

## Unveiling the Psychological Aspects of Faculty Motivation and Engagement in Internationalization: An Evidence-based Impact on Kalinga State University, Philippines

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### Abstract

Philippine universities need to assume the role as drivers of global knowledge production and promote cross-cultural understanding and engagement on a global scale. This qualitative study investigates the psychological aspects of faculty motivation and engagement in internationalization at Kalinga State University, Philippines, with a broader focus on the role of Philippine universities in global knowledge production and cross-cultural understanding. The research combines multiple data sources, including literature reviews, interviews, and document analysis, to delve into the underlying reasons behind faculty members' motivations to participate in internationalization efforts. The study uncovers that faculty members are driven by a combination of intrinsic and extrinsic motivations. Intrinsic motivations include their personal and intellectual growth, exposure to diverse perspectives, and a strong desire to contribute to global knowledge production. Conversely, extrinsic motivations encompass factors like career advancement, professional development, and seeking recognition within the international academic community. Notably, the study highlights an increasing trend of faculty members participating in international training and publishing their work on a global scale, underscoring their dedication to expanding global perspectives and making contributions to the international academic community. Moreover, it highlights the remarkable progress made by Kalinga State University in internationalization efforts, largely credited to the successful implementation of various initiatives by the faculty. These efforts have not only elevated the university's global reputation but also brought substantial benefits to its students, faculty, and staff. Based on these findings, the study recommends that the university continues to motivate faculty members by offering incentives that align with their individual motivations, thereby fostering a supportive environment for internationalization initiatives. Understanding the psychological aspects of faculty motivation and engagement in internationalization is of great managerial significance for Kalinga State University and other academic institutions aspiring to enhance faculty engagement and well-being. Implementing strategies informed by these insights can lead to a more vibrant and globally engaged academic community, promoting cross-cultural understanding and knowledge exchange on a global scale.

**Keywords:** Faculty Motivation and Engagement, Internationalization, Higher Education, Impact, Philippines

### Introduction:

In the realm of higher education, internationalization has emerged as a crucial aspect, hinging on the support and active engagement of faculty members. The impact of globalization's influence on the global economic and political landscape has brought about substantial transformations in higher education. The convergence of global economies has turned education into a commodity, resulting in a fiercely competitive and borderless higher education landscape.

In the Philippines, the Commission on Higher Education (CHED) acknowledges the significance of internationalization and actively supports research in this domain. Higher education institutions in the country are encouraged to prepare graduates with the necessary skills and global awareness to contribute to economic advancement. Kalinga State University is taking decisive strides towards internationalization, implementing strategies for international student exchange, academic mobility, online learning, and innovative teaching methods. Understanding faculty motivation and involvement in internationalization is pivotal for successful

implementation and positive outcomes. This understanding allows for addressing faculty requirements, leveraging their expertise, and fostering a culture of internationalization that benefits both faculty and students.

The theoretical framework for understanding faculty motivation in internationalization considers both intrinsic and extrinsic factors. Austin and Gamson (1983) propose that faculty members are driven by tangible rewards and personal satisfaction. Ford's (1992) Motivational Systems Theory expands on this, emphasizing personal goals, agency beliefs, and emotions as motivating factors. The self-knowledge and social knowledge framework (Blackburn & Lawrence, 1995) also highlight the role of self-assessment and organizational support in faculty motivation. Combining insights from these theories provides a comprehensive understanding of faculty motivation, which can guide university leaders in creating a supportive environment for internationalization efforts.

In Ford's Motivational Systems Theory from 1992, emotions are very important because they can motivate or stop action. Positive emotions push us to do things that will lead to the results we want, while negative emotions keep us from doing things that will lead to the results we don't want. This all-encompassing "systems perspective" looks at biological, environmental, psychological, and behavioral factors, as well as "persons-in-context," to figure out what motivates people. Even though the theory has some good points, it has been attacked for putting too much emphasis on the person and not paying enough attention to social, economic, and political issues that can also affect behavior.

Blackburn and Lawrence's (1995) self-knowledge and social knowledge approach adds to motivational systems theory by taking into account both individual and group factors. Self-knowledge is a person's assessment of how good they are at their job and how well they do it. Social knowledge is the praise and support they get from their coworkers and the organization.

Both theories use Bandura's idea of self-efficacy, which means a person's trust in their own ability to get what they want. By putting together what we know from these three theories, we get a useful framework for figuring out what motivates teachers in internationalization efforts. But it's important to remember that these ideas came from the West, which limits how well they can explain differences in work drive across cultures.

Faculty participation in internationalization can be driven by personal goals, an interest in other cultures, professional growth, or the desire to move up in their careers. They can also get involved because of good feelings like joy and happiness. A key factor that affects how motivated teachers are to work on globalization is institutional support, which includes funds, tools, and a positive environment. But the study's research gap is that it didn't look at how institutional support affects a university's international reputation. This can have a big effect on the university's ability to find and keep faculty and students who are interested in internationalization and to offer high-quality internationalization programs.



Figure 1. Research Paradigm

Motivating faculty members to engage in internationalization efforts is indeed crucial for the success of academic institutions' global initiatives. Various factors drive faculty motivation, including opportunities for professional development, career advancement, and intrinsic motivations related to personal and intellectual growth. Faculty members value exposure to diverse perspectives, cross-cultural experiences, and the chance to contribute to global knowledge production. Incorporating international perspectives in teaching and interacting with diverse student populations also serve as strong motivators for faculty.

Institutional factors play a vital role in faculty motivation for internationalization. Supportive policies, availability of resources, adequate infrastructure, collaboration with international colleagues, and recognition of international activities all contribute to fostering faculty engagement. Engaging in international activities allows faculty to broaden their knowledge, enhance research collaborations, contribute to global issues, and establish valuable networks. Adequate institutional support, such as funding, resources, and administrative assistance, encourages faculty to actively participate in international initiatives.

It is essential for academic institutions to recognize and address these motivations to create an environment that fosters faculty engagement in internationalization and ensures the success of global academic initiatives. Furthermore, internationalization in higher education has a significant impact on supporting the Sustainable Development Goals (SDGs). By promoting global citizenship, fostering cross-cultural understanding, and addressing global challenges, higher education institutions (HEIs) play a crucial role in sustainable development. HEIs contribute to sustainability through various means, including incorporating sustainability concepts across disciplines, conducting research for sustainable development, and engaging with communities to address sustainability issues.

The movement of students, scholars, and institutions across borders is a significant aspect of the internationalization trend, influencing teaching, research, and institutional policies. Curriculum development, pedagogy, and serving as models for sustainable development in communities are important areas where HEIs can make a difference. Effective governance, leadership, and the integration of sustainability into strategic planning are essential for driving sustainable development efforts within HEIs.

Moreover, virtual mobility offers opportunities to support curriculum internationalization, allowing students and faculty to engage with global perspectives without physical travel.

By embracing internationalization and sustainability, HEIs contribute to a more sustainable and globally conscious future, addressing pressing global challenges and making a positive impact on society and the environment.

### **Objectives of the Study**

The study focused on examining faculty motivations and engagement in internationalization over the past five years and how they influenced the university's international reputation. The specific objectives were as follows:

1. To evaluate the factors driving faculty motivation for international engagement.
2. To identify instances of faculty participation in international activities during the last five years.
3. To investigate the effects of faculty engagements in internationalization on the university's global initiatives and reputation.

### **Methodology**

#### **Research design**

This qualitative study used a method called "data triangulation" to look at the patterns of internationalization among teachers. Denzin suggested data triangulation in 1970 as a way to improve the accuracy, balance, dependability, and truth of results by putting together information from different sources. In line with this, the study used information from semi-structured conversations, books, papers, policies, and government websites to confirm and combine different points of view, making the results more reliable. Qualitative content analysis, more specifically directed qualitative content analysis, was used to look at the data collected for the project.

### **Respondents/informants/research participants of the study**

Eighteen faculty members from different departments at Kalinga State University, which is in the province of Kalinga in the Cordillera Administrative Region of the Philippines, took part in the study. The goal of the study was to find out what motivated and involved staff members in internationalization activities. To do this, the study used interviews, book reviews, and document analysis, among other qualitative methods. The Bulanao Campus (Main), the Dagupan Campus, and the Rizal Campus are all parts of Kalinga State University. The study was done at the university to find out why and how faculty members got involved in global activities and what effect that had on the institution's efforts to become more international.

### **Instrumentation**

In this study, qualitative methods were used to find out a lot about what motivated and interested teachers at Kalinga State University (KSU) in internationalization. Multiple data sources were used in the planning of the study to make sure that it was thorough and accurate. Among these info sources were:

1. The study of relevant literature was a key part of finding theories, ideas, and previous research results about teacher reasons and activities in internationalization. This review gave the study a strong theoretical framework and a sense of its context, which guided the whole research process.
2. For the study, 18 KSU faculty members who were interested in global efforts were interviewed in a semi-structured way. With the help of these conversations, we were able to learn more about the subjects' goals, experiences, and ideas about internationalization. By recording and typing up the conversations, the data analysis was more accurate.
3. The study team used document analysis to look at internationalization-related university policies, strategy plans, and staff development programs. Also, the yearly reports from 2018 to 2022 were looked at to find out how many staff members were actually involved in foreign events. This document study taught us a lot about the help and tools available from the organization for teachers to work on internationalization.

By using more than one source of data, this study tried to combine its results and give a full picture of the psychological aspects of teacher drive and involvement in internationalization at KSU. When the literature review, interviews, and document analysis were all put together, the topic was looked at from many different angles. This added to the study's general rigor and validity.

### **Data gathering**

The qualitative research followed a systematic process that consisted of multiple stages. It began with a thorough review of the literature on faculty motivations and engagements in internationalization, which informed the development of interview questions and provided a theoretical framework for the study. Semi-structured interviews were then conducted with faculty members at Kalinga State University over a three-day period, allowing for in-depth exploration of their motivations and engagements in internationalization. Follow-up focus group discussions were organized to clarify and validate responses obtained during the interviews, adding depth to the data analysis. Additionally, document analysis was conducted, reviewing various sources such as annual reports, university policies, and manuals, which provided additional context and enriched the understanding of faculty motivation and engagement. This comprehensive process ensured a rigorous examination of the psychological aspects of faculty motivation and engagement in internationalization, offering valuable insights into the experiences and perceptions of faculty members at Kalinga State University.

### **Data analysis**

Directed (Deductive) Qualitative Content Analysis (DQCA) was used to analyze the data in this qualitative study. DQCA is a method often used in social science study to analyze textual data like interview recordings, open-ended survey answers, and written papers (Mayring, 2014). This method uses both logical and inductive coding techniques. This gives an organized and structured analysis while still letting new themes and codes come out of the data. In DQCA, the analysis process is guided by categories that have already been set up or by a theory framework. This gives a logical coding structure. These predetermined categories or theoretical frameworks are derived from the literature review and research objectives, ensuring a focused examination of

specific themes or concepts. However, the analysis also allows for the identification of new themes or codes that may emerge during the coding process, allowing for an inductive element. The data analysis process involved systematically reviewing the interview transcripts, focus group discussions, and relevant documents. The data were coded based on the predetermined categories or theoretical framework, capturing key themes, patterns, and variations in the faculty members' motivations and engagements in internationalization. Additionally, new themes or codes that emerged from the data were identified and incorporated into the analysis. By using the DQCA approach, this research ensured a rigorous analysis of the qualitative data, providing a comprehensive understanding of the faculty members' psychological aspects of motivation and engagement in internationalization at Kalinga State University.

## RESULTS AND DISCUSSION

This study looked at what made faculty members want to get involved in internationalization and what the effects of their involvement were on the university. When the qualitative data that was received was looked at, a number of important conclusions were made.

### Faculty Motivations to Engage in Internationalization

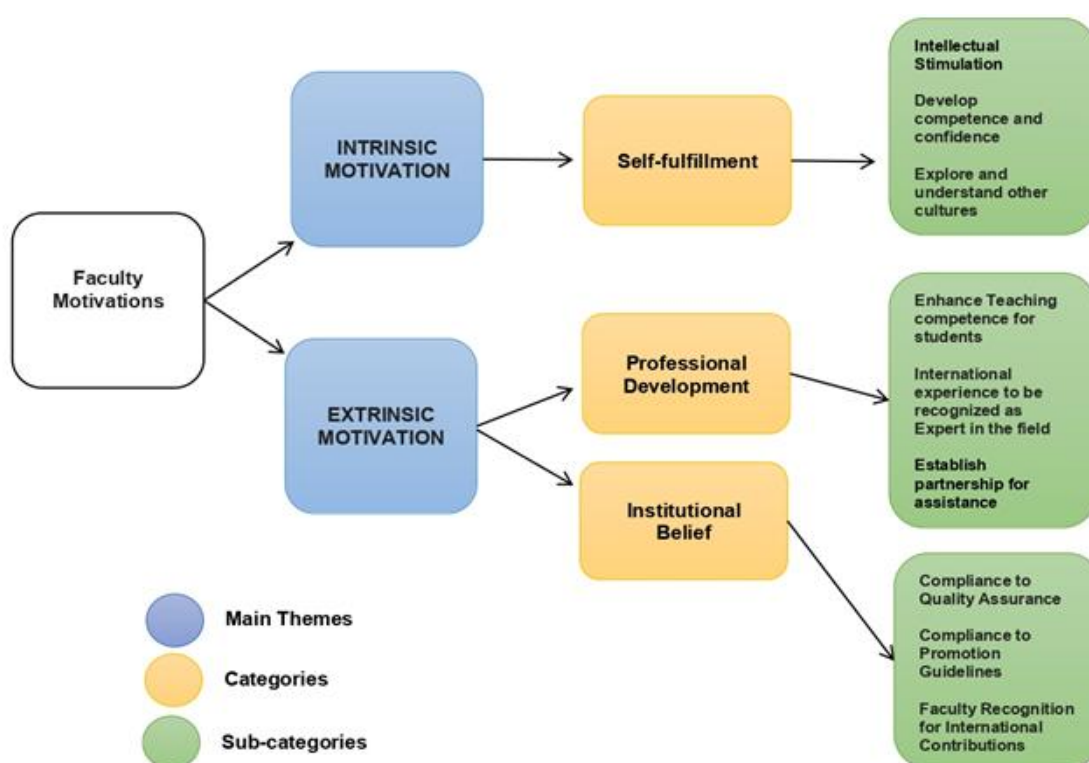


Figure 3: Main Themes, Categories and Subcategories

### Theme 1: Intrinsic Motivation

#### Category: Self-fulfillment

Self-fulfillment can serve as a powerful intrinsic motivation for faculty members to engage in internationalization efforts within higher education. The intellectual stimulation, personal development, and cultural exchange associated with internationalization can provide faculty members with a sense of fulfillment and purpose, driving their active involvement in global initiatives. The subcategories of self-fulfillment include:

#### A. Intellectual Stimulation

Engaging in intellectually stimulating activities can lead to a sense of fulfillment, curiosity, and mental engagement. Exploring different cultures and learning about diverse ways of life can be especially enriching.

Intellectual stimulation encourages individuals to embrace new perspectives, question their beliefs, and broaden their horizons, contributing to a more rewarding and enjoyable life. According to research (Ferreira et al., 2015), intellectual stimulation can also positively impact mood, reduce stress, and enhance overall well-being. Faculty members who participated in international academic engagements reported feelings of enjoyment, personal fulfillment, and satisfaction. These experiences were seen as personal achievements, providing opportunities to learn, connect with new people, and confront novel challenges. However, some faculty members also expressed negative emotions due to the pressure and high expectations to execute return plans. Despite their excitement about international experiences, faculty members often felt anxious about meeting their university's expectations as representatives abroad and making substantial contributions to host institutions. Developing a return plan to benefit their home institution added to the stress and pressure they experienced (Faculty 3 and Faculty 7).

Despite initial anxiety, many faculty participants found their international experiences invaluable and outweighing any negative feelings. The enjoyment of meeting new people, traveling, and learning propelled their motivation to engage in more overseas programs.

Intrinsic motivation played a crucial role in faculty engagement, as they autonomously participated in activities aligned with their personal interests and values. Self-determination theory distinguishes between identified and intrinsic motivation. Identified motivation arises from activities aligning with personal goals, while intrinsic motivation stems from the enjoyment of the activities. Intrinsic motivation is considered superior as it correlates with positive work outcomes, such as increased vitality, well-being, cognitive engagement, effective performance, work effort, and knowledge sharing (Vandercammen et al., 2014). The study highlighted the significance of intellectual stimulation and intrinsic motivation in driving faculty engagement in internationalization activities. While challenges exist, the fulfillment, happiness, and learning derived from such experiences encourage faculty members to embrace global engagements.

## **B. Develop Competence and confidence**

Embracing internationalization often entails stepping beyond familiar boundaries, adapting to new environments, and building cross-cultural connections. These encounters can lead to substantial personal and professional development, cultivating attributes such as heightened self-assurance, adaptability, and resilience. Faculty members who perceive internationalization as a means for growth and advancement can experience profound fulfillment in their capacity to navigate and flourish in diverse settings. Faculty 11 and Faculty 7 exemplify this motivation for international engagements. Faculty 11 expresses a desire to enhance her teaching and research skills, leading to greater confidence in her abilities. On the other hand, Faculty 7, who was previously hesitant to teach foreign language subjects, now seeks to overcome her perceived weakness by pursuing training abroad. These faculty members believe that international experiences will bolster their competencies and boost their confidence. Ngangau (2018) highlights that faculty members who attend international activities often experience a sense of accomplishment. By taking the initiative to learn and grow, they succeed in expanding their knowledge and skills, which, in turn, contributes to increased self-confidence. Embracing internationalization can be a transformative journey for faculty members, allowing them to develop essential attributes and overcome self-perceived limitations. The pursuit of international experiences fosters personal and professional growth, leading to heightened self-confidence and a greater sense of achievement.

## **C. Explore and understand other cultures**

Engaging in internationalization presents faculty members with valuable opportunities to interact with students and colleagues from diverse cultural backgrounds. This exposure to different perspectives fosters mutual understanding, cultural exchange, and appreciation for various ways of thinking. Faculty members who place importance on intercultural learning and recognize the transformative impact of education can find intrinsic motivation in promoting cross-cultural understanding and collaboration (Bodycott and Walker, 2000). To gain an understanding of other cultures, faculty members have several avenues available. They can participate in international educational experiences, such as study abroad programs, faculty exchanges, and international conferences, which provide firsthand exposure to different cultures. These opportunities allow them to interact with people from other countries and immerse themselves in new cultural settings.

Faculty 1 expressed a strong desire to personally visit specific countries in Asia to immerse herself in their vibrant cultures. She believes that physical experiences in these destinations will significantly enhance her

comprehension and appreciation of Asian history, going beyond the knowledge acquired from books and videos. Faculty 1 expects that being present in those locations will provide deeper insights into historical events, addressing her personal inquiries. Indeed, firsthand experiences with other cultures can help individuals like Faculty 1 develop a deeper understanding and respect for cultural diversity. This fosters empathy and tolerance towards others, leading to greater cross-cultural appreciation. As demonstrated in the study by Bodycott and Walker (2000), certain individuals possess a natural curiosity about diverse cultures, languages, and ways of life. For them, internationalization offers a pathway to satisfy their intellectual inquisitiveness and engage in meaningful cross-cultural interactions. Faculty members, such as Faculty 1, believe that firsthand experiences with other cultures facilitate a deeper understanding and respect for cultural differences. They view cultural understanding as a catalyst for fostering empathy and tolerance towards others. Intrinsic motivation drives faculty members who value intercultural learning and intellectual exploration, as they see internationalization as an avenue to quench their thirst for knowledge and broaden their horizons. The opportunity to interact with diverse cultural backgrounds and experience different cultures firsthand contributes to mutual understanding and appreciation, enriching both personal and professional growth.

## **Theme 2: Extrinsic Motivation**

### **Category: Professional Development**

This study looked into why faculty members get involved in internationalization and what the effects of their participation are on the university. When the qualitative data that was collected was looked at, it showed a few key points.

#### **A. Enhance Teaching competence for Students**

Faculty members who engage in internationalization have recognized the immense value of intercultural exposure in enhancing their teaching competence for students. For instance, Faculty 6 acknowledges the importance of preparing for transnational teaching, considering their university's plan to welcome foreign students. To achieve this, they aim to develop culturally competent pedagogical strategies through personal exposure abroad. These strategies consider the diverse ways that students from different cultures learn, communicate, and interact with others. Similarly, Faculty 14 and Faculty 18 have personally experienced the positive impact of international experiences on their teaching effectiveness and research skills. They firmly believe that the knowledge and skills gained from international study greatly benefit their students. By incorporating new teaching approaches learned from international speakers and educational systems, they strive to provide a comprehensive educational experience for their students. Faculty 18 specifically emphasizes the significance of bringing back innovative ideas to enrich student learning. Research supports the transformative effects of international experiences on faculty members' teaching. Studies by Sandgren et al. (1999) and Miglietti (2015) indicate that short-term study abroad experiences can lead to changes in classroom teaching and the integration of more global content. Such experiences contribute to increased social and self-awareness, fostering a global perspective among faculty members and promoting international cooperation between institutions.

#### **B. International Experience to be recognized as Expert in the field**

Participating in global conferences and conducting research abroad leads to substantial professional growth and recognition for faculty members. They become more visible within their academic communities and establish themselves as international experts in their respective fields. Engaging in esteemed conferences can open doors to leadership opportunities, including delivering keynote speeches and participating in panel discussions, further enhancing their professional reputation. For example, Faculty 5 experienced increased recognition and invitations to speak at various research conferences and events after presenting her work internationally, boosting her confidence and establishing her as a reputable researcher. Research supports the positive impact of international academic mobility on faculty members' professional development. Studies by Balyer and Ozcan (2022) and Vincenti (2001) have found that international experiences lead to increased research productivity, enhanced teaching skills, broader knowledge and perspectives, improved intercultural communication skills, stronger professional networks, and higher job satisfaction. Faculty 9, for instance, shared that her participation in an international academic mobility program allowed her to develop research

competence through practice. Despite initial challenges, she persevered and acknowledged the tremendous academic growth she experienced. Conducting research abroad offers unique opportunities for faculty members to gain valuable insights and outcomes that may not be possible within the confines of a single institution. Engaging in international research collaborations also strengthens institutional ties and promotes academic cooperation on a global scale. The benefits of such engagements extend beyond individual faculty members, positively impacting the university's reputation and international standing.

### **C. Establish Partnership for Assistance**

Faculty 8's international engagement at conferences allowed her to connect with other scholars and explore collaborative research opportunities. During one conference, Faculty 8 had the chance to interact with an editor of a reputable international journal who offered assistance in publishing her research. Additionally, she initiated research collaborations with other faculty scholars she met at the event. These collaborations open up possibilities for joint publications, exchange programs, and collaborative research initiatives, which enrich both individual work and foster academic partnerships. International collaborations offer faculty members access to diverse research opportunities, resources, and expertise. Seeking such partnerships allows them to expand their research networks, access unique datasets, and explore different research methodologies, ultimately leading to increased research productivity and grants. Ngangau (2018) supports this idea, emphasizing that international collaborations positively impact faculty members and their institutions.

Faculty 16's participation in an international conference in Taiwan led to unexpected but productive outcomes. Meeting high-ranking officials from Taiwanese universities presented an opportunity to discuss potential partnerships. These partnerships aim to foster faculty exchanges, faculty training, and research collaborations, among other initiatives. These collaborations offer a platform for research, knowledge sharing, and curriculum development. As a result of these partnerships, some faculty members were awarded short-course scholarships to learn the Chinese language, further enhancing their intercultural competence. International collaborations are recognized as valuable strategies in university agendas to promote internationalization and enhance connectivity among staff from diverse backgrounds (Spencer-Oatey, 2013). These collaborations not only enrich faculty members' academic and professional growth but also contribute to the broader academic community's advancement.

### **Category 3: Institutional Belief**

The motivation of faculty to engage in internationalization efforts can be influenced by their adherence to institutional requirements. When faculty members align their activities with the institution's expectations and goals for internationalization, it can serve as a driving force for their participation in global initiatives. Conforming to these institutional requirements may include conducting research collaborations with international partners, participating in international conferences, or developing courses with an intercultural focus. Such alignment with the institution's vision for internationalization can lead to recognition, support, and opportunities for further professional development, ultimately motivating faculty to actively engage in international endeavors.

### **A. Compliance to Quality Assurance**

Faculty members' motivation to participate in internationalization efforts can be influenced by institutional policies that outline specific objectives, targets, and requirements related to global engagement. These policies provide clear guidance for faculty, indicating how they can contribute to the institution's internationalization endeavors. For instance, in the Philippines, the Commission on Higher Education (CHED) mandates that all higher education institutions (HEIs) should engage in internationalization activities, such as student and faculty exchanges, joint research projects, and international collaborations. Additionally, internationalization plays a crucial role in the accreditation process for HEIs. Faculty 2, for example, is driven to participate in international activities due to the requirement for Level 4 accreditation, which signifies prestigious and high-quality academic programs in the Philippines. Compliance with internationalization initiatives contributes to the university's efforts to achieve Level 4 accreditation, fostering improvements in education and research quality. Similarly, Faculty 17 actively engages in international research conferences and publishes in international journals to support the university's targets on Research Capability and Outputs, as outlined in the



accreditation endeavors. Accreditation acts as a catalyst for enhancing education and research quality, leading to positive outcomes such as increased student enrollment, improved faculty morale, and an enhanced institutional reputation.

### A. Compliance to Promotion Guidelines

Faculty members are very interested in taking part in foreign events because it helps them move up in their careers. For example, Faculty 16 says that taking part in global projects is a key part of getting promoted. In the same way, Faculty 4 thinks that speaking at foreign conferences can lead to a raise, which will help their family's finances. Also, Faculty 13 is motivated to write in foreign journals, which is needed to become a full professor. Their commitment to inclusivity is in line with what NBC 461 says about how teachers at State Universities and Colleges (SUCs) should be promoted. In the 8th Cycle of NBC 461 (which came out in 2022), changes were made, such as making global one of the criteria for promotion. Also, CHED's Joint Circular No. 3, which came out in 2022, talks about how important globalization is when reclassifying teacher jobs in SUCs. To show their dedication to internationalization, staff members must take part in international activities like writing in international journals, giving talks at international gatherings, and working with international partners. The importance of internationalization to faculty members' careers, as shown by the promotion rules in NBC 461 and the change criteria in CHED's Joint Circular No. 3, is a big factor in getting them to work on internationalization. These rules stress how important it is for staff members to take part in global projects as a way to show how committed they are to internationalization.

### B. Faculty recognition for international contributions

Faculty members at Kalinga State University (KSU) were pleased that the school recognized and rewarded them for their efforts to make the school more international. Faculty 9 said that KSU puts a lot of value on their foreign accomplishments, which shows that global involvement is important to the university's culture. Faculty 5 talked about how they got five Presidential awards at the last KSU Foundation for their work on internationalization. This showed that the university recognized their work. Faculty 15 also said that their foreign study and writing training helped them get promoted to the post of Professor. On the other hand, Faculty 16 said that their foreign research awards were taken into account during the last Promotion cycle. This shows how respect for achievements around the world can affect faculty progress. KSU has created a culture that respects and values global involvement by recognizing and praising staff members for their efforts to internationalization. This fits with what Ngangau (2018) found, which is that such praise and awards can make teachers more motivated and happy at work. When staff members feel appreciated for their work to internationalize the program and work with researchers around the world, they are more likely to stay at the school. Because of this, universities can save money if they have a high rate of faculty retention because they don't have to hire and train as many new faculty members.

#### Evidence of Faculty Members Engaged in Internationalization

Table 3. Number of Faculty Engaged to Internationalization

Engagements	2018	2019	2020	2021	2022
<b>MFO 1: Instruction</b>					
International Training	10	12	20	22	75
International Faculty Scholars	2	1	1	1	3
<b>MFO 2: Research</b>					
International Presentation	7	2	41	6	13
International Training	4	7	12	18	2
International Awards	0	0	38	0	9
International Publication	0	20	26	30	30

The data in Table 3 indicates that faculty members at KSU are actively involved in various internationalization efforts, particularly in the areas of instruction and research. The significant growth in

international training participation suggests that faculty members recognize the importance of enhancing their teaching competence through exposure to diverse teaching methodologies and pedagogical strategies abroad. Moreover, the consistent involvement of faculty members as international faculty scholars reflects a commitment to represent KSU and contribute to academic exchanges and collaborations internationally. In terms of research, the fluctuations in international presentation engagement may be attributed to factors such as conference availability, funding opportunities, or global events that affected academic gatherings. Nonetheless, the overall trend demonstrates a willingness among faculty members to showcase their research findings on international platforms. The increasing number of faculty members receiving international awards and publications is an encouraging sign of KSU's growing research reputation and global impact. These recognitions contribute to the university's visibility and establish faculty members as experts in their respective fields at an international level.

It is essential to continue supporting faculty members' internationalization endeavors through funding, institutional policies, and professional development opportunities. Additionally, understanding the factors influencing fluctuations in certain activities, such as international presentations, can help tailor strategies to sustain and further promote faculty engagement in internationalization initiatives. Overall, the data in Table 3 showcases KSU's commitment to internationalization and its faculty members' active involvement in contributing to global knowledge dissemination and collaboration.

#### Evidence-Based Impacts of Faculty Internationalization Engagements to Kalinga State University



Figure 4: Faculty Contribution to the University International Recognition

The summary of the international accomplishments achieved by Kalinga State University from 2018 to 2022, along with the specific faculty contributions that played a pivotal role in these achievements. In 2023, the university attained a prestigious ranking of Top 101-200 in the World's Universities with Real Impact (WURI) ranking. This accomplishment was primarily attributed to the development of learning resources based on faculty research outputs. The faculty members' dedication to conducting impactful research and translating their findings into valuable learning materials contributed significantly to the university's recognition on the global stage.

Similarly, in 2022, Kalinga State University secured an impressive overall ranking of Top 101-200 in the WURI ranking, as well as a remarkable position of Top 51-100 in the Crisis Management category. These achievements were made possible through the effective utilization of faculty research outputs. The faculty members' commitment to applying their research findings to address real-world challenges and crises showcased the university's expertise and leadership in crisis management. The university's excellence in academic endeavors was further recognized in 2022 when it received the CHED ASEAN ICONS recognition. Once again, faculty research outputs played a vital role in earning this recognition, reflecting the impact of their research in advancing knowledge and contributing to regional development.

Another significant accomplishment in 2022 was the designation of Kalinga State University as the Regional-Hub for Global Citizenship Education (GCED). This recognition was a result of the faculty community extension programs promoting GCED. The faculty members' dedication to fostering global citizenship among students and the local community showcased the university's commitment to nurturing responsible and engaged global citizens. In the same year, the university received approval from the Bureau of Immigration to accept foreign students. This approval was based on the qualifications and educational profiles of the faculty members, highlighting their expertise and competence in delivering quality education to international students.

Furthermore, in 2022, the university established a valuable collaboration with NAKEM International, which was initiated by faculty members. This collaboration expanded the university's international network and opened avenues for joint research projects and academic partnerships. Additionally, the faculty members played a crucial role in organizing and conducting the 1st International Conference on Languages, Cultures, and Histories (ICOLCH) in 2022. This event showcased the university's commitment to promoting interdisciplinary dialogue and cultural exchange, demonstrating the faculty's initiative and leadership in academic events. In the same year, the university approved the establishment of the University International Language Center, an initiative led by the faculty of the Department of Languages. This center aims to enhance language learning and intercultural communication, furthering the university's internationalization efforts.

In 2020, the faculty members' proactive engagement led to the establishment of the Campus-Based Kalinga Cultural Heritage Studies and Edu-Tourism Center, funded by the CHED StudyPH Program. This center aims to preserve and promote the local cultural heritage while also contributing to educational tourism in the region. Lastly, in 2020, the faculty from the College of Indigenous Governance and the Research Office initiated and organized the 1st International Virtual Conference on Indigenous Knowledge System and Practices. This event highlighted the significance of indigenous knowledge and practices on an international platform, promoting cross-cultural understanding and knowledge sharing.

During the years 2022 and 2023, Kalinga State University (KSU) achieved remarkable milestones, solidifying its position as a leading institution in innovation, internationalization, and cultural preservation. In the prestigious 2022 World Universities with Real Impact (WURI) Ranking, KSU received recognition in two categories. The university secured a spot in the Top 101-200 overall ranking and was also ranked among the Top 51-100 universities for its exceptional Crisis Management initiatives. Notably, KSU's "KASUPANG: the University Action Frontline against COVID-19 Pandemic" project showcased its faculty's technical expertise, resulting in the development of various products like Ethyl alcohol, Calamansi soaps, Aloemon Hand Sanitizers, washable facemasks, and Calamansi cookies, which played a significant role in combating the pandemic. Furthermore, KSU was honored at the 2022 Internationalization Champions of Nation Building and Sustainability (ICONS) Awards Night. The university was listed among the Top 100 Innovative Universities globally in the Internationalization category. President Eduardo Bagtang's recognition as one of the top three finalists for the Internationalization Leadership Award highlighted KSU's commitment to fostering global partnerships and collaborations.

KSU's dedication to Global Citizenship Education (GCED) was also acknowledged when it was chosen as the Regional Hub for GCED in the Cordillera Region for 2022-2024. This prestigious position empowered KSU to promote and implement GCED-related programs in the Cordillera Administrative Region (CAR), underscoring the university's commitment to shaping well-rounded global citizens. Moreover, KSU received approval from the Bureau of Immigration to accept foreign students at its Bulanao Campus and Dagupan Campus, further enhancing its reputation as an internationally inclusive institution. In terms of international collaborations, KSU formed a strategic partnership with NAKEM International, fostering knowledge exchange

and cooperation between the two institutions. This collaboration laid the foundation for the successful organization of the 1st International Conference on Languages, Cultures, and Histories (ICOLCH) in 2022. The conference attracted faculty and student researchers from various academic institutions, both local and international, and showcased KSU's commitment to promoting academic exchange. The success of ICOLCH led to the establishment of the University International Language Center, which was approved in 2022. This initiative aimed to enhance language-related programs and initiatives at the university, further enriching its educational offerings.

Furthermore, KSU received recognition and funding from the Commission on Higher Education's StudyPH Program, which supported the establishment of the Kalinga Cultural Heritage Studies and Edu-Tourism Center. This center demonstrated KSU's dedication to preserving and promoting cultural heritage and education in the region. In the face of the challenges posed by the COVID-19 pandemic, KSU demonstrated resilience by successfully organizing the 1st International Virtual Conference on Indigenous Knowledge Systems and Practices in 2022. The event attracted participants from various academic institutions, both locally and internationally, reinforcing KSU's commitment to advancing the understanding and appreciation of indigenous knowledge on a global scale. With these exceptional achievements, KSU's commitment to excellence, innovation, and internationalization remains unwavering as it continues to make significant contributions to education and research in the Philippines and beyond.

### **Conclusion**

This qualitative study investigates the psychological aspects of faculty motivation and engagement in internationalization at Kalinga State University, Philippines, with a broader focus on the role of Philippine universities in global knowledge production and cross-cultural understanding. Faculty members are motivated by a combination of intrinsic and extrinsic factors to actively engage in internationalization efforts. Acknowledging and supporting these motivations are vital for universities to foster faculty involvement and cultivate a global learning environment. The increasing number of faculty members participating in international training and publishing their work internationally demonstrates their commitment to broadening global perspectives and contributing to the international academic community. However, there may be variations in focus and priorities, as indicated by fluctuating numbers in areas such as international presentations and awards over the years. Nevertheless, Kalinga State University has made remarkable progress in internationalization, thanks to the contributions of its faculty who have successfully implemented various initiatives. These endeavors have not only enhanced the university's global reputation but also provided substantial benefits to its students, faculty, and staff.

### **Recommendations**

Based on the research findings, several recommendations can be proposed to enhance faculty motivation and engagement in internationalization at Kalinga State University, Philippines. To encourage faculty participation in international initiatives, the university should take proactive steps to keep faculty members motivated and provide additional incentives. This could involve offering financial support for faculty to attend international conferences, engage in research collaborations with international partners, and pursue study abroad opportunities. Recognizing and rewarding faculty members' efforts in internationalization is crucial to sustaining their motivation and commitment. The university should establish mechanisms to acknowledge and celebrate faculty members who actively contribute to internationalization. This recognition can take the form of awards, certificates, or public acknowledgments. To increase the number of faculty engaged in internationalization activities, the university can make it a mandatory requirement for all colleges to include faculty involvement in internationalization as an important target in the Office of Planning, Development, and Resource Generation (OPCR). By setting clear expectations and incorporating internationalization into institutional goals, faculty members will be encouraged to actively participate in international activities.

Prioritizing faculty members who apply for study leave opportunities with an international focus is also recommended. Giving them preferential consideration for study leave will provide valuable experiences and exposure to international perspectives, which can positively impact their teaching and research upon their return. In addition to awards and promotions, public recognition of faculty members who have made significant contributions to internationalization should be implemented. The university can organize events or publications

to highlight and celebrate the achievements of these faculty members. Publicly acknowledging their efforts will raise awareness of the importance of internationalization and inspire other faculty members to engage in similar activities.

By implementing these recommendations, Kalinga State University can foster a culture of internationalization among its faculty members, leading to increased global perspectives, knowledge exchange, and academic collaboration. This will not only benefit the faculty but also enhance the university's reputation and position in the international academic community.

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