

The descriptive research design was utilized in the quantitative phase to assess the level of internationalization in higher education institutions (HEIs) offering Teacher Education Programs. A structured survey questionnaire, adapted from Balagtas et al. (2012), was administered among administrators, deans, teachers, and students involved in internationalization initiatives.

Following the quantitative analysis, the qualitative research design was implemented to further explore and explain the results. Interviews were conducted with selected respondents to gain an in-depth understanding of the factors influencing internationalization.

### Population and Sampling

The research population that served as respondents of the study were the administrators, specifically the Vice President for Internal and External Affairs as represented by the Director for Internationalization, the Dean of the Education Department, and/or the Coordinator of the College for Teacher Education Program, faculty members and students.

This study specifically investigated a total of 92 respondents, comprising administrators, faculty members, and students from the Teacher Education Program. Among them, eight (8) administrators participated in the survey and interview for Specific Objectives (SOP) 3 and 4, including two (2) Directors for Internationalization, three (3) Deans of the Education Department, and three (3) Coordinators of the College for the Teacher Education Program.

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Additionally, 22 faculty members teaching in the Teacher Education Program and 62 enrolled students served as respondents for SOP 1 and 2, answering the survey questionnaire. Total enumeration was determined to identify the respondents, particularly the full-time faculty members of the different private institutions. Meanwhile, simple random sampling was employed to identify the students as respondents.

Interviews were conducted with selected respondents using a structured interview guide to gain a deeper understanding of the factors influencing internationalization.

### Instrument

This study utilized a survey questionnaire and an interview guide as primary research instruments to gather comprehensive data on the internationalization of Teacher Education Programs in private higher education institutions (HEIs). These instruments were designed to assess the extent of internationalization, identify challenges and opportunities, and examine the management strategies employed to ensure sustainability.

The survey questionnaire was structured to evaluate the extent of internationalization within HEIs along four domains, such as Knowledge Creation and Application, Quality and Excellence, Culture of Sharing and Service, and Growth, Efficiency, and Accountability. Adapted from the rubrics developed by Balagtas et al. (2012), the questionnaire included Likert-scale items that allowed respondents to rate their institution's internationalization initiatives on a scale from "very low" to "very high." The instrument was administered to administrators, deans, teachers, and students actively participating in internationalization initiatives.

To gain deeper insights into the findings from the quantitative phase, an interview guide was used to conduct structured interviews with selected administrators. The interview guide covered key areas such as the challenges and opportunities in implementing internationalization efforts in HEIs, institutional practices in launching and sustaining internationalization, and strategies for sustaining internationalization.

### Data Collection

The study was approved by the Dean of the Graduate School of the Universidad de Sta. Isabel de Naga Inc. and coordinated with the Research Office and College Dean to determine the number of faculty and students to participate. A modified questionnaire and informed consent were administered after an orientation. The researcher explained the data gathering process and ethical considerations, and sought consent from respondents. Google Forms were used by several Private Education Institutions to adhere to standard procedures and regulations. Data was collected through interviews and accurate documentation using recording, picture, and note-taking techniques.

### Data Analyses

The study analyzed the internationalization of Teacher Education Programs using both quantitative and qualitative data analysis methods. Quantitative data was analyzed using descriptive statistical tools and ANOVA to measure sustainability indicators. Qualitative data was analyzed using Colaizzi's descriptive phenomenological analysis framework, which involved familiarization, identifying significant statements, formulating meanings, clustering meanings into themes, developing an exhaustive description, synthesizing key findings into a concise statement, and validating the findings. NVivo 10 software was used to process and code the qualitative data, facilitating data aggregation, thematic queries, and visualization. The results were meticulously transcribed, documented, and analyzed to provide a comprehensive understanding of internationalization within Teacher Education Programs.

### Ethical Considerations

The researcher ensured that all research protocols involving ethics in research were complied with for the protection of all people and institutions involved in the conduct of the study.

## RESULTS and DISCUSSION

This part presents the analysis and interpretation of data gathered relative to the research problems posited in this study. The data presentations were logically arranged according to the problem statement.

### Extent of Implementation of Internationalization

The extent of implementation of sustainability indicators in the internationalization of teacher education programs in private higher education institutions reflects their commitment to fostering globally competitive educators while ensuring long-term viability. The findings indicate that the overall extent of internationalization of

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the Teacher Education Program in Private Higher Education Institutions falls within the High (H) category, with a total mean score of 2.95. Among the four domains, Quality and Excellence (3.18) and Knowledge Creation and Application (3.05) were the strongest areas, both classified as High (H), demonstrating a strong commitment to academic standards, research, and innovation. On the other hand, Growth, Efficiency, and Accountability (2.85) and Culture of Sharing and Service (2.71), while still categorized as High (H), scored lower in comparison. This suggests that while institutions have made progress in internationalization, there is still room for improvement, particularly in fostering collaboration, service-oriented initiatives, and institutional effectiveness in sustaining internationalization efforts.

Accordingly, Thompson et al. (2022) explains how internationalization initiatives incorporating partnerships, networks, alliances, and consortia among Higher Education Institutions may be helpful in increasing knowledge and improving higher education capacity. As explained, such partnerships can help institutions produce highly educated, socially aware workers. These studies support the idea that networking and academic collaborations are successful internationalization techniques because they allow for student and faculty mobility, cooperative research projects, and the sharing of academic resources without requiring major infrastructure investments.

### Differences in the Extent of Implementation of Internationalization

The internationalization of Teacher Education Programs (TEPs) in Private Higher Education Institutions (PHEIs) plays a crucial role in preparing educators for the demands of a globally interconnected society.

Table 1 shows the differences in the implementation of the Internationalization of the Teacher Education Program in Private Higher Education Institutions among the four domains.

Table 1

#### Differences in the Extent of Implementation among the Four Domains

Domains	Sum of Squares	df	Mean Square	F	Sig.	Interpretation
Between Groups	4.001	3	1.334	2.413	.066	Not significant
Within Groups	201.192	364	.553			
<b>Total</b>	<b>205.193</b>	<b>367</b>				

*Legend: Domain 1-Knowledge Creation and Application, Domain 2-Quality and Excellence, Domain 3-Culture of Sharing and Service, Domain 4-Growth, Efficiency, and Accountability*

The results indicate that there are no statistically significant differences in the extent of implementation of internationalization among the four domains of the Teacher Education Program in Private Higher Education Institutions (PHEIs). This conclusion is based on the significance value ( $p = .066$ ), which is greater than the conventional threshold of 0.05. This means that while there may be variations in the implementation levels across domains, these differences are not substantial enough to be considered statistically significant.

The F-value of 2.413 corresponds to a p-value (Sig.) of 0.066. Typically, a p-value less than 0.05 is considered statistically significant. In this case, the p-value exceeds 0.05, indicating that there are no statistically significant differences in the extent of implementation among the four domains. Therefore, we fail to reject the null hypothesis, concluding that the implementation levels across these domains are statistically significant.

The findings suggest that the Teacher Education Program in Private Higher Education Institutions (PHEIs) implements internationalization at relatively similar levels across the four domains—Knowledge Creation and Application, Quality and Excellence, Culture of Sharing and Service, and Growth, Efficiency, and Accountability. The absence of significant differences in implementation indicates that institutions are making comparable efforts in these areas. However, this uniformity does not necessarily imply that internationalization is being fully optimized. Instead,



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it points to systemic barriers that may be preventing institutions from advancing more significantly in any particular domain

Balagtas (2013) assessed the internationalization status of ten Teacher Education Institutions (TEIs) in the Philippines, revealing that none were fully internationalized across all domains. While institutions showed some progress in academic standards and quality, knowledge creation, and growth, efficiency, and accountability, they were less advanced in fostering a culture of sharing and service. This suggests that systemic challenges, such as limited resources and insufficient institutional support, may be impeding comprehensive internationalization efforts.

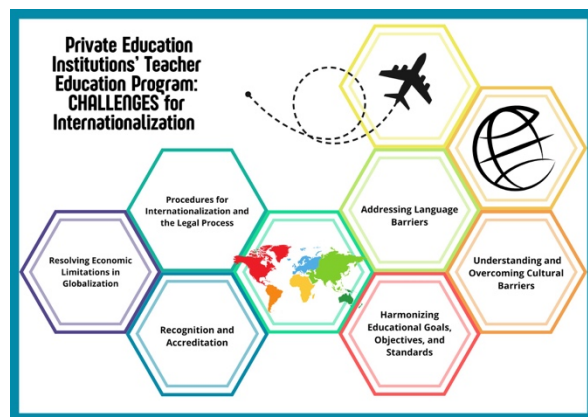
### Challenges, Sustainability Issues, and Opportunities in the implementation of the internationalization of the Teacher Education Program

In this section, challenges, sustainability issues, and opportunities encountered by the Teacher Education Program among Private Education Institutions in Naga City are discussed. As defined in this study, challenges refer to the impediments, challenges, and limits that Private Educational Institutions experience while internationalizing their Teacher Education Programs on the other hand, initiatives refer to the favorable conditions, possibilities, and strategic benefits that allow private educational institutions to increase the internationalization of their Teacher Education Programs.

Accordingly, thematic analysis was used to examine qualitative information obtained from administrators' structured interviews in order to support the quantitative results. To extract significant themes from participant narratives, a systematic seven-step procedure was used, in accordance with Colaizzi's descriptive phenomenological analysis framework by Paul Colaizzi (1978). Particularly include: 1) Familiarization – the researcher thoroughly reviewed and familiarized themselves with the interview transcripts to understand the context; 2) Identifying Significant Statements – key statements directly related to the internationalization process, challenges, and sustainability strategies were extracted; 3) Formulating Meanings – meanings were derived from the significant statements to capture the lived experiences of respondents; 4) Clustering Meanings into Themes – identified meanings were organized into thematic clusters, representing core insights into internationalization; 5) Developing an Exhaustive Description – a detailed description of the themes was constructed to provide a holistic understanding of the phenomenon; 6) Producing the Fundamental Structure – the key findings were synthesized into a concise statement reflecting the core essence of internationalization challenges and strategies; and, 7) Validation – participants were consulted to confirm the accuracy and reliability of the findings.

Compatibly, this research investigates the difficulties encountered by Private Educational Institutions while introducing internationalization in Teacher Education Programs. Identified themes under challenges include: 1) Resolving Economic Limitations in Globalization; 2) Procedures for Internationalization and the Legal Process; 3) Recognition and Accreditation; 4) Addressing Language Barriers; 5) Harmonizing Educational Goals, Objectives, and Standards; and, 6) Understanding and Overcoming Cultural Barriers.

Figure 1 capsule the challenges along internationalization efforts among identified Higher Education Institutions in Naga City.



Program

As manifested in the gathered responses, language barriers, cultural differences, curriculum alignment, equity and access, technological integration, policy and administration, and teacher preparedness are all significant challenges in a multicultural classroom. To address these, bilingual education strategies, cultural exchange programs, flexible curriculum frameworks, equitable resource distribution, technological integration, and professional development focused on international education, cultural competency, and language acquisition can be implemented. Additionally, partnerships with international educational bodies and staying informed about global education policies can help navigate these challenges.

Figure 1. Internationalization Challenges in the Teacher Education



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According to de Wit & Deca (2020), over the last 30 to 40 years, internationalization in higher education has progressed from a marginal facet to a critical component of the reform agenda. It has also changed in several directions, losing some earlier ideals and replacing others with new priorities. Economic rationales have grown increasingly prevalent, yet as society faces tremendous problems outlined in the United Nations' Sustainable Development Goals (SDGs), internationalization must adapt to these challenges and goals.

### Sustainability Issues

The internationalization of teacher education programs (TEPs) in private higher education institutions (PHEIs) enhances global competencies, cross-cultural understanding, and the overall quality of teacher training. However, sustaining these internationalization efforts presents critical challenges that require strategic planning and institutional commitment. These sustainability issues can be categorized into key themes Sustainability Collaborations and sub-themes: 1.) Government and Policy Support 2.) Industry and Community Engagement, and 3.) Technology-Enabled Internationalization.

Sustainability collaborations in internationalization involve strategic partnerships that support faculty and student mobility, joint research initiatives, curriculum development, and institutional networking. These collaborations enhance the quality of teacher education by integrating international best practices, advancing innovative pedagogies, and promoting inclusive educational opportunities. Effective sustainability partnerships focus on long-term impact rather than short-term engagements, ensuring that internationalization remains a core institutional commitment rather than an isolated initiative.

Figure 2 capsulate the sustainability issues along internationalization efforts among identified Higher Education Institutions in Naga City.

Chan (2022) explores the policies, perspectives, and practices involved in developing cross-border and transnational higher education programs, highlighting challenges like aligning general education requirements and addressing language and cultural differences.

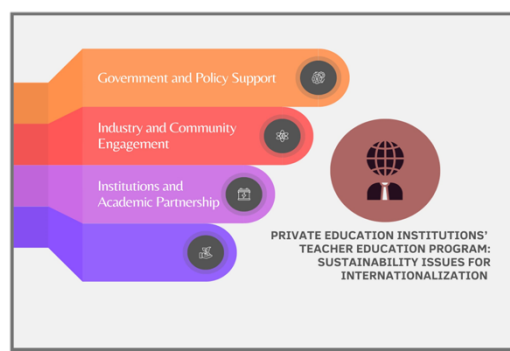


Figure 2. Sustainability Issues

### Opportunities

The internationalization of Teacher Education Programs (TEPs) offers a wealth of opportunities to elevate educational quality, cultivate cross-cultural competencies, and extend global partnerships. By incorporating international viewpoints, educational institutions can enhance the mobility of both faculty and students, establish robust academic partnerships, and synchronize curricula with global standards. The multi-faceted aspects of exposure and immersion as a highlighted theme are explained in this section.

Numerous options presented by internationalization in education have the potential to greatly improve both the teaching and learning processes. This theme explores how embracing global perspectives can benefit students, educators, and educational institutions. Compatibly, this research investigates the opportunities posited among Private Educational Institutions while introducing internationalization in Teacher Education Programs. Prevailing theme centered on exposure and immersion toward diverse perspectives. In addition to encouraging academic success, this theme equips students to succeed as global citizens.

Exposure and immersion are critical tactics for internationalizing teacher education programs in the Philippines. These initiatives provide Filipino pre-service teachers and professors practical exposure with global education systems, which improves their abilities, cultural competencies, and flexibility in foreign teaching settings. Exposure and immersion provide possibilities for Philippine teacher education institutes (TEIs) to connect with global educational standards and best practices through study abroad programs, overseas internships, faculty exchange initiatives, and intercultural collaborations.

As described by Knight (2020), the term's rise to prominence during the 1980s, as well as the growth of similar notions like transnational, borderless, and cross-border schooling. She highlights the significance of incorporating international, intercultural, and global elements into higher education institutions' basic duties, such as teaching, research, and service. Knight also emphasizes the need of viewing internationalization as a process that improves the quality and relevance of education in a global setting.



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Figure 3 encapsulates the key aspects under exposure and immersion as part of the opportunities gained in the internationalization initiatives in the TEP. Figure 3. Exposure and Immersion toward Diverse Perspectives

The graphic organizer illustrates key aspects related to the internationalization of teacher education programs in private education institutions, centered around a hexagonal framework. At the core is internationalization, driving initiatives such as exposure, immersion, and opportunities. Exposure provides students, faculty, and institutions with chances to engage with diverse cultures, practices, and educational systems, thereby broadening their understanding of global teaching and learning practices. Immersion emphasizes deep engagement through immersive experiences such as exchange programs, internships abroad, or faculty-led study tours, which allow participants to experience international educational contexts firsthand. The theme of Opportunities highlights the various avenues for networking, collaboration, and academic exchange that arise from internationalization, benefiting both individuals and the institution as a whole. These interconnected themes, supported by initiatives like global recognition, aim to maximize the benefits of a globalized approach to teacher education. Pointedly, international exposure exposes aspiring



Figure 3. IZN Opportunities

educators to various teaching approaches, classroom management strategies, and curricular frameworks utilized in different nations.

### Management strategies to address sustainability issues and challenges

The internationalization of teacher education programs (TEPs) in the Philippines brings both possibilities and problems in terms of adherence to global standards, cross-border cooperation, and multicultural education frameworks. Strategic planning and assessment are critical for ensuring the organization's success and sustainability in addressing challenges such as policy alignment, resource management, program effectiveness, and long-term institutional growth. Well-defined management techniques are critical for designing, executing, and evaluating internationalization activities in teacher education institutions.

Notably, as reinforced by the recurrence of relevant ideas in the exported summary of NVivo word frequency, outlined management strategies include: strategic planning and evaluation; marketing and promotion; Leadership, Group Involvement, and Participation; and, orientation, monitoring and evaluation. Pointedly, integrating strategic vision, collaborative marketing, effective leadership, and dynamic evaluation into TEP internationalization can significantly enhance the global competence of educators. By focusing on these key areas, educational institutions can create robust programs that prepare teachers to thrive in a globalized world.

Results are supported by Yang (2020) summarizing China's goals for internationalizing its higher education system. Key components include government policy and strategic planning, international collaborative expansion, international student recruiting, Chinese student outward mobility, world-class university development, and Chinese cultural promotion overseas. The visual organizer depicts the primary management tactics used by private educational institutions to internationalize teacher education programs. These tactics are critical in training educators to achieve global educational standards and instill an international mindset in students and staff.

The graphic organizer describes managerial solutions for internationalizing teacher education programs at private education institutions. The major focus is "Internationalization", backed by several interrelated initiatives, illustrated in thematic parts, also provides a thorough framework for overseeing the internationalization of teacher education programs at private educational institutions by concentrating on strategic planning, marketing, leadership,



Figure 4 PEI's Internationalization Mgt Strategies





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group engagement, orientation, and monitoring and evaluation, institutions may successfully prepare their educators for the global stage and improve the educational experience for all stakeholders.

Strategic planning and evaluation in institutions are crucial for setting clear goals and benchmarks for internationalization efforts, with regular assessments conducted to monitor progress and adjust strategies as needed. Marketing and promotion activities enhance visibility and aim to attract international students, faculty, and partnerships through targeted campaigns, branding, and outreach efforts. Orientation, monitoring, and evaluation ensure the successful integration of international students and faculty, providing necessary support programs and maintaining quality through continuous monitoring and evaluation. Leadership and group involvement, characterized by strong leadership and collaboration among faculty, administration, and stakeholders, are essential for driving and sustaining internationalization. These interconnected themes form a cycle that emphasizes continuous improvement, collaboration, and alignment of strategies for the effective implementation of internationalization in teacher education programs.

Figure 4 capsulate the management strategies along internationalization efforts among identified Higher Education Institutions in Naga City.

## Conclusions and Recommendations

This chapter presents the findings and recommendations for implementing practical solutions in the context of internationalization of Teacher Education Programs in Private Higher Education Institutions (PHEIs). To enhance the internationalization, institutions should strengthen their policies on internationalization, expand faculty development programs, allocate resources for exchange programs and research initiatives, develop strategic internationalization plans, foster collaborations with international institutions, and enhance infrastructure and support services to facilitate global engagement. Faculty members should actively promote intercultural collaboration, integrate global perspectives into the curriculum, and encourage student participation in international academic activities. Students should be provided with opportunities to engage in exchange programs and lead global engagement initiatives that foster cross-cultural understanding.

Results are supported by Chen et al. (2024). Their study examines how institutional international policies influence the outcomes of higher education internationalization in Taiwan and Japan. The findings reveal that both Taiwanese and Japanese academics understand the benefits of internationalization in terms of academic quality and student mobility. The study discovered that clear internationalization goals and funding for faculty research abroad had a significant influence on the internationalization processes at teaching and research institutions, respectively. The study provides empirical information to university executives on how to implement management strategies that promote education for sustainability in higher education institutions.

To improve internationalization efforts in higher education, administrators and lawmakers must create targeted initiatives, overcome structural hurdles, and conform institutional procedures to international norms. Faculty should actively participate in internationalization by incorporating global perspectives into teaching and research, and expand chances for cross-border partnerships. Students should be encouraged to engage in foreign exchange programs and spearhead activities that foster cultural understanding and global connectedness.

Recommendations for HEIs include developing financial assistance programs, streamlining internationalization procedures, strengthening language support services, enhancing cultural awareness programs, aligning institutional goals with international standards, increasing government and institutional support for internationalization, fostering collaboration with global institutions, and implementing sustainable internationalization strategies. For faculty and academic staff, continuous professional development, incorporating global perspectives in teaching, expanding opportunities for international exposure, and promoting cultural and academic immersion activities are recommended.

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