

## Internationalization of education in Saudi universities As an input to achieve to achieve competitive advantage

By

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### Abstract

This study aims to identify the reality of the internationalization of education in Saudi universities As an input to achieve competitive advantage, and what are the most prominent ways to develop the internationalization of education in Saudi universities, and the researcher will rely on the descriptive approach. For this purpose, the questionnaire will be developed as a research tool, and it will be applied to academic leaders in five public universities representing (Prince Sattam bin Abdulaziz University, Northern Border University, Imam Abdulrahman bin Faisal University, Najran University, Umm Al-Qura University), and the study recommendations will depend on the results Which will be reached after analyzing the response of the study sample to the paragraphs of the tool using the SPSS statistical analysis program.

**Keywords:** (internationalization, internationalization of education, Saudi universities)

### Introduction

During the past several decades, as other business industries in the world, the higher education industry has also ventured into the internationalization arena through a variety of academic alliances and collaborations. This trend remains the same as of today and is believed to be even more vigorously pursued in the future given the fact that internationalization is a fundamental tool for higher education in the sophisticated knowledge world. Furthermore, the growing inter-organizational connectivity and the revolutionary effects of information and communication technologies on all segments of human societies are making the need and demand for internationalization increasing in all the fields, day after day (Khan, Omrane, & Bank, 2016). Many HEIs are becoming global as competition has accelerated, and exchange programs and international branches have proliferated decreasing the “psychic distance” between all involved, and increasing the “push-pull” experienced by students, professors or whole institutions (Khan et al., 2016). In this way, the new “academic capitalistic system” has pushed universities towards higher degrees of competitiveness and merit, thereby competing more successfully with each other in attracting the best students, the highest quality of professors and funding so as to increase their status, prestige in an ever reinforcing circle. Similar to the business sector, this service industry is vying for resources,

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faculty and students as HEI management decision-making is being constantly tested for (may bring resources) or against (may use too many resources) internationalization of the institution. Hence, the impact of HEI internationalization is being widely felt everywhere and should be helped along, promoted and supported by both the private and public sectors to increase innovation and competitiveness within and among institutions, and in countries at large (Khan et al., 2016).

It is no easy task to keep up with the rapidly growing vocabulary which captures the whole mass of skills that prepare a student to be part of the global workforce. In the discourse on globalization, the notion that competitiveness is critical to organizational sustainability has proved much the case. In consequence, it falls to higher education institutions to be responsive to those skills which constitute work-preparedness—and the way forward is through internationalization of higher education. The staggering pace at which trans-national corporations are moving up the global value chain implies that higher education institutions need to move inwards from peripheral to core internationalization. In other words, only such internationalization will serve as results in shift towards substantive skill formation. The study argues that internationalization of higher education contributes imperatively to the attainment of global career readiness competencies; further, it discusses the myriad ways in which this comes about. The paper delves into the research concern largely through critical synthesis of published literature (Yeravdekar & Tiwari, 2014).

There is no doubt that internationalization of academic institutions contributes in improving the overall quality and well-being of the programs and services offered by the university. In many ways, advances in educational technologies, innovation in pedagogical strategies, and adoption of new management styles are shared across partnerships and associations. The overall learning and teaching environment becomes competitive, and thus, producing of globally competent workforce. Evidently, internationalization may pose threats to the host countries by encouraging universities and other related institutions to rush to the attractive places (academic hubs and cities, knowledge cities) and overcrowding the supply of education. This may cause declining quality, cultural degradation, and social problems in the host country (Baburajan, 2011).

The internationalization of higher education institutions is the process of integrating the institution and its key stakeholders, such as students and staff, into a rapidly changing and globalizing world (Hawawini, 2011), internationalization “process of increasing cooperation between states or to activities across state borders” (as cited in Powar (2013)), indicates that the process of internationalization is “the process of including the international dimension in education, through an institutional vision to motivate individuals to comprehensive change, to think globally and collaboratively.

And it is a means towards the diverse and changing external environment that focuses on the currents and methods of the global environment.”

In the existing literature on the issue of HEIs’ internationalization, Hawawini (2011) presents the following modes of internationalization:

1. Import and export modes: academic institutions which have recourse to import bring “the world” to their campus. Those ones which rely on export send their students abroad through different ways such as: student-exchange agreements deliver programs abroad, visits

to foreign universities (to teach and do researches). This mode is also called inward and outward internationalization.

2. Academic joint ventures: universities that offer complementary and supplementary academic programs and services choose this mode of internationalization (which is also called international joint venture). This latter incorporates collaborations such as student exchange programs (inward and outward) under different agreements including dual and double degree programs, certifications, specialization and internships that a variety of students can benefit from (between two academic institutions).
3. Academic partnerships, alliances and consortia: Under such partnerships, two or more academic institutions are joint together. They could build international partnerships and commit to collaborate by several initiatives (students and faculty exchanges, joint programs, faculty researches, etc.).
4. Campuses abroad: academic institutions can also expand abroad through physical presence like the direct foreign investment of firms (Kim & Zhu, 2010). They can establish campuses abroad offering a variety of academic programs and services to local and international students (Kim & Zhu, 2010).

Any internationalization program within an academic institution must encompass these strategic actions:

1. As mentioned earlier, internationalization must be given an important attention, place and space in the strategic planning of the institution.
2. Internationalization activities and programs must be institutionalized. It means that establishing a full-fledged international program office with enough resources (people, budget and technology) is essential for planning, implementing and following up initiatives.
3. All key stakeholders must contribute in regular meetings, revisions, and feedbacks in order to learn from the current practices of internationalization and remain informed.
4. Formal and continuous assessment mechanisms and systems must be put in place in order to assess goals, progress and outcomes of internationalization.
5. Internationalization models and alternative revisions, negotiations and renegotiations should be an ongoing process and activity on the campus (Khan et al., 2016).

Establishing and managing successful collaborations and partnerships abroad is a key aspect of internationalization for many institutions. Such relationships can provide international experiences for students, enhance the curriculum, generate revenues, and raise the visibility of institutions all over the world. The American Council on Education (2016) recommends several approaches for creating and managing international partnerships:

1. Planning and preparing. The planning process is critical for the success of international partnerships as it leads to identify and clarify international goals and objectives of the partnership.
2. Aligning the organizational goals and objectives with overall missions and priorities of the institution. This alignment should include the assigning of sufficient tangible resources and the institutional support on a constant basis.
3. Identifying and studying modes and alternatives of possible and potential collaborations. Optimal modes' selection is fundamental for the success of any international collaboration.

4. Partner evaluation and selection is equally important for the partnership to succeed. It is necessary to study the higher education environment in foreign countries (target markets) including policies, structures, and operations etc. Benchmarking and learning from other associates are helpful in the process of information collection.
5. Partnerships need on-going management, evaluation and feedback. Coordination and communication are keys for collaboration, as they help manage and resolve any conflicting issues on the spot.

Internationalization of HEIs can bring out a range of benefits from different perspectives (institutional and strategic) and at different levels (faculty, students, research collaborations and academic programs). Combined all these together, the following potential benefits are associated with the internationalization of HEIs' programs and initiatives:

1. Internationalization increases awareness among students about global issues including cultural diversity and making students open-minded and global citizens (Denson, Loveday, & Dalton, 2010).
2. Learning and teaching activities including core-curricular and co-curricular activities are adjusted to international standards. Also, curricula can be jointly developed by international partners and thus offering international curricula to national students as well as offering national curricula to international students (Luijten-Lub, 2007).
3. Internationalization strengthens institutional research and knowledge production capacity by complementing resources, skills and knowledge through a variety of inter-universities alliances and collaborations (Childress, 2009).

## **Problem study**

Saudi education does not live far from keeping pace with developments at the international level, and it has no choice but to keep pace with global trends. So that he does not find himself going against the general trend of international developments (AlZahrani, 1423); Therefore, this requires Saudi universities to strive to respond to the requirements of these developments and to bridge the gap that may occur, by benefiting from the experiences of leading international universities, with the presence of global partnerships and twinning, and this is what was recommended by the symposium of graduate studies in Saudi universities "Future directions" held at King Abdulaziz University (1422) The necessity of activating the exchange of experiences between Saudi universities and other universities in the field of graduate studies and scientific research.

And by reviewing previous studies, such as the study (Al-Ruwaili, 1423), it recommended the need to build bridges of cooperation between Saudi and international universities in the fields of university education, as well as the study (Al-Jasser, 2020), where it recommended the need for universities to adopt realistic strategic goals to internationalize distance university education and work to achieve them. ; This is to reduce the current gap between the performance level of Saudi universities and international universities.

Based on the foregoing, the problem of the study can be determined by answering the following questions

- 1) What are the locations of the internationalization of education in Saudi universities As an input to achieve competitive advantage?

- 2) Are there statistically significant differences between the responses of the study sample members about their assessment of the reality of the internationalization of education in Saudi public universities that can be attributed to the university variable?
- 3) What are the most prominent ways to develop the application of the internationalization of education in Saudi universities?

## Previous studies

Ryu and Nguyen (2021), The research aims to provide the basis for a better understanding of the internationalization of higher education in Vietnam, This study employs a case study research strategy to examine and gain understanding of internationalization of higher education in Vietnam as a phenomenon, The study collected detailed information using a variety of data collection procedures over a period of time, and analyzes and presents the internationalization at home and crossborder activities in Vietnam at both national and institutional levels. At national level, policy documents, decrees and reports issued by Ministry of Education and Training (MOET), especially its International Cooperation Department. At institutional level, VNU, one of the two national universities, is selected as a case. Today, as a national flagship university, it serves as a “focal point” for international scientific, educational, and cultural exchanges of Vietnamese HE by providing various forms of academic support. Results , Vietnam's HE saw significant improvement. The increased number and diversity of international programs and universities demonstrate Vietnam's enthusiasm and dedication for its IHE. However, to sustain this growth, Vietnam requires a long-term strategic plan that is transparent, coherent, and reflects a shared vision among the stakeholders of all levels, and the study revealed that Vietnam's IHE activities are largely inward-oriented, implying that its process and activities are mostly learning and importing from other advanced systems. It was active in importing international programs, or cofounding or developing universities with the goal of adopting international standards. The mobility of people also indicated that there was a significant imbalance between inbound and outbound. In long term, Vietnam must work towards a more balanced approach between inward and outward.

The purpose of this paper is to analyze the policy trends for the internationalization of higher education in Korea, and suggest a future direction toward the pursuit of Sustainable Development Goals (SDGs). Design/methodology/approach, This paper shows presents the comprehensive review of internationalization policies in Korean higher education, including the recent programs and changes at both the governmental and institutional levels. There has been a notable lack of discussion on the SDGs in relation to the internationalization of Korean higher education, which is addressed in this paper, Conclusion: The internationalization of higher education in Korea has concentrated on mobility ,Particularly, further research and discussion is required on how the connection between the internationalization of higher education and the SDGs could be elaborated and practiced for the future direction of internationalization. When this prolonged COVID-19 crisis calls for global solidarity higher education institutions need to strengthen its value as global common good and cooperate for the SDGs within Korea, in Asia and also globally.

Rosyidah and Rosyidi (2020), University attempts to respond to globalization to build international trust by conducting internationalization as the bridge of their selected strategies. The efforts needed to build international trust are promotion strategies. This study aims to elaborate the effective promotion strategies in Jenderal Soedirman University, Indonesia. The data were collected by some deep interviews, observation, and documentation. The result

shows that the promotion strategies includes, first, the university's direction to be recognized globally by a strong vision, international accreditation for its study programs, and being the center of special studies. Second, the university publicizes the university's programs, activities, excellence, and uniqueness through printed or online media, foreign institutions, and individuals. Third, the university initiates international collaborations with foreign universities and institutions by building good interpersonal communication, forming teams for international collaborations, initiating activities to build trust among individuals, and getting involved in international events. Last, the university offers scholarships for foreign students to increase inbound students.

[Crişan-Mitra and Borza \(2015\)](#), Internationalization of higher education is one of the key trends of development. There are several approaches on how to achieve competitiveness and performance in higher education and international academic mobility; students' exchange programs, partnerships are some of the aspects that can play a significant role in this process. This paper wants to point out the student's perception regarding two main directions: one about the master students' expectation regarding how an internationalized master should be organized and should function, and second the degree of satisfaction of the beneficiaries of internationalized master programs from Babe-Bolyai University. This article is based on an empirical qualitative research that was implemented to students of an internationalized master from the Faculty of Economics and Business Administration. This research can be considered a useful example for those preoccupied to increase the quality of higher education and conclusions drawn have relevance both theoretically and especially practically, The questionnaire was applied to students of first and second year of the Master Management Business Development (MDA) in English. Quantitative survey sample included a total of 67 respondents. Of the 67 respondents 42 were women and 25 men, Romanian 52 and 4 Hungarian, 2 Chinese, 2 French, 1 Egyptian, 2 Spanish, 2 German, and 2 Swedish.

This article contributes to understandings of the internationalization of higher education by investigating the extent to which a stages approach is evident in the overseas expansion of universities such that they begin with exports before moving on to contractual arrangements, then joint ventures and finally the establishment of wholly owned subsidiaries. Focusing on the expansion of UK universities into the Chinese market, the findings from 10 case studies reveal that universities do not follow a uniform market entry pattern. Moreover, evidence suggests that access to high-level personal networks in China determines the development of high commitment entry modes, This article set out to explore the process of internationalization in HE through an investigation into the modes of service delivery employed by UK Universities as they enter the Chinese market. The findings from a detailed study of 10 UK universities expanding into the Chinese market suggest that universities do not follow a uniform pattern of internationalization due to differences in resource availability, motivations and access to personal networks in China. In terms of levels of overseas involvement and the extent of knowledge acquisition, a developmental route is observed through which export and contractual arrangements are demonstrated as key stages of internationalization for UK universities in China. Most UK universities gain their initial experience of the Chinese market through exporting, and a large portion of these universities have build upon this initial experience to move into the Chinese market. Generally, the entry of UK universities into the Chinese market is still at a relatively early stage with low levels of commitment. As time progresses, the development of further UK–China JVs can be expected. Further research is required to develop an understanding of how UK universities develop their knowledge of the

Chinese HE market and the extent to which access to networks facilitate the development of higher levels of market commitment.

The purpose of this paper is to examine whether the Malaysian private universities' international efforts adhere to the general approach to internationalization and to explore the degree of perceived importance and perceived implementation those efforts at institutional level. The paper presents a conceptual framework comprising preliminary factors, strategy factors and process factors of internationalization at universities. Instrument developed for these factors were tested on 204 academics from 10 Malaysian private universities to analyze their perceived importance and perceived implementation. Based on an overview of all factors, it is found that the average mean values of factors that perceived as important are higher than the values accounted for the perceived degree of implementation of internationalization at Malaysian private universities. The study traced internationalization efforts of Malaysian private universities which provide practitioners with more evidence of the value of internationalization.

[Sullivan \(2011\)](#), The purpose of the study was to determine the views of international university officials on organizational strategies to support the internationalization of higher education. The descriptive survey design method was used and the tool entitled "Strategic Internationalization Priority Scale" was developed for this research. The survey was sent online to 1,043 senior university officials at 149 universities in 50 countries. It was found that there are differences in the perceptions of the participating university leaders about the leadership competencies that must be available to manage the internationalization efforts of universities

## Study Methodology

To achieve its objectives, the study adopted the descriptive method.

### *Study population and sample:*

The study population consisted of five government universities represented in (Imam Abdul Rahman bin Faisal University, Prince Sattam bin Abdulaziz University, Umm Al-Qura University, Northern Border University, Najran University) from the functional levels (dean, deputy, department head). The following [table No. \(1\)](#) shows the distribution of the study population sample members:

**Table 1:** Distribution of study community members by university variable and functional name

Variable	Variable classes	The number	The ratio %
The University	Imam Abdul Rahman bin Faisal University	40	20.0
	Prince Sattam bin Abdulaziz University	50	25.0
	Umm Al-Qura University	23	11.5
	ALHUDOD ALSHAMALEH University	48	24.0
	Najran University	39	19.5
functional name	Dean	40	20.0
	college agent	36	18.0
	Head of the Department	124	62.0

**Study tool:**

The study tool consisted of a questionnaire, which consisted of two parts:

Part One: It includes information about the characteristics of the study sample, according to the variables: (university and functional name).

Part Two: It includes a number of paragraphs are (institutional philosophy, vision and strategy, organizational structure, academic and student mobility, internationalization of academic curricula and programs, and internationalization of scientific research).

**Validity of the study tool:**

The tool was presented to a number of arbitrators from faculty members with experience in the subject of the study, and all considerations were taken in line with the objectives of the current study.

**Stability of the study tool:**

The reliability coefficient was extracted according to Cronbach's alpha equation, and the value of the total reliability coefficient was (0.986). This high ratio indicates stability and consistency between the vertebrae of the device, The following [table No. \(2\)](#) shows the values of stability coefficients for the fields of study:

**Table (2):** The value of the reliability coefficient for the internal consistency of the fields of study:

<b>Dimension number.</b>	<b>Dimension name</b>	<b>Stability Coefficient (Cronbach Alpha)</b>
1	corporate philosophy	0.917
2	vision and strategy	0.955
3	Organizational Chart	0.933
4	student academic movement	0.943
5	Internationalization of curricula and academic programs	0.946
6	Internationalization of scientific research	0.922
-	The tool as a whole	0.986

## Results and Discussion

**Results related to the first question:** What is the reality of the internationalization of education in Saudi universities as a means to achieve a competitive advantage?

**Table (3)** Arithmetic averages and standard deviations to identify the reality of the internationalization of education in Saudi universities as an input to achieve a competitive advantage.

<b>Domain number</b>	<b>Domain name</b>	<b>Arithmetic mean</b>	<b>standard deviation</b>	<b>Rank</b>	<b>The level</b>
1	corporate philosophy	3.73	0.807	1	High



2	vision and strategy	3.54	0.994	2	medium
3	Organizational Chart	3.51	0.993	3	medium
4	student academic movement	3.29	1.075	6	medium
5	Internationalization of curricula and academic programs	3.43	1.015	5	medium
6	Internationalization of scientific research	3.50	0.907	4	medium
-	general arithmetic mean	<b>3.50</b>	<b>0.902</b>	-	<b>medium</b>

The results of the previous [table No. \(3\)](#) indicate that the general arithmetic average of the responses of the sample members to the items that measure the reality of the internationalization of education in Saudi universities as an input to achieve a competitive advantage has reached (3.50) and represents a medium degree of appreciation, and the institutional philosophy dimension ranked first with an arithmetic average ( 3.73), and in the sixth and last place came the dimension of academic and student mobility, with an average of (3.29).

This result can be explained by the fact that the Saudi universities investigated are keen to benefit from the expertise and experience of international universities with the aim of achieving quality in education according to international standards. The result is consistent with the result of the study ([Ryu & Nguyen, 2021](#)), whose results revealed that the activities of the university in Vietnam are largely inward-oriented, which implies that the process and activities mostly learn and import from other advanced systems, have been active in importing international programs, or co-founding Universities or their development with the aim of adopting international standards. The result met with the study ([Jon & Yoo, 2021](#)) whose results showed that the internationalization of higher education in Korea focused on mobility, and in particular, there is a need for more research and discussion on how to develop the relationship between the internationalization of higher education and the sustainable development goals and its practice for the future direction of internationalization .

The result also agreed with the study ([Rosyidah & Rosyidi, 2020](#)), whose results showed that the promotion strategies in Indonesian universities include the university's tendency to be recognized globally through a strong vision and international accreditation for its study programs, and being a center for special studies. e-commerce, foreign institutions and individuals, as well as exhibiting international cooperation with foreign universities and institutions by building good personal communication, forming teams for international cooperation, initiating activities to build trust between individuals, and participating in international events. And providing scholarships for foreign students to increase incoming students. The result met with the study ([Crişan-Mitra & Borza, 2015](#)) in the internationalization of higher education as one of the main directions of development, where its results showed that there are many methods on how to achieve competitiveness and performance in higher education and international academic mobility; Student exchange programs and partnerships are some of the aspects that can play an important role in this process.

The dimension of institutional philosophy ranked first with a high degree of appreciation, and this result is attributed to the keenness of the surveyed universities to adopt institutional philosophy as a dimension to prepare national cadres with global competencies to achieve academic quality in accordance with international standards and to recognize the international dimension in data, institutional tasks, planning, documents and policies to ensure

quality, including Achieving international competition and achieving competitive advantage to achieve global leadership.

And in the sixth and last rank, it came after academic and student mobility with a medium rating, and this result explains the efforts of the surveyed universities to increase the opportunities for students to benefit from scholarships to international universities in order to provide them with new experiences and knowledge, as well as to enhance the experiences and knowledge of their students and employees. These universities work to attract faculty members from Internationally distinguished foreign professors for the purpose of benefiting from their capabilities and expertise in the field of education and scientific research to enrich university education in accordance with international quality standards, the result of the current study agreed with the result of the study of [Jon and Yoo \(2021\)](#), The internationalization of higher education in Korea has focused on mobility, further research and discussion is required on how the connection between the internationalization of higher education and the SDGs could be elaborated and practiced for the future direction of internationalization. Higher education institutions need to strengthen its value as global common good and cooperate for the SDGs within Korea, in Asia and also globally.

The results related to the second question: Are there statistically significant differences between the responses of the study sample members about their appreciation of the reality of the internationalization of education in Saudi public universities that can be attributed to the two variables: university and functional name?

***A- Differences according to the university variable:***

**Table (4):** Arithmetic averages and standard deviations to identify on the difference in the opinions of the respondents about their appreciation of the reality of the internationalization of education in Saudi public universities due to the university variable:

Variable classes	Arithmetic mean	standard deviation
Imam Abdul Rahman bin Faisal University	4.09	1.019
Prince Sattam bin Abdulaziz University	3.33	0.710
Umm Al-Qura University	3.69	0.473
ALHUDOD ALSHAMALEH University	3.12	0.692
Najran University	3.48	1.105
<b>total</b>	<b>3.50</b>	<b>0.902</b>

The results of the previous [table No. \(4\)](#) show that there are clear differences between the values of the arithmetic averages of the answers of the sample members about their appreciation of the reality of the internationalization of education in Saudi public universities, and this is attributed to the university variable to determine whether these differences are statistically significant, an analysis was conducted (One Way Anova), here is a presentation of the results:

**Table (5):** Results of (One Way Anova) to identify the differences in the respondents' opinions about their appreciation of the reality of the internationalization of education in Saudi public universities attributed to the university variable:

The source of the contrast	Sum of squares				Indication of f
between groups	22.928	4	5.732		0.000
through groups	139.202	195	0.714	*8.030	
Total	162.130	199			

**DF Average of squares F value**

\* Statistically significant at the level of significance ( $\alpha \leq 0.05$ )

The results of the previous table (6) show that there are statistically significant differences between the respondents' assessment of the reality of the internationalization of education in Saudi public universities due to the university variable, depending on the significance of the calculated (F) value shown in the previous table at the level of significance ( $\alpha \leq 0.05$ ).

In order to identify the sources of the differences, (a Schaffi test) was conducted for dimensional comparisons, and the differences were in favor of Imam Abdul Rahman University between Faisal at the expense of universities (Prince Sattam bin Abdulaziz, Northern Borders, and Najran), in favor of Umm Al-Qura University at the expense of Northern Borders University, and in favor of Najran University at the expense of Northern Border University account, and the differences were statistically significant at the level of significance ( $\alpha \leq 0.05$ ). The following table (6) shows the results:

**Table (6):** Results of the ( Shaffi test ) for dimensional comparisons to identify the sources of differences between the responses of the sample members to the reality of the internationalization of education in Saudi public universities due to the university variable:

The University average	Arithmetic	Imam Abdul Rahman bin Faisal University				
		Abdul Rahman bin Faisal University	Prince Sattam bin Abdulaziz University	Umm Al-Qura University	ALHUDOD ALSHAMALEH University	Najran University
Imam Abdul Rahman bin Faisal University	4.09	-	0.760*	0.400	0.970*	0.610*
Prince Sattam bin Abdulaziz University	3.33	-	-	0.360	0.210	0.150
Umm Al-Qura University	3.69	-	-	-	0.570*	0.210
ALHUDOD ALSHAMALEH University	3.12	-	-	-	-	0.360*
Najran University	3.48	-	-	-	-	-

\* Statistically significant at the level of significance ( $\alpha \leq 0.05$ )

The results showed a statistical significance between the responses of the sample members about their appreciation of the reality of the internationalization of education in Saudi public universities because of the university variable, and the differences were in favor of Imam Abdul Rahman bin Faisal University at the expense of universities (Prince Sattam bin Abdulaziz, the, Alhudod ALshamaleh and Najran), and in favor of Umm University The villages are at the expense of the Alhudod ALshamaleh University, and in favor of Najran University at the expense of the Northern Border University.

This result can be explained by the fact that Imam Abdul Rahman bin Faisal University and Umm Al-Qura University are very keen on the issue of internationalizing university education and benefiting from global experiences and expertise in university education and scientific research, this result agree with [Li and Roberts \(2012\)](#) and its result indicates that the findings from 10 case studies reveal that universities do not follow a uniform market entry pattern. The findings from a detailed study of 10 UK universities expanding into the Chinese market suggest that universities do not follow a uniform pattern of internationalization due to differences in resource availability, motivations and access to personal networks in China.

***B- Differences in favor of the functional name:***

**Table (7):** Arithmetic averages and standard deviations to identify the difference in the respondents' opinions about their assessment of the reality of the internationalization of education in Saudi public universities due to the functional name variable:

Variable classes	Arithmetic mean	standard deviation
Dean	3.45	0.772
college agent	3.13	0.937
Head of the Department	3.63	0.905
total	<b>3.50</b>	<b>0.902</b>

The results of the previous [table No. \(7\)](#) showed that there are clear differences between the values of the arithmetic averages of the answers of the sample members about their assessment of the reality of the internationalization of education in Saudi public universities because of functional name, To determine whether these differences were statistically significant, the One Way Anova analysis was performed. Here is a presentation of the results:

**Table (8)** Results of (One Way Anova) to identify the differences in the respondents' opinions of the reality of the internationalization of education in Saudi public universities due functional name:

The source of the contrast	Sum of squares	DF	Average of squares	F value	Indication of f
between groups	7.134	2	3.562		
through groups	155.006	197	.7870		
Total	162.130	199		4.527	.0120

\* Statistically significant at the level of significance ( $\alpha \leq 0.05$ )

The results of the previous [table \(8\)](#) show that there are statistically significant differences between the respondents' assessment of the reality of the internationalization of education in Saudi public universities due to the job title variable, depending on the significance of the calculated (F) value shown in the previous table at the level of significance ( $\alpha \leq 0.05$ ).

In order to identify the sources of the differences, (Shaffay test) was conducted for dimensional comparisons, and the differences were in favor of the department head category at the expense of the agent category, and the differences were statistically significant at the level of significance ( $\alpha \leq 0.05$ ), The following [table \(9\)](#) shows the results:

**Table (9)** of the results of the (Schaffay test) for dimensional comparisons to identify the sources of differences between the responses of the sample members of the reality of the internationalization of education in Saudi public universities due to the variable of functional name:

functional name	Arithmetic average	Dean	college agent	Head of the Department
Dean	3.45	-0.320	0.180	college agent 3.13 - - * <b>0.500</b>
Head of the Department	3.63	-	-	-

\* Statistically significant at the level of significance ( $\alpha \leq 0.05$ )

The results concluded that there were statistically significant differences between the values of the responses of the sample members about their appreciation of the reality of the internationalization of education in Saudi public universities due to the functional name variable, and the differences were in favor of the department head category at the expense of the agent category, and perhaps this result can be explained that department heads are the most concerned In implementing the plans and curricula, their answers were very biased towards the issue of internationalization of education and its importance in the educational process in the universities surveyed, The result of the current study does not agree with those of [Ramanathan, Thambiah, and Raman \(2012\)](#), Which showed that the respondents in the sample have positive perceptions about internationalization, and study

It was found that the result of ([Sullivan, 2011](#)) disagreed with the result of the current study, which shows that there are differences in the perceptions of participating university leaders about leadership competencies that should be available to manage university internationalization efforts.

## Recommendations

Based on the previous results, the study makes the following recommendations:

1. That the surveyed universities provide more material and moral support to those involved in the process of internationalizing education because of the benefits of this process related to improving the educational service and acquiring experiences, capabilities and skills in scientific research and university education.

2. Conducting more scientific studies similar to the subject of the current study on societies other than those covered by the current study in order to benefit from its results and circulate its recommendations.
3. Creating world-class universities.

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