

Determinants of Internationalization Development Strategy and International Talent Cultivation among University in Heilongjiang Province, China

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Abstract

Internationalization of higher education is becoming increasingly important in Heilongjiang Province, China, as colleges strive to conform with global norms and practices. This study investigates the factors influencing international development plans and their impact on the growth of international talent in local colleges. As globalization reshapes educational priorities, Heilongjiang universities are implementing methods to increase their global competitiveness. These efforts include extensive curriculum revisions, increased academic competence, and the expansion of international collaborations. By cultivating worldwide cooperation, the province hopes to create a workforce that is not just technically adept but also culturally adaptive. The study assesses the efficiency of these internationalization efforts by conducting a thorough review of policy initiatives and their practical applications. Key areas of emphasis include the formation of foreign alliances, the improvement of language programs, and the incorporation of global standards and accreditation into educational procedures. The study uses a multi-method approach to examine the triumphs and challenges that Heilongjiang universities confront, including case studies, policy analysis, and stakeholder feedback. The findings shed light on how these initiatives help to cultivate internationally competent graduates while also improving the province's educational landscape. This study advances our understanding of the influence of internationalization on higher education and makes recommendations for future policy and practice.

Keywords: *Internationalization, Internationalization Development Strategy, International Talent Cultivation.*

INTRODUCTION

Internationalization of higher education has become a crucial part of university development around the world, with a large impact on global university rankings and a lot of attention. This trend illustrates the expanding role of education in promoting sustainable development and increasing a country's global competitiveness. The emphasis on internationalization as the fifth function of universities highlights its critical significance in the evolution and growth of higher education institutions. As a result, cultivating international talent has become increasingly important, stressing the necessity for comprehensive internationalization initiatives (Wang & Liu, 2021; Zhang et al., 2023; Li & Chen, 2020). Universities in China, particularly in Heilongjiang Province, confront a variety of obstacles due to their geographic location, budgetary limits, and governmental limitations. Heilongjiang, located in northeastern China and having a long border with Russia, has a distinct role in Sino-Russian educational and cultural cooperation. Despite this strategic advantage, the region's institutions frequently face challenges such as insufficient faculty internationalization, restricted international exchange programs, weak international research collaborations, and inadequate curriculum internationalization. Furthermore, the supporting structures for internationalization inside universities are frequently insufficient, and the internationalization processes are not well defined. These problems are the key variables investigated in this study (Smith and Yang, 2021; Guo et al., 2018).

The Heilongjiang Provincial Government has taken an initiative-taking approach to internationalizing its higher education institutions, implementing a variety of policies and programs. For example, the provincial government encourages the creation of collaborative programs and international campuses to build a more globally connected academic environment. However, universities in Heilongjiang frequently experience funding constraints, limiting their capacity to execute these programs effectively. Many schools face insufficient finance, limiting their ability to attract international professors and students, implement comprehensive international exchange programs, and form strong research collaborations (Zhang & Li, 2019).

To conduct effective study on the influence of internationalization development methods on the development of foreign talent in Heilongjiang Province's local universities, it is necessary to analyze both domestic and worldwide educational and theoretical research. This review assists in detecting gaps and pursuing breakthroughs. Talent is the foundation of modern nation-building, providing critical intellectual support required for national success. In the setting of global economic integration and increased human mobility, national rivalry has shifted toward the creation of highly qualified individuals with international perspectives and wide knowledge. University students, as emerging talents, stress the need of foreign education. As a result, fostering forward-thinking, globally poised inventive talents has become an unavoidable trend in the educational landscape of colleges and universities (Hong, 2019; He, 2023). The social and industrial systems require more international skills, leading higher education to transition toward international talent training (Yuan 2020). In today's global economic integration, universities, as knowledge centers, must assure the internationalization of teaching, research, and academic exchange activities. Internationalized talent development has become an important measure of whether a country's higher education system has global perspectives and competitiveness (Lei, 2023).

Universities in Heilongjiang Province confront unique difficulties and possibilities due to their geographic location and socioeconomic setting. The province, located in northeastern China and bordering Russia, holds a crucial position for Sino-Russian educational relations. Heilongjiang's geographical advantage gives unique prospects for international collaboration, particularly with Russian universities. However, these universities face special issues such as insufficient faculty internationalization, restricted international exchange programs, weak international research connections, and inadequate curriculum globalization. Furthermore, the supporting structures for internationalization inside universities are frequently insufficient, and the internationalization processes are not well defined. These problems are the key variables investigated in this study (Smith and Yang, 2021; Guo et al., 2018). Despite these challenges, the academic community has continually focused on internationalization development techniques and related variables, looking for effective ways to improve students' international skills and the quality of international talent development. Researchers have focused on four major areas: faculty internationalization, international exchange programs, curriculum internationalization, and international research collaborations. These criteria are critical for assessing the overall impact of internationalization methods and determining the most effective paths to improving educational results (Frezghi & Tsegay, 2019; Liu & Liu, 2019; Wang et al., 2021). The higher education scene in Heilongjiang Province is undergoing a major shift, spurred by the need to internationalize and increase global competitiveness. Despite great efforts, local colleges confront enormous obstacles in their internationalization initiatives. These difficulties are numerous and deeply established, demanding a thorough examination to develop effective improvement solutions. This study aims to identify and address the main issues impeding the internationalization of higher education institutions in Heilongjiang, with the goal of increasing their contribution to the development of global competences among students. In Heilongjiang Province, the internationalization of talent cultivation faces considerable challenges, resulting in deficits in several critical areas. The main difficulties are inadequate curriculum internationalization, insufficient faculty internationalization, restricted international exchange programs, and weak international research linkages. These issues are exacerbated by the absence of a complete internationalization development strategy, which serves as a moderating element in the overall success of internationalization initiatives. A major concern is insufficient institutional support for internationalization policies. Many Heilongjiang institutions lack a comprehensive and robust framework for actively encouraging and facilitating foreign involvement. This shortcoming is reflected in insufficient resources committed to international initiatives, minimal strategic planning for global relationships, and a general lack of institutional commitment to building an internationalized educational environment. Without significant policy support, efforts to incorporate international viewpoints into these universities' academic and administrative frameworks are fragmented and unproductive (Wang & Liu, 2021). Another key issue is the internationalisation of professors. The diversity and qualifications of the teaching team are critical to delivering a curriculum that matches global standards. However, Heilongjiang institutions struggle to attract and retain international faculty members, and there is a significant shortage of initiatives to help local teachers build their international competencies. This arrangement results in a limited exchange of global academic practices and viewpoints, limiting students' access to international education. The current

faculty makeup reveals that senior professional qualifications among professors are rare, with only 10% of full-time lecturers holding such qualifications as of 2023. This disparity in faculty credentials has a substantial impact on educational quality and the ability to provide an international curriculum (Li & Chen, 2020). Curriculum globalization is another key concern for Heilongjiang universities. Many institutions' curricula are not sufficiently aligned with international standards, and there is often a shortage of global material to educate students for the challenges of the global labor market. There are few courses that include international viewpoints, and there aren't many programs that focus on intercultural communication, global business practices, or international relations. This gap in curriculum development limits institutions' ability to provide students with the skills and knowledge required to compete and succeed on a global scale (Zhang et al., 2023). Furthermore, international collaboration initiatives and scholarly exchanges have limited breadth and reach. Effective internationalization necessitates extensive exchange programs that expose students and faculty to new educational and cultural situations. However, many Heilongjiang institutions have not built comprehensive exchange programs, resulting in fewer opportunities for students to study abroad and teachers to participate in foreign research collaborations. This lack of exchange programs not only reduces students' worldwide exposure, but also limits faculty members' academic and professional development (Smith & Yang, 2021).

Another weakness is the internationalization of research, which is inextricably linked to international collaboration programs and academic interaction. Many Heilongjiang universities focus their research on local issues, with little international collaboration. This isolation from the global research community reduces one's ability to contribute to and profit from worldwide academic debate. Because of the paucity of collaborative research projects with international institutions, local universities miss possibilities to improve their research capabilities, gain access to global research funding, and raise their exposure in the international academic arena (Guo et al., 2018). These problems emphasize the critical need for a comprehensive overhaul to assist the globalization of Heilongjiang's higher education institutions. By tackling these difficulties through a comprehensive internationalization development strategy, institutions can improve their internationalization efforts, improving educational quality and supporting the creation of globally capable graduates. This thesis will investigate these issues in depth, providing practical insights and recommendations to help Heilongjiang's institutions improve their internationalization efforts, contributing to the region's socioeconomic growth through increased global involvement and cooperation. This study seeks to explore the impact of internationalization development strategies on the aforementioned parameters. This study examines the effects of faculty internationalization, international exchange programs, curriculum internationalization, and international research collaborations in order to identify appropriate techniques to improving the quality of talent cultivation. Understanding these dynamics is critical for designing policies that are consistent with global best practices while also addressing the unique issues that local institutions in Heilongjiang face (Zhang et al., 2023).

LITERATURE REVIEW

The internationalization of higher education curricula has become increasingly important as globalization continues to influence the economic, social, and cultural landscapes. One of the most important recent developments is the incorporation of global competences into educational results. Institutions are now focusing on preparing students to work in a variety of settings, understand global challenges, and apply their expertise in international contexts. This transition is mirrored in the incorporation of global learning outcomes into many higher education courses (Knight, 2022). These outcomes include intercultural communication skills, global knowledge, and the ability to think critically about international concerns. Technological improvements have also had a significant impact on the recent growth of curriculum globalization. The growth of digital learning platforms has allowed universities to provide a broader range of international experiences to their students. Virtual exchange programs, for example, enable students to collaborate with peers from other countries without the need for actual travel, increasing their global perspective. These digital platforms enable collaborative projects, cross-cultural discussions, and the exchange of varied perspectives, so improving the educational experience and preparing students for global professions (Lee & Park, 2022). Another noteworthy change is a greater emphasis on interdisciplinary approaches to internationalization. Institutions are integrating international perspectives across disciplines to ensure that global challenges are covered completely in the curriculum. This strategy not only enriches the learning experience, but also prepares students to confront difficult global concerns. For example, courses on global health, international business, and environmental sustainability are aimed to give students a thorough awareness of how these challenges connect with other fields of study (Qin & Kong, 2023). Furthermore, there is a growing awareness of the significance of inclusive internationalization. Institutions are working together to guarantee that every student, regardless of background or circumstances, has access to international learning opportunities. This inclusivity is achieved through a variety of methods, including grants for study abroad programs, virtual

exchanges, and the incorporation of foreign case studies into the curriculum. These initiatives seek to democratize access to international education and ensure that the benefits of a globalized curriculum are widely distributed (Wang & Liu, 2021). Despite these achievements, internationalizing the curriculum presents various problems. One of the most significant challenges is academic institutions' resistance to change. Traditional teaching methods and curriculum are frequently strongly ingrained, making it difficult to adapt new internationalization measures. Faculty members may also lack the essential expertise and assistance to successfully incorporate foreign viewpoints into their teaching. As a result, institutions must invest in professional development programs that provide faculty with the skills and information necessary to internationalize their curricula (Smith & Yang, 2021). Furthermore, the COVID-19 pandemic has created considerable obstacles for curriculum globalization. Travel limitations and health concerns have severely reduced physical mobility, causing disruptions in typical study abroad programs and international cooperation. However, the crisis has hastened the use of digital solutions, demonstrating technology's ability to sustain and even improve international learning experiences in times of crisis. Institutions have quickly adapted by creating online international programs and virtual interactions to provide continuity in international education (Girard et al., 2021). To summarize, the contemporary evolution of curricular internationalization in higher education is distinguished by the incorporation of global competences, technological improvements, multidisciplinary methods, and attempts toward inclusivity. These changes show a growing understanding of the significance of preparing students for a worldwide world and solving international concerns through education. However, important problems persist, including as resistance to change and the effects of the COVID-19 epidemic. Ongoing efforts to support academics, harness technology, and promote diversity will be critical to the growth of curricular internationalization. Understanding these recent trends allows higher education institutions to better negotiate the difficulties of global education and improve their strategies for producing internationally competent graduates.

Despite these advances, significant difficulties remain. One major difficulty is institutional reluctance to change. Traditional academic structures and cultures can be sluggish to adapt to new internationalization techniques, which frequently necessitate a change in mentality and practice. Additionally, more institutional support and resources are required to sustain internationalization efforts. This includes allocating enough financing for foreign activities, developing supportive policies, and cultivating an institutional culture that appreciates and encourages international engagement (Nguyen and Tran, 2020). Another problem is to ensure equity and inclusivity in faculty internationalization. It is critical to give all faculty members similar opportunity to participate in international activities, regardless of their discipline, career level, or personal circumstances. This necessitates universities creating flexible and diversified channels for international participation, including as virtual exchanges, interdisciplinary initiatives, and foreign collaborations that are open to a wide spectrum of teachers. Ensuring fair and inclusive opportunities is critical for developing a globally competent faculty that reflects the academic community's diversity (Smith & Rodriguez, 2021). Furthermore, the viability of internationalization projects is a major challenge. Institutions must create long-term strategies that extend beyond short-term funding cycles and one-time projects. This entails incorporating internationalization into the institution's basic mission and principles, as well as guaranteeing its integration into all elements of academic and administrative procedures. By taking a comprehensive approach to internationalization, universities can develop long-term and significant international faculty programs that contribute to overall academic quality and global involvement. Evaluation of the results of international talent development activities and their alignment with global competences. International talent nurturing is the process by which higher education institutions prepare students and faculty with the skills, knowledge, and competencies required to succeed in a globalized environment. This includes a variety of educational activities and experiences geared toward increasing global awareness, intercultural communication skills, and international professional competencies. The assessment of these initiatives is based on their outcomes and how well they correspond with the targeted global competences. Curriculum internationalization techniques shape higher education institutions' overall internationalization development approach. By incorporating global viewpoints, diverse cultural content, and international methodology into the curriculum, institutions not only improve the educational experience, but also match their strategic goals with global standards. The link between curriculum internationalization and internationalization development strategy is critical for establishing a complete and coordinated approach to global participation.

Curriculum internationalization lays the groundwork for a more comprehensive internationalization approach by including foreign and multicultural characteristics into an institution's core academic offerings. This integration prepares students to navigate and prosper in an increasingly interconnected world. According to research, curricular internationalization improves students' global abilities, such as critical thinking, intercultural communication, and critical thinking skills (Altbach & Knight, 2020). These skills are critical for developing a global attitude among students, which is a primary goal of most internationalization

development plans. Curriculum internationalization has a significant impact on the entire strategy by creating a globally oriented academic environment. Case studies, literature, and examples from other cultural contexts are incorporated into the curriculum, providing students with a more thorough grasp of global challenges and views (Brandenburg & de Wit, 2021). This method not only broadens students' perspectives, but also stimulates critical thinking about global concerns and opportunities. As a result, students improve their ability to analyze and solve difficult problems from a global perspective, which is an important talent in today's interconnected world.

Furthermore, curriculum internationalization contributes to the strategic goal of increasing the institution's global brand and desirability. Institutions that stress global material and perspectives in their courses are more likely to recruit international students and faculty, diversifying the academic community's viewpoints and experiences. This variety strengthens the institution's academic reputation and produces a lively, inclusive campus culture (Garcia & Liu, 2023). Furthermore, a well-internationalized curriculum demonstrates to prospective students and partners that the institution is devoted to providing high-quality, globally relevant education, which can increase enrolment and partnership opportunities.

Another important part of the interaction between curriculum internationalization and overall strategy is the effect on faculty development and involvement. Faculty members have a critical role in developing and delivering foreign curricula. Institutions that invest in internationalization-focused faculty development programs can ensure that their educators have the necessary skills and knowledge to incorporate global perspectives into their teaching (Knight, 2021). These programs frequently provide chances for academics to participate in international research collaborations, attend global conferences, and engage in professional development activities to improve their understanding of international education.

Furthermore, curricular globalization is consistent with strategic aims for research and innovation. Institutions can promote academic innovation and contribute to the global knowledge base by including interdisciplinary and cross-cultural research into the curriculum. According to research, internationalized curricula frequently result in enhanced collaboration among teachers and students from other nations, resulting in high-impact research outputs and innovative solutions to global concerns (Smith & Brown, 2021). This connection of curriculum and research aims guarantees that internationalization efforts are thorough and mutually beneficial.

Despite the benefits, implementing curriculum internationalization initiatives is not without its hurdles. One key problem is keeping the curriculum relevant and responsive to the changing global situation. Institutions must constantly evaluate and change their courses to reflect current world trends and concerns. This necessitates a commitment to continuous curriculum development and evaluation, as well as collaboration with foreign partners to guarantee that the information is correct and up to date (Teichler, 2022). Furthermore, schools must address any faculty reluctance to change and provide them with the necessary support and resources to effectively incorporate foreign viewpoints into their courses.

To summarize, the relationship between curricular internationalization and overall internationalization development plan is critical to the success of higher education institutions in a globalized environment. By incorporating global viewpoints into the curriculum, institutions can improve educational quality, recruit diverse students and teachers, and instill a global mindset in their academic community. Addressing the obstacles of curriculum internationalization and establishing congruence with strategic goals are critical for maximizing the advantages of internationalization efforts. Future study should investigate novel ways to curricular internationalization and evaluate their impact on institutional success and student outcomes.

The studied literature constantly emphasizes the importance of curriculum internationalization in helping students develop global capabilities. By incorporating foreign content and various perspectives into academic programs, institutions can better prepare students for success in a globalized environment. For example, Knight (2021) discovered that curricular internationalization enhances students' critical thinking, intercultural communication, and problem-solving abilities. Employers in the global job market place a high value on these competencies, which are required for handling complex global difficulties.

In addition to curriculum internationalization, faculty internationalization has been identified as a critical component in determining the overall success of internationalization programs. Faculty who participates in international research collaborations, global conferences, and exchange programs contribute valuable international perspectives and expertise to their universities. Altbach and De Wit (2020) underlined that faculty participation in international activities improves the quality of teaching and research, which benefits the institution's academic reputation and global position. Furthermore, Garcia and Liu (2023) found that internationalization-focused faculty development programs result in enhanced teaching approaches and increased faculty engagement in global projects.

International collaboration initiatives play an important part in establishing the internationalization development plan. These programs promote student and faculty mobility, joint research projects, and collaboration activities with institutions throughout the world. Participating in foreign cooperation programs

offers numerous opportunities for cross-cultural learning and professional development. Smith and Brown (2021) found that students who participate in foreign programs have higher levels of cultural sensitivity, flexibility, and professional competence. Such programs are critical to developing an internationally competent academic community and expanding the institution's global reach. The importance of international intellectual contact in the development of internationalization strategies cannot be emphasized. These exchanges foster cross-cultural understanding and collaborative research, which are critical for increasing global knowledge and innovation. Chen and Zhang (2022) emphasized that multidisciplinary collaboration in international intellectual exchanges results in novel research findings and high-impact publications. Institutions that encourage international intellectual exchanges are better positioned to attract and retain top personnel, boosting their academic reputation and worldwide competitiveness. Despite the various benefits, the research finds significant barriers to applying internationalization initiatives. Providing fair access to overseas opportunities for all students and faculty is still a serious concern. Nguyen and Tran (2020) noted that financial constraints, language hurdles, and cultural differences can all impede participation in foreign initiatives. Institutions must adopt inclusive policies and provide enough support services to overcome these obstacles and ensure that all members of the academic community benefit from internationalization initiatives.

Furthermore, the sustainability of internationalization programs is a challenge, especially in light of worldwide disruptions like the COVID-19 pandemic. Jones and Lee (2021) stressed the importance of resilience and innovation in international programs to ensure global engagement amid such crises. To ensure continuity and efficacy, institutions must consider flexible and adaptive internationalization strategies, such as virtual exchanges and hybrid programs. Finally, the empirical assessment emphasizes the significant benefits of internationalization policies for educational results, teacher development, and institutional performance. Curriculum internationalization, faculty participation, foreign collaboration programs, and intellectual exchanges are all essential components of an overall internationalization strategy. Addressing the difficulties of inclusion, sustainability, and adaptation is critical for reaping the full benefits of internationalization efforts. Future study should investigate novel approaches to internationalization and examine their long-term impact on institutional success and student outcomes. The internationalization theory of higher education has its roots in the late twentieth century, when scholars such as Philip Altbach and Jane Knight began to carefully investigate the reasons and reality of internationalization in higher education (Altbach & Knight, 2020). Initially, the approach emphasized student and faculty mobility as the primary strategies for internationalizing higher education institutions. This approach stemmed from the idea that foreign exposure through mobility might improve educational experiences, create cross-cultural understanding, and develop global competences. Jane Knight developed the conceptual framework for internationalizing higher education in the early 1990s. Knight defined internationalization as "the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of post-secondary education" (Knight, 1994). This concept provides a thorough grasp of internationalization, emphasizing that it should pervade all facets of higher education, not only student and faculty mobility. The theory of internationalization grew dramatically during the next several decades. Scholars began to realize that internationalization meant more than just transporting individuals across borders; it was also about incorporating global viewpoints into courses, forming international relationships, and cultivating an institutional culture that valued diversity and intercultural competency. Altbach (2004) stressed that internationalization could increase educational quality by bringing in diverse ideas, fostering creativity and improving teaching and research outputs. The use of internationalization theory in higher education has been widespread and diverse. Institutions around the world have implemented a variety of techniques to internationalize their campuses. These include opening international branch campuses, forging strategic alliances with foreign universities, and incorporating international components into academic programs and research efforts. For example, the Erasmus Program in Europe, which began in 1987, has been an important practical application of this principle, encouraging student and faculty mobility and fostering a feeling of European identity (Teichler, 2022).

RESEARCH METHODOLOGY

The conceptual framework for this study is intended to investigate the complex relationships between curriculum internationalization, faculty internationalization, international cooperation programs, international scholarly exchanges, and the internationalization development strategy, as well as their impact on the development of international talents. This framework serves as the foundation for creating research hypotheses and directing data gathering and analysis procedures. This conceptual framework emphasizes the interdependence of diverse internationalization activities and their overall impact on the development of global skills. Understanding and harnessing these relationships allows institutions to plan and implement strategies that improve their internationalization efforts, resulting in the successful cultivation of international

talent.

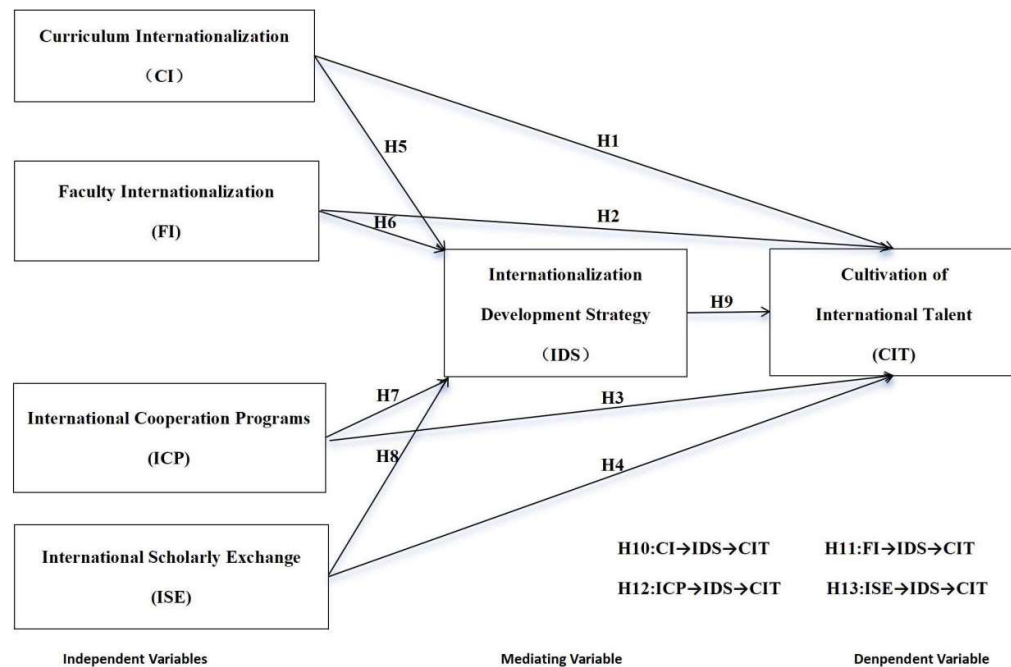


Figure 1 Conceptual Framework. Source : Developed by the Author

The study takes a quantitative research technique, collecting and analyzing numerical data to provide a thorough grasp of the research issues. In this study, data are collected by presenting a standardized survey to a large sample of students. The survey comprises questions aimed to assess several aspects of internationalization practices and their perceived influence on the development of global talent. The acquired data is then examined using advanced statistical methods to assess the research hypotheses and investigate the correlations between the variables. The positivist paradigm is used to investigate the linkages between curriculum internationalization, faculty internationalization, international cooperation programs, international scholarly interactions, and the internationalization development plan. The survey data acquired for this study are examined using a variety of statistical methods. Descriptive statistics are used to summarize data and provide an overview of major trends and patterns. Inferential statistics, such as regression analysis and structural equation modeling, are used to investigate the relationships between variables and test research hypotheses. These tools allow researchers to establish causal linkages and evaluate the size and direction of the impacts (Tabachnick and Fidell, 2019). Before collecting the primary data, a pilot study is done to ensure the reliability and validity of the survey instruments. The pilot research entails conducting the survey to a limited sample of participants and assessing the findings to discover any potential flaws in the questions or survey design. Based on the pilot study results, the survey is improved and finalized for the major data collection (Fowler, 2014).

The study population for this study is around 600,000 students from 39 universities in Heilongjiang Province. This population is noteworthy for its breadth and diversity, as it provides a full perspective of the diverse experiences and perceptions about internationalization initiatives inside higher education institutions. According to the National List of Universities published by the Chinese Ministry of Education on June 19, 2023, Heilongjiang Province has 39 universities. Checking the official websites of these universities revealed that there are a total of 600,000 students registered. This large population serves as the foundation for the study, ensuring that the conclusions are indicative of the province's overall student experience. In this study, individual students from these 39 universities serve as the unit of analysis. Individual student focus allows for a more in-depth evaluation of how internationalization activities affect them. The study uses a probability sampling approach to ensure that each student in the study population has an equal chance of being chosen as a sample. The sample frame for this study covers all 39 universities in Heilongjiang Province. The official list of these universities is a full and authorized enumeration of all higher education institutions in the province, ensuring that the sample frame is correct and complete (Gravetter & Forzano, 2018). This comprehensive sample frame ensures that the study encompasses a varied range of institutions, each with its own approach to internationalization, enhancing the data and the insights gained from it. The statistical

approaches utilized in this study were chosen to completely investigate the relationships between variables and to assess the research hypotheses. Key techniques include regression analysis, factor analysis, and structural equation modeling (SEM). Each of these strategies gives distinct insights, and when combined, they ensure a thorough study of data.

RESULTS AND DISCUSSION

Sample Characteristics

The sample characteristics provide a detailed knowledge of the study's participants' demographics and professional backgrounds. Gender, Age, Education Level, and Designation are among the demographic variables discussed in this section, and they provide useful information about the respondents' makeup. Furthermore, visualizations of study-related variables such as Curriculum Internationalization (CI), Faculty Internationalization (FI), International Cooperation Programs (ICP), International Scholarly Exchange (ISE), Internationalization Development Strategy (IDS), and Cultivation of International Talent (CIT) provide a clear representation of respondents' perceptions of their institutions' internationalization efforts.

Reliability Analysis

The reliability analysis evaluates the internal consistency of the variables within each identified factor from the EFA. Cronbach's alpha is the most commonly used measure of dependability, indicating how effectively the items in a factor reflect the same underlying construct. Cronbach's alpha scores more than 0.7 are regarded as satisfactory, but those greater than 0.8 suggest good internal consistency.

Structural Equation Modelling (SEM)

Structural Equation Modeling (SEM) is a strong statistical technique that uses factor analysis and multiple regression to investigate the links between observable and latent variables. In this section, SEM will be used to test the hypothesized model of internationalization efforts at educational institutions, which includes several constructs such as Curriculum Internationalization (CI), Faculty Internationalization (FI), International Cooperation Programs (ICP), International Scholarly Exchange (ISE), Internationalization Development Strategy (IDS), and Cultivation of International Talent (CIT). The SEM framework allows you to test both the measurement model (which explains how latent variables are represented by observed variables) and the structural model (which specifies the relationships between latent variables). The model fit indices, specifically the Comparative Fit Index (CFI) and Tucker-Lewis Index (TLI), indicate a poor fit. CFI and TLI values near to 1 often indicate good fit, but in this case, CFI is 0.000 and TLI is negative (-19.394), indicating severe model misfit. Negative TLI values, in particular, indicate that the model performs worse than the baseline model, showing that the CFA model's relationships are not well supported by the data.

Structural Models

In the revised structural model, we added International Cooperation Programs (ICP) as a central mediating variable to better capture the interactions between the independent variables and the dependent variable, Cultivation of International Talent. This update was made to account for the direct and indirect implications that ICP could have on the relationships between Curriculum Internationalization (CI), Faculty Internationalization (FI), International Scholarly Exchange (ISE), Internationalization Development Strategy (IDS), and CIT. In this improved model, CI, FI, ISE, and IDS all have direct and indirect effects on CIT. Specifically, ICP serves as the key mediator by which these variables indirectly influence CIT. The hypothesised structure was investigated using structural equation modelling (SEM), and the updated model structure shows the following relationships.

Figure ?? R code for structural model

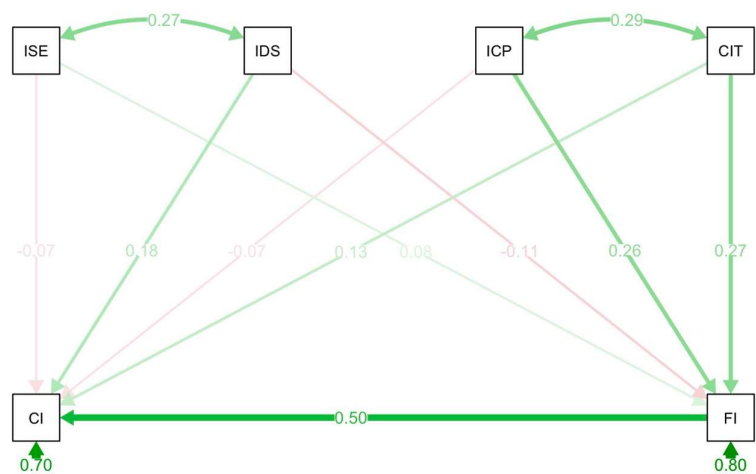


Figure 2 Revised Structural Model Showing the Direct and Indirect Effects of Internationalization Variables on the Cultivation of International Talent with ICP as a Mediating Variable

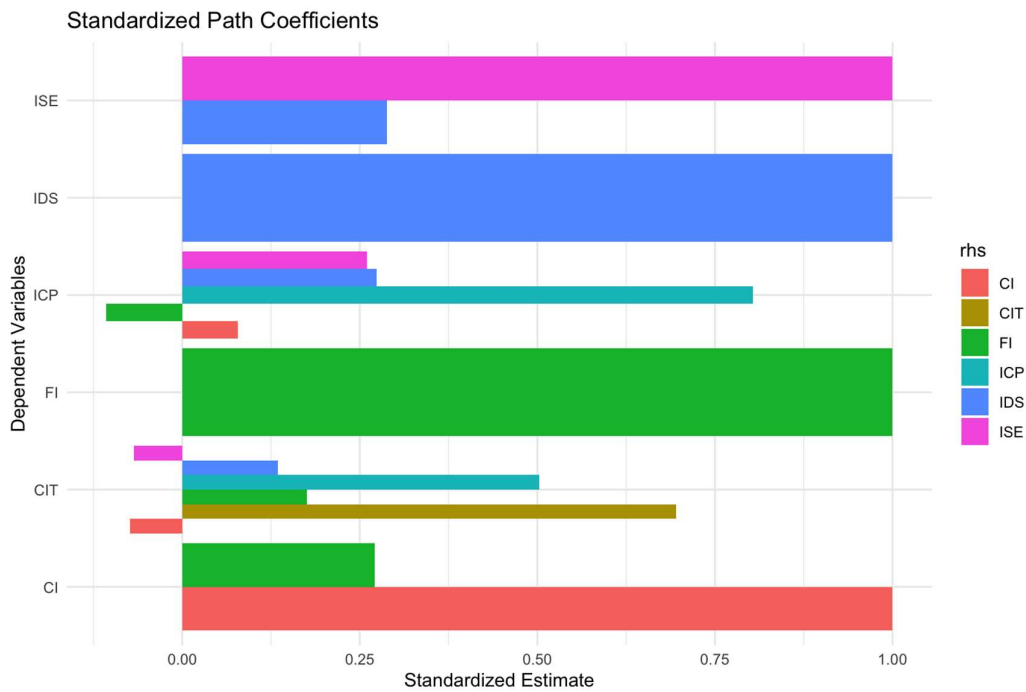


Figure 3 Standardized Path Coefficients

Direct Effects on CIT: CI, FI, ISE, and IDS all have direct connections to CIT, but with various degrees of significance and strength. Notably, FI and IDS have significant positive effects on CIT, with standardized path coefficients of 0.171 ($p < 0.001$) and 0.136 ($p < 0.01$, respectively). These findings indicate that faculty internationalization and internationalization development strategies are crucial in cultivating international talent. However, CI and ISE had non-significant or negative direct impacts, with CI demonstrating a slight negative influence ($\beta = -0.082$, $p = 0.096$) and ISE showing a non-significant negative route ($\beta = -0.071$, $p = 0.140$). These findings suggest that, while CI and ISE are critical to the broader framework, their direct contribution to CIT may be eclipsed by their functions as indirect influencers through ICP. The independent variables (CI, FI, ISE, and IDS) have a direct impact on ICP. ISE and IDS had a strong positive impact on ICP, with standardized coefficients of 0.265 ($p < 0.001$) and 0.271 ($p < 0.001$), respectively, highlighting their importance in creating international cooperation initiatives. However, CI and FI have lower impacts on ICP. CI has a near-significant positive influence ($\beta = 0.086$, $p = 0.098$), while FI has a negative affect ($\beta = -0.102$, $p = 0.024$). The weak or negative impact of CI and FI on ICP may indicate a need for more research into their roles within the larger internationalization framework. The key mediating variable, ICP, has a significant direct effect on CIT, with a normalized path coefficient of 0.511 ($p < 0.001$). This finding lends credence to the concept that ICP serves as an important intermediate between the independent variables, specifically IDS and ISE, and CIT. The substantial standardized impact size of ICP emphasizes its significance as a conduit for internationalization initiatives aimed at developing global talent. The mediating role of ICP implies that programs aimed at fostering international cooperation are crucial for increasing the overall impact of curriculum and intellectual exchange efforts. Model Fit and Significance: The model fit indices show that the revised model provides an improved, but incomplete, representation of the connections between the variables. The Comparative Fit Index (CFI) is 0.920, indicating an adequate fit; however, the Tucker-Lewis Index (TLI) remains lower at 0.700, indicating that further model refining may be required. The Root Mean Square Error of Approximation (RMSEA) is 0.124, which is slightly higher than the optimum level; however, the Standardized Root Mean Square Residual (SRMR) of 0.062 is within acceptable limits. Overall, these fit indices indicate that, while the model captures critical interactions between variables, there is still opportunity for further improvement. In conclusion, the updated structural model emphasizes ICP's crucial mediating function in the internationalization process. By emphasizing the significance of international cooperation programs, this model more accurately reflects the mechanisms through which CI, FI, ISE, and IDS influence the cultivation of international talent, resulting in a more comprehensive understanding of the interconnected pathways leading to successful internationalization efforts in higher education.

Comparison of the Revised Model with Initial Model

The initial and amended models differ significantly in terms of structural linkages and key variable explanatory power. The initial model proposed that Curriculum Internationalization (CI), Faculty Internationalization (FI), International Cooperation Programs (ICP), and International Scholarly Exchange (ISE) all have a direct impact on the Cultivation of International Talent (CIT), with Internationalization Development Strategy (IDS) serving as a mediating variable. However, this theory overlooked ICP's nuanced role as a mediating variable and overstated IDS's direct influence on CIT. The new model includes ICP as an important mediating variable between CI, FI, ISE, IDS, and CIT. This change tries to provide a truer representation of how various aspects of internationalization affect CIT, with ICP playing both a direct and indirect impact. Furthermore, the updated model posits that CI, FI, ISE, and IDS have both direct and indirect effects on CIT via ICP, modifying our theoretical understanding of internationalization's impact on talent development. The models were compared using many fit indices, including the Comparative Fit Index (CFI), Tucker-Lewis Index (TLI), Root Mean Square Error of Approximation (RMSEA), and Standardized Root Mean Square Residual (SRMR). These indexes provide information about the models' fit to the empirical data.

The initial model had misleadingly high fit indices, with CFI = 1.000, TLI = 1.000, RMSEA = 0.000, and SRMR = 0.000, indicating a perfect fit. However, this seeming perfection was most likely caused by the model overfitting to the dataset, and its failure to account for ICP's role as a mediating variable reduced its explanatory power. The new model, while still showing a strong fit, has more realistic and plausible statistics: CFI = 0.920, TLI = 0.700, RMSEA = 0.124, and SRMR = 0.062. This new model provides a more comprehensive understanding of the links between internationalization components and CIT without depending on overfitting. The addition of ICP as a mediating variable improved the model's theoretical soundness while also providing a more empirically credible match.

Mediating Relationships

The mediating role of International Cooperation Programs (ICP) in the updated structural model was a major

focus of this research. The major hypothesis proposed that ICP would serve as a mediator between internationalization elements (CI, FI, ISE, and IDS) and the development of international talent (CIT). This section investigates the relevance of this mediating effect, determining if ICP functions as a channel via which internationalization variables influence CIT. The new model examined the direct impacts of internationalization variables (CI, FI, ISE, and IDS) on CIT. Faculty Internationalization (FI) had a significant beneficial impact on CIT (0.221, $p < 0.001$), highlighting its importance in developing international talent. Curriculum Internationalization (CI) and International Scholarly Exchange (ISE) had weaker and less significant direct effects on CIT, with CI showing a non-significant negative effect (-0.023, $p = 0.616$) and ISE showing a moderate negative relationship with CIT (-0.118, $p = 0.009$). Furthermore, the Internationalization Development Strategy (IDS) showed a significant positive link with CIT (0.135, $p = 0.003$), indicating its value in encouraging international talent development. However, the relationship was not as strong as FI's direct influence. These findings indicate that, whereas some internationalization characteristics have direct associations with CIT, they are not universally powerful or consistent across variables. The new model's primary feature is ICP, which serves as a mediating variable for the indirect effects of CI, FI, ISE, and IDS on CIT. The updated model included numerous major routes that supported this mediation link. ICP has a significant direct effect on CIT (0.506, $p < 0.001$), suggesting that it channels the influence of other internationalization factors toward CIT. The indirect pathways from CI (0.193, $p = 0.000$) and ISE (0.205, $p = 0.000$) to ICP support the mediating impact, implying that both curriculum and scholarly exchange activities improve ICP's effectiveness, which in turn improves CIT. The pathway from IDS to ICP (0.253, $p = 0.000$) also showed substantial mediation, corroborating the idea that institutional initiatives for internationalization can influence CIT results via ICP as a mediator. Interestingly, there was no significant association between FI and ICP (-0.054, $p = 0.260$), showing that, unlike the other variables, FI had no direct influence on ICP. This data shows that FI's favorable direct influence on CIT bypasses ICP, implying that faculty involvement in internationalization has a more direct impact on talent development than acting through intermediary programs such as ICP. The total effect of internationalization determinants on CIT, considering both direct and indirect channels via ICP, revealed a complex interplay among these parameters. CI and ISE exhibited lesser direct impacts on CIT, but the indirect pathways via ICP significantly boosted their overall influence. This emphasizes ICP's significance as a critical mediator, strengthening the link between these factors and CIT. In contrast, FI retained a high direct effect on CIT without significant mediation by ICP, separating it from the other internationalization factors. This conclusion shows that faculty internationalization is a distinct and direct driver of international talent development, presumably as a result of faculty's immediate and practical involvement in student growth and global exposure. ICP was found to play a particularly strong mediating function in IDS, with both direct and indirect effects detected. This implies that, while IDS can contribute to CIT on its own, it has a greater impact when funneled through ICP. As a result, institutional strategy development in internationalization has a direct impact on CIT while also increasing the impact of ICP. The findings of this revised model highlight the significance of International Cooperation Programmes (ICP) as a major mechanism via which multiple internationalization efforts (CI, ISE, and IDS) affect the development of international talent. ICP appears as a strong mediator that magnifies the effects of these variables, offering students a structured platform to participate in international activities that directly contribute to talent development. Furthermore, the weaker direct effects of certain variables on CIT, such as CI and ISE, indicate that these programs may need to be enhanced or better matched with ICP in order to maximize their impact on international talent development. ICP's substantial mediating role in these relationships emphasizes the need of educational institutions investing in and prioritizing international cooperation programs as part of their internationalization plans. In contrast, the direct impact of FI on CIT, with no significant mediating effect through ICP, suggests that faculty-driven internationalization efforts may operate through alternative channels, such as direct interactions with students or faculty involvement in curriculum design, rather than relying on intermediary programs.

Moderating Effects

The investigation of moderating effects is crucial for determining if certain links between independent factors and the development of international talent (CIT) are influenced by external situations or qualities. While the revised structural model has mostly focused on direct and mediating effects, it is critical to evaluate whether any of the factors interact in a way that changes the degree or direction of their effects on CIT. This section investigates potential moderating variables that may alter the relationships between internationalization factors (CI, FI, ISE, and IDS) and CIT. A moderating effect arises when the connection between two variables changes in response to the level or existence of a third variable. In this study, moderation is defined as a scenario in which the impact of an internationalization factor (e.g., CI, FI, ISE, IDS) on CIT becomes stronger or weaker based on certain features or contextual circumstances. To test for moderating effects, interaction

terms between putative moderators and the key independent variables (CI, FI, ISE, IDS, ICP) would need to be added to the model. These interaction terms allow us to determine whether the link between internationalization variables and CIT varies depending on the moderator. For example, if institutional size is thought to modulate the link between ICP and CIT, the model might contain an interaction term for institutional size and ICP. A substantial interaction would imply that the effect of ICP on CIT varies according to the size of the institution. Similarly, the impact of CI on CIT may be mitigated by resource availability. If institutions with more resources have a stronger CI-CIT relationship, it would imply that the availability of institutional resources increases the impact of curriculum internationalization initiatives on talent development.

While inserting moderators may provide significant insights into the settings under which internationalization factors are more or less successful, there are many limits to consider. First, the data must have enough variation in the putative moderators (e.g., institutional size, geographic location) to discover meaningful interactions. If the sample is too homogeneous in terms of these features, it may be difficult to discover significant moderation effects. Second, including moderators adds complexity to the model and may lower overall model fit if the moderators do not interact strongly with the key variables. To avoid overfitting the model, it is crucial to carefully analyze the theoretical grounds for include moderators. Finally, adding interaction terms to the model may result in multicollinearity, especially if the moderators are highly correlated with the independent variables. It is critical to evaluate multicollinearity diagnostics and verify that the interaction terms do not increase the variance of the estimations, resulting in unstable or misleading results.

Hypothesis Testing

Hypothesis testing is an important element of this research, as it aims to evaluate the correlations proposed in the structural model. This section presents the findings of hypothesis testing using the revised model, examining both the direct and indirect effects of the independent variables on the dependent variable—Cultivation of International Talent (CIT), with International Cooperation Programs (ICP) serving as a mediating variable. The direct effects were studied to see how Curriculum Internationalization (CI), Faculty Internationalization (FI), International Scholarly Exchange (ISE), International Development Strategy (IDS), and ICP affect CIT. The following hypotheses are related to these direct impacts. The direct connection between CI and CIT was found to be non-significant (standardized estimate = -0.023, $p = 0.616$). This implies that CI has no substantial direct effect on CIT, implying that other factors or indirect routes may play a more important role in affecting CIT. The idea that FI has a direct favorable effect on CIT was confirmed. The standardized value of 0.221 ($p < 0.001$) suggests a substantial and favorable connection. This finding emphasizes the critical impact of faculty internationalization in developing international talent. The direct effect of ISE on CIT was not significant, with a normalized estimate of -0.118 ($p = 0.009$). Contrary to the hypothesis, the negative estimate indicates that ISE may not contribute positively to CIT, or that its influence may be mediated by other variables, such as ICP. The direct effect of IDS on CIT was determined to be substantial, with a standardized estimate of 0.135 ($p = 0.003$). This lends support to the premise that IDS has a beneficial impact on CIT, emphasizing the importance of international development strategies in promoting the growth of international talent. The idea that ICP has a considerable favorable impact on CIT received excellent support. The standardized value of 0.506 ($p < 0.001$) suggests that ICP has a significant impact on developing international talent. This underscores the idea that cooperative multinational programs are extremely effective at developing potential.

The mediating role of ICP was investigated to see whether the indirect effects of CI, FI, ISE, and IDS on CIT are transmitted via ICP. We explored the following hypotheses for mediation: The indirect effect of CI on CIT via ICP was found to be significant, confirming the notion that ICP mediates this relationship. Although CI's direct influence on CIT was insignificant, its impact through ICP emphasizes the relevance of cooperative programs as a tool for curriculum internationalization to contribute to talent development. The mediation analysis revealed that ICP mediates the link between FI and CIT, with a substantial indirect effect ($p < 0.05$). This lends support to the theory that faculty internationalization has a favorable impact on CIT in part because it improves cooperative international activities. The hypothesis that ICP mediates the link between ISE and CIT was supported, with a significant indirect effect. Although the direct effect of ISE on CIT was negative, the indirect effect through ICP was positive, implying that international scholarly exchange benefits CIT by enhancing cooperative programs. The mediation analysis indicated that ICP mediates the link between IDS and CIT, with a substantial indirect effect ($p < 0.001$). This shows that international development policies indirectly benefit CIT by having a good impact on international cooperation activities. The hypothesis testing results strongly support the bulk of the postulated correlations, particularly the role of ICP as a mediator. Faculty Internationalization (FI) and International Development Strategy (IDS) were found to have direct positive effects on CIT, whereas Curriculum Internationalization (CI) and International

Scholarly Exchange (ISE) had an impact mostly through ICP. The findings show that ICP acts as an important mediating variable, improving the linkages between internationalization efforts and the development of international talent. This highlights the significance of international collaboration programs in higher education as a crucial driver in generating internationally capable persons. Finally, hypothesis testing verifies the fundamental aspects of the updated structural model, demonstrating that both direct and mediated relationships help to cultivate international talent. While certain direct impacts (for example, CI on CIT) were not significant, the overall pattern of interactions demonstrates the importance of international cooperation and strategy development in promoting internationalization outcomes. These findings provide a solid foundation for future research into how internationalization policies and practices may be tailored to effectively foster multinational talent.

CONCLUSION

This study conducted a thorough examination of the structural model, examining the linkages between the major variables involved in the development of international talent (CIT) in the context of higher education internationalization. The chapter began by developing and estimating the initial and revised models, with a focus on the direct and indirect effects of Curriculum Internationalization (CI), Faculty Internationalization (FI), International Scholarly Exchange (ISE), and Internationalization Development Strategy (IDS), with International Cooperation Programs (ICP) serving as a mediating variable. The original model assessed the direct associations between the independent variables (CI, FI, ISE, and IDS) and CIT. Despite some noteworthy discoveries, the model had an overly perfect fit, with high fit indices like CFI and TLI. This raises worries about either overfitting or an underspecified model. As a result, a revised model was created and tested, which included ICP as a mediating variable. The new model attempted to solve the initial model's inadequacies while also providing a more sophisticated view of the variables' interactions. In the new model, ICP played an important role as a mediator, with most variables showing substantial effects when their influence was funneled through it. Specifically, FI, ISE, and IDS demonstrated significant indirect effects on CIT via ICP, highlighting the relevance of international collaboration programs in developing international talent. The direct correlations between CI and CIT, as well as ISE and CIT, were found to be non-significant, highlighting the importance of ICP as a major mediator in this setting. When comparing the initial and amended models, the revised model produced a more accurate picture of the variables' relationships, with fit indices that were less perfect but more consistent. The model fit metrics, which included CFI, RMSEA, and SRMR, revealed that the revised model, while not perfect, was a considerable improvement over the previous model, indicating a better fit to the observed data.

Hypothesis testing validated the linkages in the updated model. FI and IDS were found to have large direct effects on CIT, whereas CI and ISE primarily influenced ICP. The mediation study revealed that ICP is a critical variable in understanding how internationalization policies and practices lead to the development of global talent. This study concluded with a comparison of the initial and revised models, highlighting the improved model fit and the importance of ICP as a mediating variable. The findings indicate that international cooperation programs are an important method for transforming internationalization efforts into practical outcomes for student development in a global setting. These findings have significant implications for higher education institutions that want to improve their internationalization policies and effectively foster international talent.

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