

# ATTITUDES, PERCEPTIONS, AND AWARENESS OF BACHELOR OF SECONDARY EDUCATION STUDENTS TOWARDS INTERNATIONALIZATION AT CAVITE STATE UNIVERSITY

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## ABSTRACT

Students' attitudes, perceptions, and awareness of internationalization are crucial to their success in international experiences. Institutions need to understand and address students' various perspectives and concerns to create an inclusive and supportive environment that promotes positive outcomes. This descriptive correlational study used a Rank Biserial Correlation Coefficient to examine attitudes, perceptions, and awareness of two hundred seventy-three (273) Bachelor of Secondary Education students towards internationalization at Cavite State University-Main Campus. It was found that the majority of students lacked awareness of internationalization activities. However, students had a positive attitude and perception towards internationalization. The result shows a significant relationship between students' awareness and their attitudes and perceptions towards internationalization. As the students become more aware of these opportunities and programs, their attitudes and perceptions towards internationalization are either positively or negatively influenced. Therefore, supporting students with internationalization integration into the curriculum, study abroad programs, inviting international speakers, collaborative projects and mentorship from international faculty can help navigate the challenges of internationalization.

**Keywords:** *attitudes, awareness, internationalization, perception*

## INTRODUCTION

Internationalization in education is the process of integrating an international, intercultural, or global dimension into the purpose, function, or delivery of post-secondary education (Arceneaux & Dinu, 2018). This integration involves various aspects such as the internationalization of students, and teachers, scientific research projects, and institutional guarantees (Chen & Zhang, 2018). Foreign-born student affairs professionals play a significant role in enhancing internationalization efforts, especially in student services and intercultural education (Miao & Yang, 2021). Content and Language Integrated Learning (CLIL) practices at the secondary level have been identified as a key factor in improving higher education internationalization (Silva et al., 2017).

In the context of a bachelor of education, self-efficacy beliefs are crucial for teachers involved in Education for Sustainable Development (ESD)

(Handtke et al., 2022). The motivational component of technological competence among teachers in professional training institutions emphasizes the importance of meeting global educational standards (Vaganova & Korostelev, 2021). Middle managers in medium-sized firms play a crucial role in fostering an opportunity-oriented attitude toward internationalization (Mair & Thurner, 2018).

The problems that student teachers face regarding their attitudes and perceptions towards internationalization are varied and have been studied in different contexts. Absalom and Vadura (n.d.) revealed that a big challenge is adapting to different cultures, customs, and traditions in a global educational environment. Students may struggle to adapt to different environments, social norms, and academic expectations. Language differences can be a major obstacle for students to engage with the world. Understanding lectures, learning materials, and communicating effectively with peers and teachers is difficult for students who are not fluent in the language of instruc-

tion. Student teachers may have difficulty integrating an international perspective into their coursework. They may not recognize the relevance of global issues to their particular field of study or find it difficult to incorporate diverse perspectives into their academic work. Some students may lack real-world experience, limiting their ability to appreciate real-world value. Without direct exposure to different cultures and educational systems, it may be difficult for students to develop a global mindset. Students may question the relevance of internationalization to their future careers or personal development. They may fail to see the practical benefits of engaging with global perspectives and may prioritize other aspects of their education.

Redden (2013) revealed that Canadian students have limited resources, including funding for international experiences, access to international coursework, and support services for international students. This lack of resources can hinder students' ability to fully engage with internationalization efforts. The level of support that educational institutions provide in facilitating international experiences and promoting a global mindset among students can vary. Inadequate institutional support may impede students' willingness to embrace internationalization.

Enhancing the contextual relevance of ASEAN integration towards internationalization in education requires a multifaceted approach that includes curriculum development, mobility programs, research collaboration, language learning, community engagement, and policy alignment. Educational institutions can create a more interconnected, cohesive, and competitive ASEAN region. Ultimately, these efforts will prepare students to thrive in a globalized world and contribute to the development and prosperity of the ASEAN community.

Supporting this is a study by Vuong et al. (2021) entitled *Current Trends and Realities of International Students in East and Southeast Asia: The Cases of China, Hong Kong, Taiwan, and Malaysia*. The study revealed that Southeast Asia has become an established hub for international students, with intraregional student mobility increasing. It was also noted that there has been a significant geographic shift of major research centers from the West to Asia, with a focus on regional perspectives and international col-

laborations in education (Fumiharu et al., 2021).

Additionally, Vuong et al. (2021) identified key challenges and opportunities in the internationalization of higher education in Southeast Asia, including the need for improved infrastructure and policy support. Suttichujit (2023) also mentioned the positive impact of internationalization on higher education institutions in the region, including increased academic collaboration and student mobility. Similarly, Sharma and Rajesh (2018) noted that internationalization efforts have improved student outcomes, such as academic performance and employability. Khalid and Janee Ali (2018) revealed the benefits of cultural exchange programs in enhancing internationalization efforts and promoting global understanding among students.

In the context of globalization, the integration of ASEAN (Association of Southeast Asian Nations) plays a significant role in shaping educational systems across the region. The move towards internationalization in education is not just about promoting cross-border mobility of students and faculty, but also about enriching the curriculum, fostering cross-cultural understanding, and preparing students for a globalized workforce.

Internationalization in the Philippines is currently a significant priority for higher education institutions (HEIs) in the country. This focus on internationalization aligns with global standards and aims to enhance the competitiveness and quality of education offered by Philippine HEIs. The Commission on Higher Education (CHED) has outlined a roadmap for the internationalization of the higher education sector from 2023 to 2027, emphasizing the need for globally competitive graduates and lifelong learners. Efforts to internationalize education in the Philippines involve refining operational processes, improving governance structures, and fostering collaborations with international partners. The Philippine government recognizes the importance of integrating local academic programs with global standards and practices to ensure that graduates are well-prepared to compete on an international level (Cinches et al., 2017).

Internationalization in the Philippines is a strategic initiative aimed at enhancing the quality of educa-

tion, promoting global competitiveness, and fostering partnerships with institutions worldwide to provide students with a well-rounded and globally relevant educational experience (Internationalization of Philippine Higher Education Sector | British Council, n.d.-b).

The Commission on Higher Education in the Philippines has identified key challenges in the internationalization of higher education institutions. These include limited institutional capacity, quality assurance and accreditation, and the need to enhance research and innovation. Many HEIs lack qualified faculty members, research facilities, and international partnerships. Improving quality assurance, obtaining international accreditation, promoting research collaboration and innovation and limited opportunities for student and staff mobility impede the internationalization process in the Philippines are crucial steps to address these gaps (Cinches et al., 2017).

Due to the holistic nature of internationalization, a higher education institution that fully adopts the concept must modify its research, teaching, and service functions to achieve the desired results of internationalization, which include students' familiarization with global opportunities, understanding of the value of intercultural competence, assurance that they can work in the global economy, and readiness for future international engagement (Opp, 2017). Conversely, the HEI's efforts to spread the knowledge necessary for students to accept internationalization serve as a gauge of preparedness. Significantly contributing to these advancements are HEIs. Since ASEAN member states are required to integrate higher education standards, procedures, and systems, it is the duty of the HEI to pass on to students any enhancements and curricular changes they undertake in order to prepare their institution for ASEAN integration.

Global viewpoints are to be incorporated into the educational landscape through a variety of activities and efforts that are collectively referred to as internationalization in education. A broad approach that targets several stakeholders and behaviors within the educational system is necessary to enhance internationalization, ranging from the role of professional in student affairs to the significance of teachers' self-efficacy beliefs.

According to Adriano and Gonzales (2018), a study

focused on Baliuag University students in the Philippines revealed that there is a need for more region-specific studies to understand how students in different geographical areas perceive internationalization. The study also found that there is a positive impact of HEI support on students' perceptions towards internationalization. Awareness of international opportunities is another gap in understanding how well students are aware of the international opportunities available to them, such as study-abroad programs, international internships, and exchange programs (Trilokekar & Rasmi, 2011).

The mission of Cavite State University is to provide excellent, equitable, and relevant educational opportunities in arts, sciences, and technology through quality instruction and responsive research and development activities. It aims to produce professional, skilled, and morally upright individuals for global competitiveness (CVSU Mandates and Functions – Cavite State University, n.d.). Therefore, this study aimed to assess the attitudes, perceptions, and awareness of education students towards internationalization, as they will be directly affected by the integration and will benefit from this change.

## METHODOLOGY

### Research Design

This study utilized quantitative research to measure variables and test the hypotheses using statistical tests. A descriptive correlational design was employed. According to Descriptive Correlational Design Definition and Goals (2023), this design is used in research studies that aim to provide static pictures of situations and establish the relationship between different variables.

A descriptive method was used to collect data on the level of students' awareness, attitudes, and perceptions towards internationalization activities. This study was correlational because it aimed to determine the significant relationship between students' awareness and their attitudes and perceptions toward internationalization.

### Participants and Sampling Technique

A total of two hundred seventy-three (273) Bachelor

of Secondary Education students from the Teacher Education Department of Cavite State University-Main Campus were selected using simple random sampling.

### Research Instrument

The survey method was used to gather data. The questionnaire entitled “Student Survey on Internationalization” was adopted from the study of Iuspa (2013).

The instrument consisted of three parts: the first part inquired about the students’ awareness of internationalization activities; the second part, composed of 13 items, surveyed students’ general attitude toward internationalization and the third part included six items on students’ perceptions of CvSU’s support for internationalization and seven items on the benefits of internationalization.

Table 1 shows the range to interpret the status of attitude and perception of the students towards internationalization.

Table 1. Range of assessment of students’ attitude and perception towards internationalization

SCALE	RANGE	INTERPRETATION	CLASSIFICATION
5	4.50 – 5.00	Strongly Agree	Positive Attitude/Perception
4	3.50 – 4.49	Agree	
3	2.50 – 3.49	Neither Agree nor Disagree	Neither Positive nor Negative
2	1.50 – 2.49	Disagree	Negative Attitude/Perception

### Awareness on Internationalization Activities

Table 2 shows the frequency and percentage distribution of students according to their awareness of internationalization activities. Of two hundred seventy-three (273) students, only 80 (29%) are aware of internationalization activities, while 193 (71%) are not. This implies that the majority of students were unaware of the internationalization activities. While the lack of awareness of internationalization activities is a multifaceted issue, addressing it through improved communication, institutional support, cultural engagement, and academic flexibility can pave the way for a more globally competent and competitive student population. Internationalization in education is a critical component for preparing students to thrive in a globalized workforce. However, despite its importance, many students remain unaware of the internationalization activities available to them.

In support of this, Carbonell (2018) stated that while universities often boast about their internationalization efforts, student involvement in these initiatives

remains limited. Students may be unaware of internationalization initiatives or feel excluded from decision-making processes. This lack of engagement can lead to a disconnect between university policies and student experiences. Additionally, internationalization efforts often prioritize formal educational settings, such as international classrooms. While these initiatives are valuable, they may not effectively reach students who interact outside formal learning environments. True internationalization requires students to actively seek out opportunities for intercultural interaction and engagement beyond the classroom. Likewise, language barriers and cultural differences can hinder students’ understanding of internationalization. Students may struggle to communicate effectively with peers from diverse backgrounds, leading to isolation and limited intercultural learning (Carbonell, 2018). Universities need to address these challenges by providing language support and fostering inclusive learning environments.

Omolabake (2019) also revealed that universities often fail to effectively communicate and promote

internationalization initiatives to students. This lack of clarity can leave students uninformed about the benefits and opportunities associated with internationalization. Furthermore, universities may prioritize the economic benefits of attracting international students over the broader goals of internationalization, neglecting to emphasize its value to domestic students.

Wheeler (2012) indicated that some students may hold misconceptions or skepticism about internationalization. They may perceive it as a superficial trend or question its relevance to their future careers. Universities need to address these concerns by providing clear evidence of the benefits of internationaliza-

tion and demonstrating its practical applications. Additionally, in some cases, internationalization efforts may be limited to incorporating Western perspectives, neglecting to explore diverse global viewpoints. This can create a sense of bias and limit students' understanding of the world's complexities.

Thus, addressing the reasons behind student unawareness of internationalization is crucial for universities to achieve their internationalization goals. By fostering student engagement, promoting inclusivity, and effectively communicating the value of internationalization, universities can empower students to embrace global perspectives and prepare them for an increasingly interconnected world.

Table 2. Students' awareness on internationalization activities

AWARENESS ON INTERNATIONALIZATION ACTIVITIES	FREQUENCY	PERCENTAGE
Aware	80	29
Not aware	193	71
TOTAL	273	100

Students' Attitudes toward Internationalization

Table 3 presents the students' attitudes toward internationalization. The findings revealed that students generally have a positive attitude or view toward internationalization, as evidenced by a median score of 4.00.

This finding was supported by the conclusion of Bond et al. (2020), which highlights the importance of a positive attitude towards internationalization in students for a successful global education. Institutions play a crucial role in fostering this attitude through supportive environments, diverse curricula, and intercultural engagement opportunities.

The study by Ren and Wang (2021) revealed that students who participated in study abroad programs demonstrated more positive attitudes towards internationalization, cultural diversity, and global perspectives compared to students who did not study abroad. This indicates that firsthand exposure to dif-

ferent cultures and international experiences can significantly impact students' attitudes toward embracing global perspectives.

Thus, students recognize the personal, academic, and professional benefits offered by internationalization. Exposure to different cultures and perspectives can broaden students' horizons and enhance their understanding of global issues. This fosters a more inclusive and empathetic worldview. International experiences can make students more attractive to employers, as they demonstrate adaptability, cross-cultural communication skills, and a global mindset. Universities that emphasize internationalization often provide resources such as study abroad programs, international internships, and global research opportunities, which students find valuable. When universities actively promote and support internationalization efforts, students are more likely to recognize and appreciate the benefits. This includes providing financial aid, organizing international events, and integrating global perspectives into the curriculum.

Engaging with international programs can lead to personal growth, helping students develop critical thinking, problem-solving skills, and a sense of inde-

pendence. This positive perception was attributed to their awareness of international programs and resources available to them.

Table 3. Students' attitude towards internationalization

STATEMENT	MEDIAN	INTERPRETATION
Students are made aware of what internationalization is all about	4.00	Positive Attitude
CvSU's current mission statement supports the definition of internationalization presented above.	4.00	Positive Attitude
Internationalization is discussed by students, administrators, and faculty.	4.00	Positive Attitude
International learning is an important element of the CvSU's educational process	4.00	Positive Attitude
Curriculum development in response to internationalization is discussed by students, administrators, and faculty	4.00	Positive Attitude
The CvSU has exchange programs abroad that will foster internationalization of instruction, research, and service.	4.00	Positive Attitude
Learning a foreign language is not essential for an undergraduate education.	4.00	Positive Attitude
Students can understand their own culture more fully if they have studied another culture.	4.00	Positive Attitude
Study abroad programs are the best way for students to encounter another culture.	4.00	Positive Attitude
I believe an understanding of international issues is important for success in the workforce.	4.00	Positive Attitude
Learning about people from different cultures is a very important part of education.	4.00	Positive Attitude
Contact with individuals whose background differs from my own is not an essential part of education.	4.00	Positive Attitude
The CvSU has a genuine commitment to internationalization	4.00	Positive Attitude
<b>Overall Median</b>	<b>4.00</b>	<b>Positive Attitude</b>

*Legend:*

4.50 – 5.00	<i>Strongly Agree</i>	<i>Positive Attitude</i>
3.50 – 4.49	<i>Agree</i>	<i>Positive Attitude</i>
2.50 – 3.49	<i>Neither Agree nor Disagree</i>	<i>Neither Positive nor Negative Attitude</i>
1.50 – 2.49	<i>Disagree</i>	<i>Negative Attitude</i>
1.00 – 1.49	<i>Strongly Disagree</i>	<i>Negative Attitude</i>

## Students' Perceptions Toward Internationalization

Table 4 presents the student's perceptions of internationalization. The findings revealed that students generally have a positive perception or view toward the CvSU's support for internationalization and the benefits of internationalization as evidenced by a median score of 4.00.

This is evident from the series of achievements Cavite State University (CvSU) received, including four awards at the 2023 Commission on Higher Education CALABARZON Internationalization Awards, showcasing its excellence in the field. Papa (2024) further highlighted CvSU's success at the CHED-RO4 CALABARZON Internationalization Awards, solidifying its reputation as a top-performing institution.

The results of this study also support the findings of ICEF (2024), which stated that the perception of students towards internationalization can vary based on various factors such as career prospects, immigration settings, job opportunities, and policies in different study destinations. Research indicates that students are increasingly influenced by career considerations and post-study work rights when choosing study-abroad options. The attractiveness of a study destination is also influenced by factors like quality of education, perceived safety, affordability, and job opportunities post-graduation. The availability of post-study work rights is considered extremely important by the majority of students when deciding on a study abroad destination.

Additionally, this finding is supported by the study of Guo and Guo (2017), which found that students have a positive view of the benefits of internationalization, seeing it as a way to expand their perspectives, gain valuable skills, and enhance their future career opportunities. Studying abroad, immersing in different cultures, and interacting with diverse groups appeal to them. They understand that internationalization fosters a global mindset, helping them adapt to a changing world and collaborate with people from various backgrounds. Learning new languages, improving communication skills, and gaining insight into global issues are valued outcomes.

University that embraces internationalization and in-

tegrates it into their mission, strategic plans, and funding priorities, ensure that international efforts are reflected in teaching, research, and service. This comprehensive approach helps students recognize the value and support provided by the institution. International experiences more accessible and appealing to the students offer a variety of resources, such as study abroad programs, international internships, and global research opportunities, and tend to receive positive feedback from students. Additionally, when faculty members actively promote and support internationalization, students are more likely to perceive the university's commitment to global education. Faculty encouragement can play a crucial role in shaping students' attitudes and perceptions. Students recognize the personal and academic benefits of internationalization, such as increased cultural awareness, enhanced job prospects, and personal growth. These perceived benefits contribute to a positive view of university support for internationalization. Thus, clear and consistent communication about international opportunities, programs, and support services helps students stay informed and engaged. When universities effectively communicate the benefits and resources available, students are more likely to have positive perceptions.

Exposure to different cultures and perspectives can broaden students' horizons and enhance their understanding of global issues. This fosters a more inclusive and empathetic worldview. International experiences can make students more attractive to employers, as they demonstrate adaptability, cross-cultural communication skills, and a global mindset. Universities that emphasize internationalization often provide resources such as study abroad programs, international internships, and global research opportunities, which students find valuable. When universities actively promote and support internationalization, students are more likely to recognize and appreciate the benefits. This includes providing financial aid, organizing international events, and integrating global perspectives into the curriculum. Engaging with international programs can lead to personal growth, helping students develop critical thinking, problem-solving skills, and a sense of independence.

Table 4. Students' perceptions towards internationalization

STATEMENT	MEDIAN	INTERPRETATION
<b>CvSU's Support for Internationalization</b>		
My college strongly promotes student engagement in internationalization.	4.00	Positive Perception
I am encouraged in my college to take courses that incorporate international content.	4.00	Positive Perception
My courses with international content have provided examples from all regions of the world.	4.00	Positive Perception
My college department encourages me to participate in a study abroad program.	4.00	Positive Perception
My college takes advantage of community resources to enhance international learning experience.	4.00	Positive Perception
My college/department encourages me to conduct research on international topics.	4.00	Positive Perception
My college/department encourages me to attend international symposiums/lectures.	4.00	Positive Perception
<b>Benefits of Internationalization</b>		
International learning helps prepare students to become responsible global citizens	4.00	Positive Perception
International learning makes me appreciate other cultures more.	4.00	Positive Perception
The more we know about other countries, the better we will understand our own.	4.00	Positive Perception
International education helps me recognize and understand the impact other cultures have on Philippine life and vice versa.	4.00	Positive Perception
Learning other cultures helps me better tolerate ambiguity when communicating with a foreigner.	4.00	Positive Perception
International education can explain the root causes of basic global problems such as overpopulation, poverty, climate change, and disease.	4.00	Positive Perception
<b>Overall Median</b>	<b>4.00</b>	<b>Positive Perception</b>

*Legend:*

4.50 – 5.00	<i>Strongly Agree</i>	<i>Positive Perception</i>
3.50 – 4.49	<i>Agree</i>	<i>Positive Perception</i>
2.50 – 3.49	<i>Neither Agree nor Disagree</i>	<i>Neither Positive nor Negative Perception</i>
1.50 – 2.49	<i>Disagree</i>	<i>Negative Perception</i>
1.00 – 1.49	<i>Strongly Disagree</i>	<i>Negative Perception</i>



**Relationship Between Students’ Awareness of Their Attitudes and Perceptions Towards Internationalization**

Table 5 shows the significant relationship between students’ awareness and their attitudes and perceptions toward internationalization. Using a rank-biserial correlation, a significant correlation was identified between students’ awareness and attitudes ( $r_{rb} = -0.487$ ,  $p = 0.000$ ), and perceptions ( $r_{rb} = -0.294$ ,  $p = 0.000$ ) towards internationalization. This means that as students become more aware of international opportunities and programs, their attitudes and perceptions towards internationalization are either positively or negatively influenced. This implies that students who are more informed about internationalization efforts, such as study abroad programs, international internships, and global partnerships, tend to have more positive attitudes towards these opportunities. They may be more likely to participate and see the value in international experiences. Conversely, students who are less aware of internationalization efforts may have neutral or even negative attitudes toward them. They might not understand the benefits or feel indifferent about participating in such programs. This relationship is important for universities to consider, as it suggests that increasing awareness about internationalization can positively influence students’ willingness to engage in and benefit from global opportunities.

One study, as discussed in Davis and Knight (2021) investigated students’ study abroad experiences and outcomes across global contexts. The research revealed that students’ awareness of internationalization initiatives significantly influenced their attitudes and experiences during study abroad programs. The study emphasized the importance of students’ awareness of global perspectives and intercultural

competence in shaping their attitudes toward internationalization.

Moreover, a study by Murphy et al. (2014) highlighted in the Journal of Studies in International Education focused on the impact of study abroad experiences on students’ attitudes towards internationalization. The findings indicated that students who participated in study abroad programs demonstrated more positive attitudes towards internationalization, cultural diversity, and global perspectives. This suggests that heightened awareness through study abroad experiences can positively influence students’ attitudes towards embracing global perspectives.

A study by Ren and Wang (2021) highlighted in the Journal of International Students focused on survey research conducted with university students in China. The study found that students with diverse socialization backgrounds are more likely to develop a critical awareness of the social impact of internationalization. This awareness, in turn, influences their perception of internationalization, leading to a deeper understanding of the benefits and implications of global engagement within higher education.

Additionally, a study by Trilokekar and Rasmi (2011) investigated the impact of study abroad experiences on students’ perceptions towards internationalization. The research revealed that students who participated in study abroad programs showed a more positive perception toward internationalization, cultural diversity, and global perspectives compared to students who did not study abroad. This suggests that heightened awareness through study abroad experiences can positively influence students’ perception of internationalization initiatives.

Table 5. Rank-biserial Correlation Results

TEST FIELD	$r_{rb}$	p	DECISION
Awareness and Attitudes	-0.487**	0.000	reject Ho
Awareness and Perceptions	-0.294**	0.000	reject Ho

\*\* . Correlation is significant at the 0.01 level



## SUMMARY AND CONCLUSIONS

Based on the findings of the study, it was found that majority of students are not aware of the internationalization activities, likely due to ineffective communication, limited institutional support, cultural barriers, and academic pressures. Addressing these issues is crucial for fostering a global perspective among students. To raise the student's level of awareness of internationalization, practical recommendations for policy implementation of the university were identified as follows:

**Enhance communication strategies.** Develop a comprehensive communication plan to effectively promote internationalization activities. Utilize multiple channels, including social media platforms, university websites, email newsletters, and interactive forums to disseminate information about international programs.

**Strengthen institutional support for internationalization initiatives.** Allocate specific budgetary funds to support internationalization activities, including scholarships for study abroad programs, funding for faculty exchanges, and resources for hosting international conferences.

**Foster a culture of internationalization.** The university should create an inclusive culture that values and promotes international experiences. Integrate internationalization into the university's strategic plan and mission statement. Highlight the importance of global competencies and cross-cultural understanding in official communications and events.

**Develop collaborative research opportunities.** Promote collaborative research projects with institutions in other ASEAN countries. Establish partnerships with universities and research institutions across ASEAN to facilitate joint research initiatives.

**Expand language learning programs.** Offer language courses in ASEAN languages to enhance communication and cultural understanding. Develop language learning programs that include courses in Bahasa Indonesia, Thai, Vietnamese, Filipino, and other ASEAN languages.

**Increase awareness through community engagement.** Engage with local communities to raise awareness about the benefits of internationalization. Organize cultural events, seminars, and public lectures that highlight the importance of ASEAN integration and internationalization.

**Align Policies with ASEAN Integration Goals.** Ensure that university policies support the goals of ASEAN integration. Harmonize academic standards and qualifications with those of other ASEAN countries to facilitate student and faculty mobility.

By implementing these practical recommendations, Cavite State University can enhance its internationalization efforts and increase student engagement. These strategies will help create a more globally aware and interconnected campus community, preparing students to thrive in a globalized world. The university's commitment to internationalization will not only benefit individual students but also contribute to the broader goals of regional cooperation and economic integration within ASEAN.

Students had a positive attitude and perception toward internationalization. Their positive attitude towards internationalization indicates an openness to learning about and engaging with different cultures, which enhances their global awareness and prepares them for a diverse and interconnected world. Exposure to international experiences fosters cultural competence, which is crucial in today's global workforce. Students learn to appreciate and navigate cultural differences, making them more adaptable and empathetic. Internationalization efforts, such as exchange programs and international collaborations, provide students with unique academic and professional growth opportunities.

Broadening students' horizons, allows them to experience different educational systems and promotes cross-cultural understanding through expanded exchange programs. It will increase the number and variety of student exchange programs. Universities should partner with more global institutions to offer diverse opportunities for students to study abroad. Organizing more cultural events, such as international festivals, cultural fairs, and global cuisine days, will help celebrate diversity and encourage student participation. This will enhance students' appreciation

for different cultures and foster a sense of global community on campus.

Utilizing various communication channels, such as social media, newsletters, and informational sessions, to promote internationalization activities and opportunities. Offering language courses and language immersion programs will help students learn new languages, improve their communication skills, prepare them for international experiences, and enhance their cultural competence. Incorporating international case studies, global issues, and cross-cultural perspectives into the curriculum across all disciplines, will provide students with a broader understanding of global issues and prepare them for careers in a globalized world.

The positive perception and attitude of students towards internationalization is a promising indicator of their readiness to engage with the world. By implementing these practical recommendations, educational institutions can further enhance internationalization efforts, enrich students' educational experiences, and prepare them to become global citizens.

Students' awareness of internationalization activities often directly impacts their attitudes and perceptions towards internationalization. When students are well-informed and engaged with internationalization efforts, they are more likely to develop positive attitudes and perceptions, which can influence their willingness to participate in such activities. Studies have shown that students who are more aware of internationalization activities tend to have more positive attitudes toward these initiatives. Awareness helps students understand the benefits of internationalization, such as enhanced cultural competence, global networking opportunities, and improved career prospects.

Students with higher awareness levels are more likely to perceive the benefits of internationalization, including personal growth, academic enrichment, and professional development. This positive perception can motivate them to seek out and engage in international experiences. Awareness of internationalization activities often leads to increased student engagement and participation. Informed students are more likely to take advantage of opportunities like study abroad programs, international internships,

and cultural exchange events. This relationship highlights the importance of effectively communicating and promoting internationalization efforts within universities. By increasing students' awareness, universities can foster more positive attitudes and encourage greater participation in international activities.

## IMPLICATIONS AND RECOMMENDATIONS

The significant relationship between students' awareness and their attitudes and perceptions towards internationalization has important implications for educational institutions. This relationship suggests that increasing students' awareness of international opportunities can positively influence their attitudes and perceptions, leading to greater participation and engagement.

To increase student awareness and understanding of internationalization activities, the university can invite guest speakers, including alumni who have participated in international programs, to share their experiences and insights. Providing practical information on application processes, scholarships, and program details will also help. Enhance students' language skills and cultural competence, making them more prepared for international experiences by collaborating with language institutes and cultural centers to provide resources and instructors. Offer language immersion programs, conversation clubs, and online language learning platforms.

To foster cross-cultural understanding and relationships among students, the university may organize events where international students can share their cultures, traditions, and experiences. Encourage domestic students to participate actively and engage in discussions.

Schedule sessions at different times to accommodate various student schedules. Use multimedia presentations, brochures, and Q&A sessions to address student queries. This will provide detailed information and guidance to students interested in internationalization.

The university could also collaborate with international institutions to create joint online courses, virtual projects, and discussion groups. Utilize video conferencing and online collaboration tools to facilitate in-

teraction. This would provide an international experience without the need for travel, making it more accessible to a wider range of students.

Establishing a dedicated office or team responsible for the promotion of internationalization activities would be beneficial. This team can organize information sessions, webinars, and workshops to engage students and provide detailed information about available opportunities. Simplify the application processes for international programs to reduce bureaucratic barriers and provide clear guidelines and support for students and faculty interested in participating in international activities.

Encouraging student participation in international activities by recognizing and rewarding their involvement is also recommended. This could include awarding certificates, academic credits, or other incentives for students who engage in international programs. Additionally, creating funding opportunities and grants specifically for collaborative research projects will encourage faculty and students to participate in these projects and present their findings at international conferences.

Collaboration with language institutes and cultural centers to provide resources and support for language learning may also be explored. Incorporating language courses into the general education curriculum will ensure broad student participation. Partnerships with local organizations, businesses, and government agencies can promote internationalization initiatives and create opportunities for community involvement.

Developing policies that support the recognition of credits and degrees earned through international programs is suggested. In addition, guidance and support for students and faculty navigating the recognition process should be provided.

By implementing these specific initiatives, Cavite State University can effectively increase student awareness and engagement with internationalization activities. These efforts will not only enrich the student's educational experience but also prepare them to become globally competent professionals. Creating a supportive and informed environment will ensure that more students take advantage of the valua-

ble opportunities that internationalization offers. Cavite State University can enhance its internationalization efforts and increase student engagement. These strategies will help create a more globally aware and interconnected campus community, preparing students to thrive in a globalized world. The university's commitment to internationalization will not only benefit individual students but also contribute to the broader goals of regional cooperation and economic integration within ASEAN.

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