

Global Attributes, Strategic Approaches and Emerging Practices in Integrating Internationalization on School Improvement Plan

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Abstract—The present study explored the significant relationship between attributes, strategic approaches and emerging practices of internationalization on School Improvement Plan within the city schools division of Laguna. Employing a descriptive research design, data were carefully gathered from 276 teachers through stratified random sampling. Data were analyzed through descriptive and inferential statistics, including the weighted mean, standard deviation and Pearson product-moment correlation. Findings indicate a high level of manifestations across all the given attributes validated by both school head and teacher responses. Strategic approaches such as setting clear goals, curriculum integration, incorporation of technology and professional development reflect a high level of manifestations. However, components like mobility programs and international partnerships, and allocation of budget reflected moderate implementation levels. Well – established emerging practices of internationalization towards such as creating supportive environment, pedagogical practices, cultural behavior and availability of facilities were evident, while virtual exchange exhibited moderate manifestation as perceived by the respondents. Additionally, the findings revealed weak to moderate correlations between the level of global attributes and strategic approaches for internationalization and the emerging practices towards School Improvement Plan. It illustrates that improvements in one area correspond to enhancements in others. Based on these results, it was recommended that elementary schools sustain and strengthen their commitment in integrating internationalization in the educative process. The development of a unified internationalization framework and policy is essential to standardize strategies and practices. To address the challenges that deter implementation, future researchers may replicate or expand this research on a broader scale to explore more effective solutions.

Keywords— Internationalization, Global Attributes, Strategic Approaches, Emerging Practices, School Improvement Plan.

I. INTRODUCTION

In a rapidly changing world, the landscape of education is experiencing profound transformations, relentlessly driven by globalization and technological advancements. As nations strive to equip their people with the skills necessary to succeed in an increasingly complex global environment, the integration of international perspectives into educational practices has emerged as a relevant imperative. This trend is particularly pivotal in the context of basic education in the Philippines, where the need for educational reform has become crucially pressing.

In the context of basic education, internationalization involves integrating global perspectives and skills into school

curricula, teaching methods, and policies to prepare students for a rapidly evolving, interconnected world (Huang and Hsieh, 2018). For developing countries like the Philippines, incorporating internationalization into school improvement plans represents a significant step toward developing the skills necessary among young learners to thrive in diverse cultural settings, address global challenges, and contribute meaningfully to the global society.

The Philippine education system, led by the Department of Education (DepEd), has progressively adopted initiatives to introduce internationalization of basic education through curriculum enhancements, development of collaborations with international organizations, and provision of international opportunities to educators as part of professional development program. These efforts are reflected in the K-12 curriculum, which incorporates global themes such as climate change, human rights, and cultural diversity (DepEd, 2019). However, the effective integration of internationalization into school practices, especially within public elementary schools, remains challenging due to unequal levels of resources, support, and implementation strategies across different regions.

Internationalization in education involves the incorporation of global perspectives into curriculum and institutional policies, cross-cultural understanding, and collaborative practices. This approach promotes not only academic competencies but also necessary skills for life-long learning such as adaptability, communication, and empathy. As the world becomes more interconnected, learners must be equipped to navigate diverse culture and contribute meaningfully to the global community. Thus, integrating internationalization into basic education should not be just an improvement but a requirement indeed.

For basic education, elementary level in particular, internationalization offers a significant benefit. It equips students with the skills and knowledge needed to succeed in a globalized economy, providing them with a competitive edge. Exposing pupils to international perspectives and practices makes them prepared with competencies that will enable them to face the challenges and demands of an increasingly interconnected world. The process also allows the pupils to embrace diversity which is necessary in building a welcoming and inclusive society. Internationalization establishes connection of both pupils and teachers to the globalized

environment. Thus, it fosters collaborative learning and mutual growth opportunities (Knight, 2019).

This study sought to explore the level of internationalization embedded within the school improvement plans of elementary education in the Philippines, particularly in the province of Laguna. It examined the status of existing frameworks, policies, and practices in promoting educational reform that is contextually relevant and responsive to the challenges and demands of globalization. By highlighting successful case studies and innovative practices, this research aimed to provide insights and recommendations that can guide policymakers, educators, and stakeholders in their efforts to enhance the Philippine education system.

Ultimately, this study on Global Attributes, Strategic Approaches and Emerging Practices in Integrating Internationalization on School Improvement Plan desired to contribute to the ongoing discourse on educational reform in the basic education in the Philippines, setting for a deeper exploration of how school heads can develop and implement internationalization strategies that will promote curriculum enhancement, inclusion, international professional development programs and digital literacy for global connectivity and inform future policy decisions and interventions in the field.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aimed to explore the global attributes and strategic approaches in integrating internationalization into emerging practices towards School Improvement Plan. Specifically, it sought answers to the following questions:

1. What is the level of the attributes of internationalization in education in terms of:
 - 1.1 Promoting Inclusion;
 - 1.2 Developmentally Appropriate Practices;
 - 1.3 Globally aligned PPAs (Programs, Projects and Activities);
 - 1.4 Communicative Competence;
 - 1.5 Student Service; and
 - 1.6 Innovative Teaching-Learning Styles
2. What is the level of the strategic approaches in integrating internationalization in elementary schools in the areas of:
 - 2.1 Setting Clear Goal;
 - 2.2 Curriculum Integration;
 - 2.3 Mobility Program;
 - 2.4 International Partnership or Collaboration;
 - 2.5 Incorporation of Technology;
 - 2.6 Professional Development; and
 - 2.7 Well Allocated Budget
3. What is the level of the emerging practices of internationalization on School Improvement Plan in terms of:
 - 3.1 Creating Supportive Environment;
 - 3.2 Virtual Exchange;
 - 3.3 Pedagogical Practices;
 - 3.4 Cultural Behavior; and
 - 3.5 Availability of Facilities

4. Is there a significant relationship between the attributes of internationalization in education and the emerging practices on School Improvement Plan?
5. Is there a significant relationship between the strategic approaches in integrating internationalization and the emerging practices on School Improvement Plan?

II. METHODOLOGY

Employing a descriptive research design, data were carefully gathered from 276 teachers through stratified random sampling. Data were analyzed through descriptive and inferential statistics, including the weighted mean, standard deviation and Pearson product-moment correlation.

III. RESULTS AND DISCUSSION

The results of the research, including the data collected as well as its analysis and interpretation, are presented in this chapter. The study was conducted to determine the level of attributes of internationalization in education, the level of the strategic approaches in integrating internationalization and their relationship with the level of the emerging practices of internationalization towards School Improvement Plan. The presentation of the findings followed the order of the questions enumerated in the problem statement.

The Attributes of Internationalization

The internationalization of education is a dynamic process that integrates global perspective into the educational system. As development in the educational landscape continues, internationalization has become a crucial strategy necessary to equip learners in overcoming challenges brought by increasingly interconnected world.

Integrating this into the early stages of education can help young learners develop critical thinking, problem-solving, global awareness, skills that are relevant not just in the local context but in a global society as well.

The key attributes are integral to effectively internationalize elementary education. These attributes enable schools to create a learning environment that is attuned with the needs of time: inclusion, developmentally appropriate practices, globally aligned programs, projects and activities, communicative competence, student service and innovative teaching-learning styles.

Table 1 shows the level of attributes of internationalization in terms of promoting inclusion.

Students feel respected and valued regardless of their cultural or linguistic background and Inclusive policies are effectively communicated to staff, students, and families. The mean (M=6.06) indicates a high level of manifestation in the schools in terms of promoting inclusion. Also, Teaching materials and resources reflect diverse cultures and perspectives. While the mean is slightly lower (M=5.75), it still manifests a somewhat high level in promoting inclusion in the different schools. The level of attributes of internationalization in education as perceived by the teachers and school heads in terms of promoting inclusion attained a weighted mean score of 5.95 and a standard deviation of .68 and was verbally interpreted as high among the respondents.

The standard deviation signifies low variability in responses. This suggests that observations across respondents are relatively uniform. Such consistency is indicative of a school-wide culture of inclusion, where stakeholders share similar experiences and observations of inclusive internationalization practices.

TABLE 1. Level of the attributes of internationalization in education in terms of promoting inclusion.

STATEMENTS	MEAN	SD	REMARKS
1. The school actively encourages inclusive practices that welcome students from diverse backgrounds.	5.92	.85	High
2. Teaching materials and resources reflect diverse cultures and perspectives.	5.75	.82	Somewhat High
3. Students feel respected and valued regardless of their cultural or linguistic background.	6.06	.81	High
4. Inclusive policies are effectively communicated to staff, students, and families.	6.06	.71	High
5. The school provides training on inclusive practices to all educators.	5.97	.79	High
Overall mean:			5.95
Overall SD:			.68
Interpretation			High

The result on the table shows a high level of attributes of internationalization in terms of promoting inclusion is related with the findings of Chin and Fiedler (2022) who noted that inclusive educational practices, such as diverse curriculum and support services, help bridge the gap and enable learners to succeed in their studies and feel more integrated into the learning environment.

The finding also agrees with Arnot and Reay (2024), their findings reveal that when students are given meaningful opportunities to express their perspectives and participate in shaping their educational experiences, the learning environment becomes more responsive and equitable.

TABLE 2. Level of the attributes of internationalization in education in terms of developmentally appropriate practices

STATEMENTS	MEAN	SD	REMARKS
1. Instructional strategies in the school are tailored to meet the developmental needs of all students.	5.95	.85	High
2. The teaching-learning strategies and prevalent practices are designed to be age-appropriate and relevant to students' experiences.	6.00	.88	High
3. Teachers regularly assess students' developmental stages to inform their teaching practices.	6.06	.81	High
4. Digital learning platforms, applications and tools used in the classroom suit students' age and maturity levels.	6.04	.78	High
5. There is a consistent effort to adjust teaching methods based on student feedback and developmental progress.	6.08	.79	High
Overall mean:			6.02
Overall SD:			.74
Interpretation:			High

Table 2 reveals the level of internationalization attributes in education, particularly in the aspect of developmentally appropriate practices. Also shows the statements, mean, standard deviation and remarks.

Based on the responses, there is a consistent effort to adjust teaching methods based on student feedback and developmental progress. The mean (M=6.08) suggests a high level of internationalization attributes in terms of developmentally appropriate practices. On the other hand, the statement, instructional strategies in the school are tailored to meet the developmental needs of all students, with the mean that is slightly lower (M=5.95) still indicates a high level of manifestation. The level of attributes of internationalization of education in terms of developmentally appropriate practices as perceived by the respondents attained a weighted mean of 6.02, suggesting that the schools' practices have a high level of developmental appropriateness. The low SD (0.73) also points to a consistent approach across classrooms or institutions, aligning with inclusive and effective international education standards. The present study also highlights the relevance of developmentally appropriate teaching strategies in Philippine classrooms, such as differentiated instruction, scaffolding, and collaborative learning, serving the varying developmental needs of students. It is important to create a learning environment where students feel both academically challenged and supported in line with their developmental stages.

TABLE 3. Level of the attributes of internationalization in education in terms of globally aligned PPAs (Programs, Projects and Activities)

STATEMENTS	MEAN	SD	REMARKS
1. The school has established programs and projects that are aligned with priority improvement areas shown by the results of International Large-Scale Assessment	5.78	.91	High
2. Students participate in projects that address global challenges and promote understanding and development skills aligned with international standards.	5.72	.86	High
3. The school regularly evaluates its programs and projects to ensure they address global issues shown by the results of International Large-Scale Assessment.	5.85	.82	High
4. Teachers and heads collaborate to create and implement programs and projects that are aligned with results of International Large-Scale Assessment	5.89	.80	High
5. Priority improvement areas shown by the results of International Large-Scale Assessment that should be addressed by school's programs and projects are communicated effectively to students and parents.	5.94	.76	High
Overall mean:			5.84
Overall SD:			.73
Interpretation:			High

Table 3 reflects the level of attributes of internationalization in education in terms of globally aligned programs, projects and activities. It can be gleaned from the data; Priority improvement areas shown by the results of International Large-Scale Assessment that should be addressed by school's programs and projects are communicated effectively to students and parents. The mean (M=5.94) reveals a high level of internationalization attributes in terms of PPAs. While students participate in projects that address global challenges and promote understanding and development skills aligned with international standards have a slightly lower mean (M=5.72) it still indicates a high manifestation of the level in terms of PPAs. The level of

attributes of internationalization of education in terms of programs, projects and activities as perceived by the school heads and teachers attained a weighted mean of 5.84 and an overall standard deviation of .73 and was interpreted verbally as high among the respondents.

This finding suggests that the schools are making significant efforts in aligning their programs and projects with international standards. Same findings are reflected in the study of Wagner (2020), who argued that schools should not only adjust their curricula but also redesign student support systems, professional development programs, and cultural exchanges to maintain alignment with global education trends. Similarly, Salandanan and Perez (2023) analyze the role of Outcome-Based Education (OBE) and the ASEAN Qualifications Reference Framework (AQRF) in aligning Philippine higher education with global benchmarks. O’Dowd (2021), highlights the importance of advanced and accessible platform in the delivery of education. He argues that this can democratize global engagement through collaborative experiences that promote critical thinking and intercultural interaction attuned to global demands.

Therefore, having a solid understanding of the relevance of the alignment of PPAs with global standards, elementary school will be provided with a competitive edge to gain the trust and confidence of learners or even other stakeholders that will lead to strategic educational partnerships.

TABLE 4. Level of the attributes of internationalization in education in terms of communicative competence

STATEMENTS	MEAN	SD	REMARKS
1. The curriculum emphasizes the importance of developing students' language and communication skills.	5.95	.87	High
2. Students are provided with opportunities to practice their language skills in real-world contexts.	5.95	.82	High
3. Communication skills are regularly assessed, including listening, speaking, reading, and writing.	6.07	.79	High
4. Teachers utilize diverse strategies to enhance students' language and communication skills.	6.13	.76	High
5. The school encourages collaboration among students to enhance their language and communication skills	6.14	.75	High
Overall mean:	6.05		
Overall SD:	.72		
Interpretation:	High		

Table 4 illustrates the level of attributes of internationalization in education in terms of communicative competence including the statements, mean, standard deviation and remarks. As reflected in the table, The school encourages collaboration among students to enhance their language and communication skills. The mean (M=6.14) indicates a high manifested level of internationalization attributes in terms of communicative competence. While on the other hand, the curriculum emphasizes the importance of developing students' language and communication skills and students are provided with opportunities to practice their language skills in real-world contexts obtained a lower mean (M=5.95) still indicates a high level in terms of the tested aspect. The level of school internationalization attributes in

terms communicative competence attained a weighted mean of 6.05 and a standard deviation of .72 and was verbally interpreted as high among the respondents with the indication of consistency on variability of implementation reflected by the SD.

This result shows that most schools have high level of attributes of internationalization of education in terms of communicative competence which means that they effectively foster communicative competence through the curriculum, interactive teaching-learning strategies and assessment practices. This supports Jackson and Liddell (2022), who investigated the crucial role of language and communication in successful internationalization. Their research explored how educational institutions, through their international programs, contribute to the enhancement of communication skills.

This also aligns with the research of Whyte (2021) who revisited the theoretical foundations of communicative competence. She highlighted that successful communication in various contexts requires more than just fluency; it demands awareness of audience, purpose, and context. There are also identified factors for communicative competence including teaching strategies, students' confidence levels, and environmental support. These led to the realization of significance of learner-centered interventions that not only improve grammatical adeptness but also foster active participation and confidence in communication (Samaranos and Biol Jr., 2024)

TABLE 5. Level of the attributes of internationalization in education in terms of student service

STATEMENTS	MEAN	SD	REMARKS
1. The school provides comprehensive support services such as special education, academic intervention and remediation and learning support and resources to address the needs of all students.	5.96	.83	High
2. Academic support programs are available to help students succeed in their studies.	5.97	.77	High
3. Counseling services are accessible to students to support their emotional and social well-being.	5.93	.80	High
4. The school actively engages families in supporting their children's educational experiences.	6.08	.81	High
5. Student feedback is used to improve the quality of services mentioned in items 1-4 offered at the school.	6.04	.73	High
Overall mean:	5.99		
Overall SD:	.69		
Interpretation:	High		

Table 5 shows the level of internationalization attributes in education in terms of student service. Also shows the statements, mean, standard deviation and remarks.

The school actively engages families in supporting their children's educational experiences. The mean (M=6.08) suggests a highly manifested implementation of student service. Also, Counseling services are accessible to students to support their emotional and social well-being. The mean (M=5.93) is slightly lower, it still indicates a high level of student service as an aspect of internationalization in education. It is also revealed in the table that a weighted mean of 5.99 and a standard deviation of .69 were verbally interpreted as high among the respondents. Blacer-Bacolod

and Bacolod (2021) highlight the relevance of responsive and student-centered support services in enhancing educational experience. Their study revealed that there is a pressing need for enhancement in terms of accessibility, relevance, and responsiveness. Gunarto and Hurriyati (2020) argued that when students feel that their voices and experiences are acknowledged, their engagement and loyalty to the institution are strengthened.

TABLE 6. Level of the attributes of internationalization in education in terms of innovative teaching-learning styles

STATEMENTS	MEAN	SD	REMARKS
1. Teachers in our school employ innovative teaching methods to engage students actively in learning.	6.17	.79	High
2. The use of technology is integrated into lessons to enhance the teaching-learning experience.	6.27	.73	High
3. Students are encouraged to explore creative solutions to problems through project-based learning.	6.13	.73	High
4. Collaborative learning opportunities are frequently incorporated into the curriculum.	6.26	.68	High
5. The school supports teachers in experimenting with new pedagogical approaches.	6.26	.72	High
Overall mean:			6.21
Overall SD:			.64
Interpretation:			High

Table 6 displays the level of attributes in internationalization in education in terms of innovative teaching-learning styles. Also includes the statements, mean, standard deviation and remarks.

The use of technology is integrated into lessons to enhance the teaching-learning experience obtained the highest mean (M=6.27) suggests a high level of implementation. Also, students are encouraged to explore creative solutions to problems through project-based learning. The mean (M=6.13) is slightly lower it still indicates a high level in terms of innovative teaching-learning styles. The level of internationalization attributes in terms of innovative teaching-learning styles attained a weighted mean of 6.21 and a standard deviation of .64. The results revealed a high manifestation among the respondents.

Integrating technology into the learning process supports students by providing them with a more accessible, flexible, and inclusive learning environment, contributing to the overall success of internationalization initiatives. This finding is supported by Taylor and Davidson (2022) who made a study on the impact of such practices, emphasizing that adopting innovative methods not only enhances teaching effectiveness but also fosters a more inclusive and global learning environment.

Strategic Approaches for Internationalization

Strategic approaches for integrating internationalization into elementary education are significant in developing global mindset among learners at an early age. Internationalization should not be confined to the tertiary level, instead, it should serve as a foundational element to ensure that young learners will be exposed to well-rounded teaching-learning process that develop knowledge, skills and values to thrive in an interconnected world.

These strategic approaches include the following: Setting clear goals, curriculum integration, mobility program, international partnership and collaboration, incorporation of technology, professional development and well allocation of resources.

TABLE 7. Level of the strategic approaches in integrating internationalization in elementary schools in terms of setting clear goals

STATEMENTS	MEAN	SD	REMARKS
1. The school has established clear goals for internationalization initiatives such as promotion of inclusion, development of programs and projects that would address priority improvement areas shown by results of international large-scale assessment, development of language and communication skills, innovative teaching strategies, etc.	5.89	.77	High
2. The objectives for internationalization are communicated effectively to all stakeholders.	5.86	.80	High
3. Teachers and other school staff understand their roles in achieving internationalization goals.	5.95	.75	High
4. Progress towards internationalization goals is regularly monitored and evaluated.	5.98	.72	High
5. The internationalization goals align with the school's overall mission and vision.	6.00	.73	High
Overall mean:			5.94
Overall SD:			.69
Interpretation:			High

Table 7 illustrates the level of strategic approaches in integrating internationalization into elementary schools in terms of setting clear goals. Also shows mean, standard deviation and remarks. The internationalization goals align with the school's overall mission and vision. The mean (M=6.00) suggests a high level of clear goal setting. Also, the objectives for internationalization are communicated effectively to all stakeholders. With mean (M=5.86), reflects a high level of strategic approach for integrating internationalization into education in terms of setting clear goals. The level of strategic approaches for integration of internationalization in the aspect of clear goal setting attained a weighted of mean of 5.94 and standard deviation of .69 and was verbally interpreted as in the high level among the respondents. This suggests that while the concept of internationalization exists in elementary schools, they are strongly and adequately implemented.

Additional strategies for the implementation of the variable can be addressed through anchoring to the findings of Jones and Moore (2023), emphasizing that when schools establish clear internationalization goals, they create a roadmap that allows educators to design curricula and programs that foster global citizenship and cultural awareness from an early age. Setting goals will always be the first step in making a strategic plan. Internationalization can be effectively integrated if its concept is already embedded in the objectives that will lead the planning and implementation to the right track.

Table 8 shows the level of strategic approaches for internationalization of elementary education in terms of curriculum integration. Also shows the statements, mean, standard deviation and remarks.

Collaboration among teachers is fostered to develop integrated curriculum units related to internationalization. The

mean (M=5.97) revealed that a high level of collaboration among teachers was perceived by the respondents. Also, International perspectives are integrated into the curriculum across all grade levels. With (M=5.81), also indicating high level as observed by the participating school heads and teachers. The level of strategic approaches for internationalization in terms of curriculum integration attained a weighted mean of 5.91 and a standard deviation of .70 suggests a high level of perception among the participants. The findings reveal that most of the participating scores have strong implementation of curriculum integration.

TABLE 8. Level of the strategic approaches in integrating internationalization in elementary schools in terms of curriculum integration

STATEMENTS	MEAN	SD	REMARKS
1. International perspectives are integrated into the curriculum across all grade levels.	5.81	.79	High
2. Teachers are encouraged to design lessons that incorporate global themes and issues.	5.90	.83	High
3. The curriculum is regularly reviewed to ensure alignment with international standards.	5.90	.77	High
4. Students are assessed on their understanding of international concepts and competencies.	5.96	.76	High
5. Collaboration among teachers is fostered to develop integrated curriculum units related to internationalization.	5.97	.81	High
Overall mean:			5.91
Overall SD:			.70
Interpretation:			High

This result is similar with the findings of Kohn and Blake (2021) highlighting that by incorporating topics such as climate change, human rights, and cultural diversity into various subjects, schools can equip young learners with a broader understanding of the world.

This finding is also supported by the research of Krause and Willoughby (2020) underscoring that internationalization can be integrated into the core curriculum for primary school students. They discussed the importance of embedding global education into essential subjects such as mathematics, language arts, and science, ensuring that students receive a well-rounded education that reflects the interconnectedness of the world.

TABLE 9. Level of the strategic approaches in integrating internationalization in elementary schools in terms of mobility program

STATEMENTS	MEAN	SD	REMARKS
1. The school has established mobility programs for students and staff to gain international experience.	5.00	1.10	Somewhat High
2. Students are actively encouraged to participate in exchange programs that are done virtually	4.98	1.15	Somewhat High
3. Staff mobility programs are available to enhance professional development through international experiences.	5.12	1.11	Somewhat High
4. Feedback from participants in mobility programs is used to improve future initiatives.	5.15	1.09	Somewhat High
5. Mobility programs are aligned with the school's internationalization goals.	5.20	1.03	Somewhat High
Overall mean:			5.09
Overall SD:			1.00
Interpretation:			Somewhat High

Table 9 presents the level of the strategic approaches in integrating internationalization in elementary schools in terms of mobility programs. Also shows the statements, mean, standard deviation and remarks.

Mobility programs are aligned with the school's internationalization goals. The mean (M=5.20) indicates a somewhat high level of manifestation. While on the other hand, students are actively encouraged to participate in exchange programs that are done virtually. The mean is lower (M=4.98), also reveals a somewhat high level of implementation. It says that this area is not strongly emphasized or widely adopted in schools. The level of the strategic approaches in integrating internationalization in elementary schools in terms of mobility programs attained a weighted mean of 5.09 and a standard deviation of 1.00 and was verbally interpreted as somewhat high among the respondents. This suggests that a positive perception on mobility program was made but leaves more improvement.

To address the identified gaps, strategies can be guided by the findings made by Gallo and Moore (2020) who explored the impact of mobility programs at the elementary school level. They emphasized that by participating in mobility programs, young learners will develop broader perspective on the world, which is crucial in a globally interconnected society. This can be done through different modalities if it cannot be done physically. Short-term mobility programs, such as summer camps, study tours, virtual games and exchanges, were found to provide students with valuable exposure to global diversity, helping them build cultural awareness and develop critical thinking skills. These shorter experiences offer a more flexible way for schools to integrate global learning into the curriculum, while still providing students with meaningful encounters with different cultures (Almeida, Azevedo, and Santos, 2023).

TABLE 10. Level of the strategic approaches in integrating internationalization in elementary schools in terms of international partnership and collaboration

STATEMENTS	MEAN	SD	REMARKS
1. The school actively seeks partnerships with international institutions for collaborative projects.	5.17	1.07	Somewhat High
2. Teachers have opportunities to engage with international partners to enhance learning experiences.	5.11	1.06	Somewhat High
3. International collaborations are integrated into the school's strategic planning process.	5.22	1.01	Somewhat High
4. The impact of international partnerships on student learning is regularly assessed.	5.35	.93	Somewhat High
5. Partnerships with international organizations are leveraged to provide resources and expertise.	5.33	.91	Somewhat High
Overall mean:			5.24
Overall SD:			.91
Interpretation:			Somewhat High

Table 10 reveals the level of strategic approaches in integrating internationalization in elementary schools in terms of international partnership and collaboration. Also shows the statements, mean, standard deviation and remarks. The impact of international partnerships on student learning is regularly assessed. The mean (M=5.35) indicates a somewhat high level

of implementation. While on the other hand, teachers have opportunities to engage with international partners to enhance learning experiences, the mean is slightly lower (M=5.11), it still indicates a somewhat high level of manifestation. This area attained a weighted mean of 5.24 and a standard deviation of .91 and was verbally interpreted somewhat high among the respondents. This indicates international partnership, and collaboration is present among the participation schools but needs further strengthening.

According to Collier and Turner (2023), providing international learning experiences for elementary students has many benefits. Connecting young learners with peers from diverse backgrounds through projects, exchange programs, and virtual classrooms, which expose them to different cultural contexts and educational philosophies. Aside from the activities, shared resources can also be done to elevate the integration of internationalization. Collaborations allow for the sharing of resources and best practices between educators, improving the quality of teaching and learning in both schools involved. Through these partnerships, schools can enhance their educational offerings, making learning more relevant to students in a rapidly changing, interconnected world (Meyer and Dalton 2020).

TABLE 11. Level of the strategic approaches in integrating internationalization in elementary schools in terms of incorporation of technology

STATEMENTS	MEAN	SD	REMARKS
1. Technology is effectively integrated into our school's internationalization efforts.	6.07	.70	High
2. Digital tools like social media, google classroom, quizlet, kahoot, etc. are utilized to facilitate communication and collaboration with international partners.	6.01	.74	High
3. Students have access to technological resources such as laptops, tablets, television, etc. that support global learning initiatives.	6.16	.71	High
4. Training is provided to staff on using technology for internationalization purposes.	6.22	.71	High
5. Technology is used to enhance students' engagement with global issues and cultures.	6.29	.73	High
Overall mean:	6.15		
Overall SD:	.59		
Interpretation:	High		

Table 11 shows the level of strategic approaches in integrating internationalization in elementary education in terms of incorporation of technology including the statements, mean, standard deviation and remarks.

Technology is used to enhance students' engagement with global issues and cultures. The mean (M=6.29) suggests a high level of incorporation of technology. Digital tools like social media, google classroom, quizlet, kahoot, etc. are utilized to facilitate communication and collaboration with international partners. While the mean is slightly lower (M=6.01), it still suggests a high level of implementation which indicates that the teachers strongly incorporate technology in the teaching-learning process. The level of strategic approaches in integrating internationalization in elementary education in terms of incorporation of technology attained weighted mean of 6.15 and a standard deviation of .59 and verbally

interpreted as high among respondents. The overall SD reveals that the respondents generally agree in their assessment of technology integration.

Anderson and Taylor (2021) explored how technology can be seamlessly integrated into elementary classrooms to support global education initiatives. They found that digital tools allow students to access international resources, connect with peers from diverse cultural backgrounds, and participate in virtual exchanges, all of which contribute to broadening students' global perspectives. Through incorporating technology, flexible access even in international education is possible, digital platforms create opportunities for cultural exchange and learning, even when students are geographically separated.

TABLE 12. Level of the strategic approaches in integrating internationalization in elementary schools in terms of professional development

STATEMENTS	MEAN	SD	REMARKS
1. Professional development opportunities related to internationalization are offered to staff.	5.73	.86	High
2. Workshops and training sessions are available to enhance teachers' understanding of global competencies.	5.80	.80	High
3. Teachers and other school staff are encouraged to pursue professional development related to internationalization.	5.97	.75	High
4. The effectiveness of professional development programs is evaluated to ensure continuous improvement.	6.09	.69	High
5. Collaboration among staff during professional development fosters shared learning about internationalization.	6.10	.66	High
Overall mean:			5.94
Overall SD:			.66
Interpretation:			High

Table 12 shows the level of strategic approaches in integrating internationalization in elementary education in terms of professional development. Also, the statements, mean, standard deviation and remarks.

Collaboration among staff during professional development fosters shared learning about internationalization attained the highest mean (M=6.10), suggesting a high level of professional development among respondents. Professional development opportunities related to internationalization are offered to staff. While the mean is slightly lower (M=5.73), it still suggests a high level of manifestation. The level of strategic approaches in integrating internationalization into elementary education in terms of professional development attained the weighted mean of 5.94 and a standard deviation of .66 and verbally interpreted as high level as perceived by the respondents, indication that professional development related to internationalization is strongly supported by schools.

Professional development among teachers should not be confined with short-term training. This will not be enough for teachers to develop all needed skills needed to thrive in a rapidly changing world. Professional learning is most impactful when these levels interact to support teachers' growth, thus emphasizing the need for complete support and

conducive school cultures, education practices, and culturally responsive teaching methods (Opfer and Pedder, 2011).

TABLE 13. Level of the strategic approaches in integrating internationalization in elementary schools in terms of well allocated budget

STATEMENTS	MEAN	SD	REMARKS
1. Sufficient budget allocations are being made to support internationalization initiatives in our school.	5.29	.95	Somewhat High
2. Financial resources are prioritized for programs that promote global education.	5.35	.93	Somewhat High
3. The budget for internationalization is transparent and communicated to stakeholders.	5.48	.84	Somewhat High
4. The allocation of funds for internationalization is regularly reviewed for effectiveness.	5.56	.81	Somewhat High
5. Budgeting processes involve input from staff regarding needs related to internationalization.	5.56	.82	Somewhat High
Overall mean:	5.45		
Overall SD:	.79		
Interpretation:	Somewhat High		

Table 13 shows the level of strategic approaches in integrating internationalization in elementary education in terms of well allocated budget. Also the statements, mean, standard deviation and remarks.

Budgeting processes involve input from staff regarding needs related to internationalization and the allocation of funds for internationalization is regularly reviewed for effectiveness. The mean (M=5.56) suggests a somewhat high level of professional development among respondents. Sufficient budget allocations are being made to support internationalization initiatives in our school. While the mean is slightly lower (M=5.29), it still suggests a somewhat high level of practice. The level of strategic approaches in integrating internationalization in elementary education in terms of resource allocation attained the weighted mean of 5.45 and a standard deviation of .79 and verbally interpreted with a somewhat high perception among the school heads and teachers. Revealing that schools consider the integration of internationalization in allocating their budget but still but still needs improvement to ensure that the budget effectively supports the school's internationalization goals.

Brown and Patel's (2021) study emphasized the critical role of strategic financial planning in the success of international programs in elementary schools, concentrating on the same idea. They argued that without proper financial management, even the most innovative international programs could fail to meet their objectives. Effective use of the budget will always be one of the key elements to be considered in planning and implementation of school improvement. An optimal resource allocation model involves not only funding for technology, international events, and partnerships but also financial support for professional development initiatives.

Emerging Practices of Internationalization in Education

In today's modern world, young learners tend to be responsive to new experiences which make elementary education an ideal stage to foster an early sense of global citizenship. By incorporating global education into their early years, understanding of global interconnectivity and social responsibility will be deepened that may lead to building a

strong foundation for more complex global learning as they progress through their academic careers.

Emerging practices of internationalization in elementary education is a strategy on developing skills, knowledge, and attitudes among learners that are attuned to the needs of time. This includes creating a supportive environment, virtual exchange, pedagogical practices, cultural behavior and availability of facilities.

TABLE 14. Level of the emerging practices of internationalization towards School Improvement Plan in terms of creating supportive environment

STATEMENTS	MEAN	SD	REMARKS
1. A supportive environment for internationalization is actively promoted in my school.	5.63	.90	High
2. School leadership encourages initiatives that foster a culture of inclusivity and global awareness.	5.74	.92	High
3. Teachers are provided with resources and support to implement internationalization in their classrooms.	5.69	.87	High
4. Collaboration among staff is encouraged to share best practices in internationalization efforts.	5.75	.82	High
5. The school community values and recognizes the importance of internationalization in education.	5.85	.81	High
Overall mean:	5.73		
Overall SD:	.78		
Interpretation:	High		

Table 14 the level of the emerging practices of internationalization towards School Improvement Plan in terms of creating supportive environment. Also shows the statements, mean, standard deviation and remarks. The school community values and recognizes the importance of internationalization in education. The mean (M=5.85) suggests a high level of manifestation. While on the other hand, A supportive environment for internationalization is actively promoted in my school. The mean is lower (M=5.63), also suggests a high level. The Level of the emerging practices of internationalization towards School Improvement Plan in terms of creating supportive environment attained a weighted mean of 5.73 and a standard deviation of .78 and verbally interpreted as high among respondents. This finding suggests that there is a strong policies and support systems among the participating public elementary schools.

A learner-friendly environment is one where all students, regardless of cultural or linguistic background, feel welcomed, respected, and valued by peers, teachers and the school itself. This sense of belonging opens opportunities for personal and academic growth. This is one relevant reason why policies on supportive learning environment in the integration of internationalization.

Table 15 reveals the level of the emerging practices of internationalization towards School Improvement Plan in terms of virtual exchange. It also presents the statements, mean, standard deviation and remarks. Teachers are trained to effectively implement virtual exchange initiatives in their lessons. The mean, (M=5.45), suggests a somewhat high level as perceived by the respondents. Students have access to opportunities for virtual collaboration with learners from other countries. The mean (M=5.18) is lower. It still suggests a somewhat high level of manifestation. The Level of the emerging practices of internationalization towards School

Improvement Plan in terms of virtual exchange attained a weighted mean of 5.31 and a standard deviation of .91 and verbally interpreted as somewhat high among respondents. This finding suggests areas for improvement but with a reasonable foundation.

TABLE 15. Level of the emerging practices of internationalization towards School Improvement Plan in terms of virtual exchange

STATEMENTS	MEAN	SD	REMARKS
1. The school utilizes virtual exchange programs such as training, interactive assignments and learning exercises to enhance student learning experiences.	5.30	1.05	Somewhat High
2. Teachers are trained to effectively implement virtual exchange initiatives in their lessons.	5.45	.99	Somewhat High
3. Students have access to opportunities for virtual collaboration with learners from other countries.	5.18	1.01	Somewhat High
4. Virtual exchange programs are integrated into the curriculum to support global competencies.	5.27	1.05	Somewhat High
5. Feedback from participants in virtual exchanges is used to improve future programs.	5.32	1.03	Somewhat High
Overall mean:	5.31		
Overall SD:	.91		
Interpretation:	Somewhat High		

The results showed that elementary education is starting to recognize the significance of virtual exchange programs in offering students opportunities for cross-cultural interaction and global learning without the need for physical mobility. O’Dowd (2021) provides a comprehensive overview of the evolution of VE and its promising future. He underscores the need for institutional support, faculty training, and curriculum integration to ensure the sustainability and scalability of VE initiatives.

Virtual exchange is a transformative pedagogical strategy that supports internationalization at home. When integrated into the curriculum with appropriate technological and institutional support, VE promotes meaningful global engagement, academic enrichment, and the holistic development of students’ intercultural competence (Miller and Cunningham’s, 2021).

TABLE 16. Level of the emerging practices of internationalization towards School Improvement Plan in terms of pedagogical practices

STATEMENTS	MEAN	SD	REMARKS
1. Innovative pedagogical approaches are employed to support internationalization in teaching.	5.68	.87	High
2. Teachers adapt their teaching methods to incorporate global perspectives in their lessons.	5.79	.81	High
3. The curriculum encourages critical thinking and problem-solving through international themes.	5.81	.77	High
4. Assessment methods are aligned with internationalization goals to measure student learning.	5.86	.76	High
5. Professional development opportunities are available to enhance teachers’ pedagogical skills related to internationalization.	5.93	.73	High
Overall mean:	5.82		
Overall SD:	.70		
Interpretation:	High		

Table 16 illustrates the level of the emerging practices of internationalization towards School Improvement Plan in terms of pedagogical approaches. It also includes statements,

mean, standard deviation and remarks. Professional development opportunities are available to enhance teachers’ pedagogical skills related to internationalization. The mean (M=5.93), indicates a high level of professional development opportunities for pedagogical enhancement. On the other hand, innovative pedagogical approaches are employed to support internationalization in teaching. The mean is lower (M=5.68) which also shows a high level of manifestation. Level of the emerging practices of internationalization towards School Improvement Plan in terms of pedagogical approaches has a weighted mean of 5.82 and a standard deviation of 70 and verbally interpreted as high among the respondents. This implies progress and well-developed implementation.

The progress shown by the findings is a great start for elementary schools in terms of integration of internationalization. Educators must elevate their teaching strategies to embrace diverse cultural perspectives. Agpasa et al. (2023) explained the prevalent use of constructivist, integrative, collaborative, reflective, and inquiry-based approaches among educators. Study revealed that collaborative learning was identified as the most frequently used, indicating a strong emphasis on interaction and peer learning as an approach for enhancing diverse students’ engagement and comprehension.

TABLE 17. Level of the emerging practices of internationalization towards School Improvement Plan in terms of cultural behavior

STATEMENTS	MEAN	SD	REMARKS
1. The school promotes awareness of cultural diversity among students and staff.	5.94	.83	High
2. Cultural sensitivity training is provided to teachers and students to foster inclusivity.	5.93	.83	High
3. School activities reflect a commitment to celebrating various cultures and traditions.	5.97	.78	High
4. Students are encouraged to share their cultural backgrounds to promote understanding.	6.05	.73	High
5. The school environment is respectful of all cultures and encourages intercultural dialogue.	6.04	.75	High
Overall mean:	5.99		
Overall SD:	.71		
Interpretation:	High		

Table 17 presents the level of the emerging practices of internationalization towards School Improvement Plan in terms of cultural behavior. Also the statements, mean, standard deviation and remarks. Students are encouraged to share their cultural backgrounds to promote understanding. The mean, (M=6.05), reveals a high level of practice. On the other hand, cultural sensitivity training is provided to teachers and students to foster inclusivity. The mean is slightly lower (M=5.93) but still suggests a high level of manifestation as perceived by the school heads and teachers. The level of the emerging practices of internationalization towards School Improvement Plan in terms of cultural behavior attained a weighted mean of 5.91 and a standard deviation of .71 and verbally interpreted as high among the respondents. This implies a positive culture of diversity among the participating schools but with some areas of improvement, especially regarding the uniformity of practice.

According to Garcia and Pantao (2021), cultural sensitivity among educators extensively contributes to classroom management by reducing conflict and fostering a more caring and welcoming inclusive environment.

TABLE 18. Level of the emerging practices of internationalization towards School Improvement Plan in terms of availability of facilities

STATEMENTS	MEAN	SD	REMARKS
1. The school has adequate facilities to support the implementation of internationalization initiatives.	5.55	.86	Somewhat High
2. Technology resources like laptops, tablets, television and others are available to facilitate global learning experiences.	5.71	.82	High
3. Classroom spaces are designed to accommodate diverse learning styles and cultural activities.	5.83	.77	High
4. Facilities for collaboration, such as meeting rooms, are accessible to staff and students.	6.16	.75	High
5. Resources for extracurricular activities related to internationalization are readily available.	6.15	.74	High
Overall mean:	5.88		
Overall SD:	.63		
Interpretation:	High		

Table 18 presents the level of the emerging practices of internationalization towards School Improvement Plan in terms of availability of facilities. This includes the statements, mean, standard deviation and remarks. Facilities for collaboration, such as meeting rooms, are accessible to staff and students. The mean, (M=6.16), reveals a high level of manifestation as perceived by the school heads and teachers. On the other hand, the school has adequate facilities to support

the implementation of internationalization initiatives. The mean is lower (M=5.55), which suggests a somewhat high level of manifestation. The level of the emerging practices of internationalization towards School Improvement Plan in terms of availability of materials attained a weighted mean of 5.88 and a standard deviation of .63 and verbally interpreted as high among the respondents. The findings of the present study reveal that schools have established strong infrastructure to support the integration of internationalization but could still benefit with additional enhancement. Furthermore, the results are consistent with Limon's (2016) study of how school facilities affect student achievement. The research emphasized the immediate effect of the learning environment on academic results.

Test of Significant Relationship between the Attributes of Internationalization in Education and the Emerging Practices towards School Improvement Plan

To test Significant Relationship between the Attributes of Internationalization in Education and the Emerging Practices towards School Improvement Plan in terms of creating supportive environment, virtual exchange, pedagogical practices, cultural behavior and availability of facilities, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product moment correlation coefficient. By applying this method, meaningful insights into how internationalization supports or enhances school improvement efforts in the specified areas were drawn.

TABLE 19. Test of significant relationship between the attributes of internationalization in education and the emerging practices towards School Improvement Plan

Attributes of Internationalization		Emerging Practices				
		Creating Supportive Environment	Virtual Exchange	Pedagogical Practices	Cultural Behavior	Availability of Facilities
Promoting Inclusion	Pearson Correlation	.389**	.410**	.339**	.420**	.443**
	Significance (2-Tailed)	.000	.000	.000	.000	.000
	N	286	286	286	286	286
	Analysis	Sig	Sig	Sig	Sig	Sig
Developmentally Appropriate Practices	Pearson Correlation	.425**	.331**	.327**	.398**	.414**
	Significance (2-Tailed)	.000	.000	.000	.000	.000
	N	286	286	286	286	286
	Analysis	Sig	Sig	Sig	Sig	Sig
Globally aligned PPAs	Pearson Correlation	.512**	.468**	.360**	.460**	.505**
	Significance (2-Tailed)	.000	.000	.000	.000	.000
	N	286	286	286	286	286
	Analysis	Sig	Sig	Sig	Sig	Sig
Communicative Competence	Pearson Correlation	.415**	.342**	.295**	.401**	.392**
	Significance (2-Tailed)	.000	.000	.000	.000	.000
	N	286	286	286	286	286
	Analysis	Sig	Sig	Sig	Sig	Sig
Student Service	Pearson Correlation	.436**	.352**	.320**	.485**	.429**
	Significance (2-Tailed)	.000	.000	.000	.000	.000
	N	286	286	286	286	286
	Analysis	Sig	Sig	Sig	Sig	Sig
Innovative Teaching Learning Styles	Pearson Correlation	.399**	.240**	.335**	.437**	.321**
	Significance (2-Tailed)	.000	.000	.000	.000	.000
	N	286	286	286	286	286
	Analysis	Sig	Sig	Sig	Sig	Sig

Correlation Coefficient Value (r)	Direction and Strength of Correlation
0.00 to 0.19	Very Weakly Positive
0.20 to 0.39	Weakly Positive
0.40 to 0.59	Moderately Positive
0.60 to 0.79	Strongly Positive

.80 to 1.00	Perfectly Positive
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Table 19 reveals the Pearson Product-Moment Correlation Coefficient (r) between attributes of internationalization in education and the emerging practices towards School Improvement Plan. The analysis reveals that there are statistically significant, positive correlations between the attributes of internationalization and the emerging practices towards school improvement. The strengths of these correlations vary, ranging from Weakly Positive to Moderately Positive.

Based on the findings presented above, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between the level of attributes of internationalization in education and the emerging practices towards School Improvement Plan” is rejected, which incites that there is a significant relationship between them.

Studies collectively affirm that attributes of internationalization in education are closely related to enhancement in educational practices and quality of education. Chiou (2022) underscores that internal mechanisms such as robust QA processes and institutional strategies are foundational in elevating an institution’s capacity for international engagement, which directly supports the strategic integration of internationalization within the broader

framework of school improvement. Similarly, Narbarte, Tandug, and Pangandaman (2023) reveals that promotion of global linkages, enhancing academic mobility, and incorporating cross-cultural competencies can reinforce institutional identity and direction, which are key elements in developing school improvement plans responsive to global trends.

Test of Significant Relationship between the Strategic Approaches for Internationalization in Education and the Emerging Practices towards School Improvement Plan

To test the Significant Relationship between the strategic approaches for Internationalization in Education and the Emerging Practices towards School Improvement Plan in terms of creating supportive environment, virtual exchange, pedagogical practices, cultural behavior and availability of facilities, they were treated statistically using Real Statistics Data Analysis Tools using the Pearson product-moment correlation coefficient. The use of this method allowed the researcher to determine whether variations in internationalization approaches were associated with corresponding variations in the implementation of school improvement practices.

TABLE 20. Test of significant relationship between the strategic approaches for internationalization in education and the emerging practices towards School Improvement Plan

Strategic Approaches for Internationalization		Emerging Practices				
		Creating Supportive Environment	Virtual Exchange	Pedagogical Practices	Cultural Behavior	Availability of Facilities
Setting Clear Goals	Pearson Correlation	.448**	.399**	.422**	.365**	.432**
	Significance (2-Tailed)	.000	.000	.000	.000	.000
	N	286	286	286	286	286
	Analysis	Sig	Sig	Sig	Sig	Sig
Curriculum Integration	Pearson Correlation	.455**	.348**	.347**	.444**	.401**
	Significance (2-Tailed)	.000	.000	.000	.000	.000
	N	286	286	286	286	286
	Analysis	Sig	Sig	Sig	Sig	Sig
Mobility Programs	Pearson Correlation	.402**	.557**	.279**	.391**	.423**
	Significance (2-Tailed)	.000	.000	.000	.000	.000
	N	286	286	286	286	286
	Analysis	Sig	Sig	Sig	Sig	Sig
International Partnership and Collaboration	Pearson Correlation	.426**	.499**	.327**	.393**	.495**
	Significance (2-Tailed)	.000	.000	.000	.000	.000
	N	286	286	286	286	286
	Analysis	Sig	Sig	Sig	Sig	Sig
Incorporation of Technology	Pearson Correlation	.307**	.306**	.406**	.430**	.403**
	Significance (2-Tailed)	.000	.000	.000	.000	.000
	N	286	286	286	286	286
	Analysis	Sig	Sig	Sig	Sig	Sig
Professional Development	Pearson Correlation	.480**	.382**	.413**	.547**	.442**
	Significance (2-Tailed)	.000	.000	.000	.000	.000
	N	286	286	286	286	286
	Analysis	Sig	Sig	Sig	Sig	Sig
Well Allocated Budget	Pearson Correlation	.481**	.493**	.409**	.348**	.456**
	Significance (2-Tailed)	.000	.000	.000	.000	.000
	N	286	286	286	286	286
	Analysis	Sig	Sig	Sig	Sig	Sig

Correlation Coefficient Value (r)	Direction and Strength of Correlation
0.00 to 0.19	Very Weakly Positive
0.20 to 0.39	Weakly Positive
0.40 to 0.59	Moderately Positive

0.60 to 0.79	Strongly Positive
.80 to 1.00	Perfectly Positive

Revealed in table 21 is the Pearson Product-Moment Correlation Coefficient (r) between strategic approaches for internationalization in education and the emerging practices towards School Improvement Plan. The results reveal that majority of these relationships are classified as Moderately Positive, suggesting a notable link between these strategies and practices. Several relationships, however, are categorized as Weakly Positive, indicating a less pronounced, but still statistically significant, correlation. In essence, the findings support the notion that implementing strategic approaches to internationalization is generally associated to improvements across various facets of the school environment.

From the result shown above, we can infer that at 0.05 level of significance, the null hypothesis “There is no significant relationship between the level of strategic approaches for internationalization in education and the emerging practices towards School Improvement Plan” is rejected. Thus, it is proven that there is a significant relationship between them.

The present study’s claim that strategic approaches for internationalization are significantly related to the emerging practices towards School Improvement Plan are backed up by different studies. One of these Ozturgut et al. (2014). Their study identified several effective strategies that support internationalization, including the promotion of global partnerships, intercultural curricular integration, faculty and student exchange programs, and institutional support for international engagement. These strategic practices were shown to impact meaningfully to foster global competencies among students, improving pedagogical approaches, and enhancing institutional adaptability to global educational demands. The findings highlight how methodical internationalization efforts can serve as pedals for comprehensive school improvement, particularly in improving academic programs, creating supportive environments, and broadening the global viewpoint of both educators and learners.

Similarly, Robiños and Alcazaren (2024) conducted research found emphasizing initiatives such as establishing international linkages, incentivizing faculty involvement in international activities, and embedding global perspectives into school policies led to meaningful institutional transformation. These efforts not only upheld accreditation and quality assurance but also aligned with broader educational reforms aimed at improving student learning results and faculty development. The study reinforces the idea that internationalization, when strategically planned and embedded within institutional frameworks, can serve as a catalyst for school improvement. When deliberately integrated into school systems, it enhances curriculum relevance, and the core foundations of school improvement plans will be strengthened.

IV. CONCLUSION AND RECOMMENDATIONS

Based on the findings, the following conclusions were drawn.

There is a significant relationship between the level of attributes of internationalization in education and the emerging practices towards School Improvement Plan, the null hypothesis is rejected. This means that the integration of internationalization can be identified as a key driver of school improvement.

There is a significant relationship between the level of strategic approaches for internationalization in education and the emerging practices towards School Improvement Plan, leading to the rejection of the null hypothesis. This emphasizes the relevant role of strategic approaches in making a well-designed school improvement plan.

Based on the findings and conclusions drawn, the following are hereby recommended:

The participating elementary schools should continue enriching their strong commitment in integrating internationalization in the educative process especially in the areas of inclusion, globally aligned PPAs, student service and innovative teaching-learning styles so that they will reach the highest level of implementation. They should also share their good practices to other schools, districts and division in Laguna. Additionally, to address the disparities, a unified internationalization framework and policy should be designed to set clear and standard guideline of the implementation.

Elementary schools should have a comprehensive presentation of their background, programs, projects and activities to encourage international partners during educational summit. They should also expand their mobility program even through virtual exchange if physical mobility will not be possible. Unified internationalization policy framework and should be crafted not just to address differences in the implementation but also to set well-defined objectives that will serve as a roadmap in the integration of internationalization.

Encourage external stakeholders that would support initiatives of schools to invest in digital learning infrastructure and provide expanded training and capacity-building programs for educators on globally aligned pedagogies and facilitation of virtual and digital learning. Conduct benchmarking in other institutions to adopt best practices on how they were able to implement the identified low-level emerging practices effectively. Unified policy on internationalization should be designed to set clear uniform strategies on implementation to address the interpreted differences in the implementation.

Create a strong policy making internationalization as a core component in the school improvement plan. Implementation of internationalization should also be standardized across schools to ensure a uniform implementation.

Schools should have a cohesive and standardized approach to fully leverage the implementation of internationalization

towards school improvement. Policy frameworks should be strategically designed to recognize internationalization as significant element in planning improvement and continuous progress for schools.

The department of education should exert a strong support on the initiatives taken by the schools in terms of integrating internationalization into the educational system. Unified internationalization framework and policy should be designed to develop unified strategies and practices among elementary schools. To address the identified problems that deter implementation, future researchers may utilize the same instruments or conduct similar or related studies on a larger scale to identify possible solutions.

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