PREDICTORS OF INTERCULTURAL COMPETENCE, INTERNATIONALIZATION AT HOME, AND GLOBAL CITIZENSHIP AMONG DOMESTIC STUDENTS IN MALAYSIAN RESEARCH UNIVERSITIES

JAMSHED KHALID

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JAMSHED KHALID

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DEDICATION

My entire struggle for the completion of this thesis is dedicated to:

The sake of Allah, my Creator, my Master, my Saviour;

My great mentor and Teacher, my role model Prophet Mohammed (May Allah bless and grant him), who enlightens us with the purpose of life;

My homeland 'Pakistan' my incessant love;

My great parents, especially to my mother, though she is no more a part of this world but she is unimpaired part of my heart, my mind, my soul;

My dearest wife, who always around me with a light of hope and support with great patience;

My adorable and endearing kids, my inspiration, my passion;

My beloved brother and sisters; particularly my late sister;

My invaluable and precious friends who always besides me being my motivation,

Finally, my restless days, my sleepless nights.

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LIST OF ABBREVIATIONS

HEIs   Higher Education Institutions

IC   Intercultural Competence

GC   Global Citizenship

GCE   Global Citizenship Education

IAH   Internationalization at Home

MOHE   Ministry of Higher Education

ICESM   International and Comparative Education Society of Malaysia

MRU   Malaysian Research Universities

ICEF   International Consultants for Education and Fairs

LIST OF APPENDICES

PERAMAL KOMPETENSI ANTARA BUDAYA, 'INTERNATIONALIZATION AT HOME', DAN WARGANEGARA GLOBAL DALAM KALANGAN PELAJAR TEMPATAN DI UNIVERSITI PENYELIDIKAN MALAYSIA

ABSTRAK

Pengantarabangsaan, terutamanya 'Internationalizaiton at Home' (IaH) telah mendapat perhatian universiti di seluruh dunia dan telah menganggapnya sebagai langkah strategik untuk menyahut cabaran globalisasi. 'IaH' menawarkan kepada para pelajar perspektif antarabangsa dan global melalui pembelajaran secara formal dan tidak formal yang akan mentransformasikan pelajar ini menjadi warganegara global. Walaupun terdapat sebanyak 64% daripada universiti di Eropah telah terlibat dalam 'IaH', namun, terdapat kekangan mengenai penginstitusian konsep ini di negara membangun seperti Malaysia. Penyelidikan 'IaH' dari perspektif pelajar adalah begitu kurang. Oleh itu, kajian ini meneliti hubungan 'IaH' dalam konteks universiti penyelidikan di Malaysia dan bagaimana 'IaH' boleh meningkatkan kewarganegaraan global di kalangan pelajar. Kajian ini juga mengkaji hubungan antara peramal utama iaitu kecekapan antarabudaya seperti sikap, pengetahuan dan kefahaman, kemahiran, dan kepekaan budaya dengan 'IaH' di kalangan pelajar tempatan. Kajian ini juga mengkaji bagaimana kemahiran bahasa Inggeris memoderasikan hubungan antara sikap, pengetahuan dan kefahaman, kemahiran, kepekaan budaya dengan 'IaH'. Selain itu, kajian ini turut mengkaji kesan penyederhanaan sokongan institusi yang dirasai ke atas hubungan di antara 'IaH' dan warganegara global. Teori hubungan dan teori interaksi orang-persekitaran bersama

dengan model kecekapan antara budaya telah digunakan dalam membangunkan kerangka penyelidikan. Data diperolehi dari pelajar tempatan yang menuntut di lima universiti penyelidikan di Malaysia melalui soal selidik yang telah dihasilkan dari kajian lepas yang relevan. Data yang diperolehi kemudiannya telah dianalisis menggunakan pemodelan persamaan struktur melalui perisian SPSS versi 24 dan perisian SmartPLS versi 3.2. Dapatan hasil kajian menunjukkan bahawa kesemua peramal kecekapan antara budaya kecuali sensitiviti budaya mempunyai kesan yang signifikan terhadap 'IaH'. Manakala, untuk hubungan di antara 'IaH' dan warganegara global, dapatan kaijan ini mendapati bahawa 'IaH' mempunyai kesan signifikan yang besar terhadap warganegara global. Hasil kajian juga menunjukkan bahawa penguasaan bahasa Inggeris hanya memoderasikan hubungan antara pengetahuan dan kefahaman, dan 'IaH' manakala sokongan yang diterima institutsi didapati tidak memberikan kesan moderasasi terhadap hubungan di antara 'IaH' dan warganegara global. Selain daripada sumbangan teoritikal, kajian ini mempunyai implikasi penting ke atas para pengamal, terutamanya kepada majikan yang mencari graduan bersifat global yang kompeten dari segi antara budaya dan pengantarabangsaan untuk menghadapi pelbagai cabaran di tempat kerja. Dapatan hasil kajian ini memberikan pandangan berharga kepada institusi pengajian tinggi Malaysia terutamanya untuk memulakan pelan pengantarabangsaan komprehensif yang memberi tumpuan kepada keseluruhan pelajar terutamanya mereka yang tidak dapat ke luar negara untuk mendapatkan pengalaman antarabangsa. Namun begitu, kajian ini mempunyai beberapa batasan yang menyediakan landasan lebih lanjut kepada para pengkaji dan penyelidik untuk memperluaskan kajian di masa hadapan.

PREDICTORS OF INTERCULTURAL COMPETENCE, INTERNATIONALIZATION AT HOME, AND GLOBAL CITIZENSHIP AMONG DOMESTIC STUDENTS IN MALAYSIAN RESEARCH UNIVERSITIES

ABSTRACT

Internationalization, particularly Internationalization at Home (IaH) is of increasing interest in many universities worldwide and considered as a strategic priority to respond to the challenges of globalization. IaH offers international and global perspectives through formal and informal learning to all students which transforms them as global citizens. Despite the fact that 64% of European universities involved in IaH, there is an inadequacy regarding the institutionalization of the concept in developing countries such as Malaysia. A scarcity of research is evident regarding IaH from the students' perspective. Therefore, the present study examined the relevance of IaH in the context of Malaysian research universities and how IaH can enhance global citizenship among students. The present study also investigates the relationship of key predictors of intercultural competence such as attitude, knowledge and comprehension, skills, and cultural sensitivity with IaH among the domestic students. In addition, the study examined how English language proficiency moderates the relationship between attitude, knowledge and comprehension, skills, cultural sensitivity, and IaH. Moreover, the present study investigates the moderating effect of perceived institutional support on the relationship between IaH and global citizenship. Data were collected from the domestic

students studying in the five research universities of Malaysia via survey questionnaire developed from relevant literature. Data was analyzed by using SPSS version 24, and Smart PLS version 3.2. Statistical findings indicate that all predictors of intercultural competence except cultural sensitivity had a significant impact on IaH. IaH was found with a significant impact on global citizenship. The results showed that English language proficiency only moderated the relationship between knowledge and comprehension and IaH while perceived institutional support was found with no moderating effect on the relationship between IaH and global citizenship. Besides the theoretical contributions, this study has important implications for practitioners, particularly for the employers who are seeking the global graduates interculturally and internationally competent enough to cope with the diversity challenges at the workplace. The study offered valuable insight into the Malaysian higher education institutions to instill comprehensive internationalization plans that focus on all students particularly those who are not able to travel overseas. As with any other studies, the present study has few limitations which provide the grounds for the future researchers to extend this research field.

CHAPTER 1

INTRODUCTION

1.0   Introduction

This chapter consists of a general outline of the study. It begins with the background of the study followed by the research problem, research objectives, and research questions. Next, the scope of the study is described which is followed by the significance of the study. This chapter will also indicate the definitions of key terms. The chapter ends with a summary and thesis structure.

1.1   Background of the Study

Higher education institutions (HEIs) worldwide are facing numerous challenges at the start of the 21st century which include the tasks of persisting relevant culturally and intellectually feasible in a fast-changing educational world, transforming graduates to vie sturdily in the global market and keep well-informed with the deluge of globalized competence and knowledge. The world is now more interrelated, and the capitalism forces have altered the modern-day professions and their nature as well (Shafiul Alam Bhuiyan, 2008; Jensen & Dyett, 2020). It becomes vital for university graduates to attain intercultural and global knowledge, attitudes, skills, and values that empower them to operate efficiently with people from diverse cultures in their home countries or worldwide. Scheinin (2007) emphasized that; *"a single person can alternate his or her identity and loyalty from being a loyal citizen of a nation-state, a determined member of a religious, ethnic or cultural group with its own traditions and norms, and an active participant in a*

global community of persons sharing a common interest and communication with each other by various means offered by modern communication media (p.9).*"*

Diversity, global and intercultural competencies are no more just loftier buzz words, but indispensable to gain a competitive edge for organizational success in the 21st century. Bremer (2006) enlightens the implication for the development of graduates who consider as a global workforce, quoted Dr.William Kirwan (Chancellor - University System of Maryland, Adelphi), as saying; "Companies and organizations will be creating teams of workers who live in different parts of the world and who must understand one another and communicate effectively. This requires a deep understanding of languages, cultures, histories, and perspectives, all of which are components of developing global-ready graduates (p.42)."

With a connection to the aforesaid contests, the internationalization has been regarded as one possible response to endeavor such challenges. Knight (2007, 2013) proposed two basic facets evolved in higher education internationalization such as Internationalization at Home (IaH) and internationalization abroad. The former includes activities that help students to develop a global awareness by providing them a platform for intercultural learning without leaving home (Robson, Almeida, & Schartner, 2018). Beelen & Jones (2015) define Internationalization at Home (IaH) as "…the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments" (p. 69). According to them, some key features of IaH are;

- IaH offers global perspectives to all students within their courses, whether they travel abroad for educational purposes or not.

- IaH moves beyond specialized or electives programs.

- IaH involves the development of intercultural and international perspectives by altering the formal curriculum with internationalized learning outcomes.

- IaH reinforced by co-curriculum programs across the university.

- IaH offers a purposeful use of diversity, particularly cultural diversity, in the classroom for intercultural learning, teaching, and assessment practices.

- IaH generates student engagement opportunities with improved interaction with others from diverse cultures in domestic society.

- IaH encompasses all staff members in an institution rather than focusing on international officers or academics.

- IaH may or may not embrace English as a medium of teaching or another lingua franca.

- IaH contains virtual mobility by promoting collaboration or networking through online sources with partner universities.

- IaH encourages purposeful engagement between local and foreign students through extra-curricular activities.

Moreover, IaH vigorously contributes to preparing students to play an active role in a more competent globalized world (Robson, 2017).

The students, being considered as most active citizens, need to be skilled and self-possessed with high intercultural competence which can greatly impact their global, international and intercultural learning (Bellamy & Weinberg, 2006; Malau-Aduli, Ross & Adu, 2019). As described by Deardorff (2006), intercultural competence is "the ability to develop targeted knowledge, skills, and attitudes that lead to visible behavior and

communication that are both effective and appropriate in intercultural interactions" (p. 247). Many researchers suggest three significant antecedents of intercultural competence which are attitude, knowledge, and skills (Deardorff, 2011; Hunter, 2004; Mascadri, Brownlee, Walker, & Alford, 2017). However, some other researchers emphasized that cultural sensitivity is also considered as an imperative element of intercultural competence. As indicated by Stafford, Bowman, Ewing, Hanna & Lopez-De Fede (1997), cultural sensitivity refers to the individuals' awareness that similarities and differences among cultures exist and have a strong impact on behavior, learning, norms, and values. Cultural sensitivity starts with an increasing understanding of cultural variances and an acknowledgment that these differences are commonly mirrored in the approaches that diverse groups relate and communicate with each other. Therefore, cultural sensitivity is more than knowledge and awareness and signifies that there are dissimilarities in culture with the intention of having interaction effectually (Unver, Uslu, Kocatepe & Kuguoglu, 2019).

An individual who is culturally competent views all human beings as unique humans and comprehends that their beliefs, values, languages, and their experiences affect their perceptions. Thus, students must be mindful in terms of the attitude of respect and openness, knowledgeable regarding diverse cultures, and skillful in listening, observing, analyzing, and relating distinct cultural aspects. In an ideal harmonized and unified world, students are needing to be brought up with a broader perspective and sympathetic understanding of national and global perspectives (Butchart et. al., 2010).

According to Altbach (2015), globalization and higher education transformation have a profound effect on the universities to build graduates capable to work and compete

in the fourth industrial revolution. Malaysia is no exception to this movement. The students who graduated from overseas gain global exposure through a multicultural environment which assists them to work in diverse cultural settings in the workplace or even when dealing with people in daily life (Xu et al., 2020). However, the ratio of domestic Malaysian students who never travel abroad for full-time education or exchange program is very high and in need to equip with the global competitive industry needs (Sidhu & Kaur, 2011). Internationalization at Home (IaH) practices could be an appropriate solution for such challenges but, unfortunately, not given full consideration by many higher education institutions (HEIs), institutional administration, and policymakers due to the incomprehension regarding potential benefits linked with this change. Thus, it is imperative to explore the students' attitude, knowledge, and skills to actively involve them in internationalization activities such as participation in international projects, selection of internalized curriculum, learn foreign cultures and languages, and actively contribute in on-campus internationalization events (Quendler & Lamb, 2016). Students' vigorous involvement in campus-based internationalization activities will direct them to live as useful society members and develop a sense of global citizenship to bring harmony at the national and global levels.

Odağ, Wallin and Kedzior (2016), in their study on the intercultural competence of undergraduate students, recommend future studies to find the answer to the following questions: Do local students with no experience of international education understand the significance of intercultural competence? Would this understanding/knowledge assist them to interact with international students studying at their university in a better way? Thus, the present study aims to answer these questions by formulating a dynamic

framework comprised of antecedents of intercultural competence (attitude, knowledge & comprehension, skills, cultural sensitivity), IaH, and global citizenship as an outcome.

The present study conceptualizes the Contact Theory and Person-Environment Interaction Theory, and by using predictors of the Intercultural Competence Model to optimize Internationalization at Home which may assist in forming global citizenship among all students, particularly domestic students who stay at home institutions and not able to travel abroad. This chapter is structured as follows; the background of the study followed by the research problem, research objectives, and research questions. Then it proceeds with the scope of the study and the significance of the study. Definitions of key terms and summary of the whole chapter are also given at the end. Lastly, the structure of the thesis is given for a better understanding of readers.

1.1.1 The Importance of Global Citizenship

Global citizenship has emerged as an imperative paradigm for students' development as an effective member of the world community. It received great attention from human rights activists for global harmony (Clifford & Montgomery, 2014; Xu et al., 2020). Though global citizenship considered a topic of discussion in academic context since the 1950s, however, this debate received significant deliberation from the last few decades (Reysen, Katzarska-Miller, Gibson, Mohebpour & Flanagan, 2017). Recent discourse on internationalization in the education industry has been fueled by huge responsibility on HEIs to produce graduates to endure the globalization effects. Stoner, Perry, Wadsworth, Stoner and Tarrant (2014) reveal that universities have felt the demands to make sure students are capable of, "think and act globally in order to

effectively address political, social, economic, and environmental problems on a global scale" (p. 127).

The term global citizens represent the individuals, consider themselves not only members of a nation-state but belonging to global civil society as well (Reysen & Katzarska-Miller, 2013). Students, being considered as the most active citizens of the global world, supposed to acquire global knowledge and skills with a concern about international issues and ready to input their efforts in resolving these issues. Aktas, Pitts, Richards & Silova (2017) highlighted the attributes related to global citizenship include global values, beliefs, social justice, morality, knowledge about local and global affairs, skills in intercultural competence, and actions concerning teamwork in international events and activities.

In academic discourse, global citizenship is a well-known concept as it is largely specified in the traits of students. Higher education among the other industries is perceived as an apparatus which can be operated to generate future manpower fits the global needs (Jacobs & Dougherty, 2006; Pavlin & Svetlik, 2014). The role of colleges and universities is moving beyond the literacy growth, cognitive skills, and knowledge to the construction of soft skills, attitudes, and values among learners. Thus, in universities, demand is rising to encourage all students to develop global competencies to be as an active global citizen. Global citizenship engages students with real-world challenges by developing a sense of purpose. A recent survey conducted by OECD (2019) reveals that most of the students lack such a sense of purpose. The results revealed that only 60% of Malaysian students agreed or strongly agreed on the statement "I have discovered a satisfactory meaning in life".

Malaysia has a desire to build graduates equipped with cultural competence who can act in the contemporary global world. As Ministry of Higher Education (MOHE) has a vision to "build and create a higher education environment that is conducive for the development of academic and institutional excellence and to generate individuals who are competent, innovative and of noble character to serve the needs of the nation and the world" (MOHE, 2018). In addition, the International and Comparative Education Society of Malaysia (ICESM) has aimed to promote awareness and interest in international and comparative education in Malaysia. An increasing trend in international student's mobility provides an opportunity for Malaysian domestic students to learn from distinct cultures and enhance their intercultural and global competencies in the diverse academic environment.

1.1.2   The Importance of Internationalization at Home (IaH) for Global Citizenship

Internationalization, nowadays, has been considered a key agenda for most universities that emphasize on institutional transformation, globalization, and international dimension in students' learning. Among the two major types of internationalization, Internationalization at Home (IaH) is comparatively a new concept. Beelen and Jones (2015) define IaH "the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within the domestic learning environment". Thus, the aim of IaH can be expressed in a way that it brings an international and intercultural dimension in learning outcomes and personal transferable skills of all students.

There is a common misconception about internationalization concept that it deals only with the mobility or the cross-border activities. However, De Wit (2015), a leading

researcher in the field of higher education internationalization, clears this delusion by highlighting the need and significance of campus-based internationalization. He explained that HEIs fail to cater to the internationalization needs of 90% of the student population worldwide which are always staying at home. Nonetheless, universities can do a number of international activities on the campus through formal and informal curriculum development. Besides, extra-curriculur activities such as international week, international clubs, seminars and workshops with a focus on intercultural and international learning are also helpful in promoting internationalization in the universities. Hence, it seems crucial for universities all around the world to internationalize their campuses with an aim to strengthening the impacts of internationalization of higher education as well as develop global citizenship among the domestic students (OECD, 2012; NAFSA, 2018).

Higher education internationalization is not more and less than an approach to improve the graduates' global competencies and their services to local and international society. Thus, global citizenship would be considered as an outcome for internationalization, particularly Internationalization at Home (IaH) which focuses on the global and intercultural dimensions of all students. IaH provides an opportunity for local students to cooperate with foreign students from diverse backgrounds and learn through different formal or informal curriculum activities that may enhance their global competencies without leaving home. According to Morais and Ogden (2011), IaH can play a significant role in achieving the three commonly accepted aspects of global citizenship such as global competence, social responsibility, and civic engagement.

Malaysia, being considered as an emerging educational hub, is an attractive place for international students from all around the world. A large number of foreign students

studying in Malaysia ponder the prospect of international and intercultural learning to domestic students through IaH practices. The Malaysia Education Blueprint 2015-2025 has a goal to develop a higher education system that nurtures domestic talent and attracts foreign students. Moreover, it also includes preparing graduates talented enough to meet the domestic and global market challenges. However, these goals cannot be achieved without the inclusion of internationalization policy and/or by integrating internationalization in the mission and vision of an institution.

1.1.3 The Antecedents of Intercultural Competence in Evolving Internationalization at Home

Intercultural competence plays a significant role in students' dimension of international learning. To understand intercultural competence, the understanding of culture is true. Herbig and Dunphy (1998) defined culture as "the sum of a way of life, including expected behavior, beliefs, values, language, and living practices shared by members of society" (p. 11). Hofstede (2001) states the culture as "programming of the mind" (p. 9). Thus, it is clear that culture is the combination of individual interpersonal conduct and morals which affects the behavior. Alternatively, intercultural competence as defined by Deardorff (2009) is "the ability to develop targeted knowledge, skills, and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions" (p. 242). Individual attitude, knowledge, and skills are considered as the three most effective predictors of intercultural competence. Moreover, some other researchers such as Bennett (1986), Chen and Starosta (1997), Foronda (2008), and Loue, Wilson-Delfosse and Limbach (2015) indicated that cultural sensitivity is also an antecedent of intercultural competence.

A global mindset is interrelated with a promising attitude, awareness, and cultural adaptability towards internationalization. Certainly, attitude towards internationalization influences the integration of local and global information and the way he or she sees the world (Flament, 2003; Yuan, Li & Yu, 2019). Literature suggests that international orientation is an element of the attitude towards internationalization (Liyanage, 2018). According to Rozkwitalska (2010), ethnocentric attitude, lack of intercultural experience, insufficient cultural skills, and lack of cultural sensitivity are the major cultural barriers that hinder the students' international and global learning. In the university, students' positive intercultural attitudes, knowledge, skills, and cultural sensitivity for the increased interaction with international students learn from their cultures, and actively participate in campus-based internationalization activities can contribute to the international learning and global mindedness.

Intercultural competence has a significant impact on domestic students in their learning process from an international perspective. If students are not keen to develop an attitude, knowledge, and awareness of other cultures, it is difficult for universities to get the desired results from internationalization policies (Hossain et al., 2020). Therefore, the high involvement of intercultural learning may empower them with international and global competencies which can result in global citizenship among domestic students. Moreover, intercultural competence enables students to reap the benefits of Internationalization at Home (IaH) practices such as interaction with international students, selection of internationalized curriculum, participation in extracurricular international activities, and intercultural learning.

1.2   Research Problem

Higher education institutions across the globe have established the international dimensions in the curriculum, co-curriculum, and extra-curriculum activities in response to internationalization and globalization. While living in the age of globalized knowledge and technology, global awareness and responsiveness of human capital are increasingly viewed as major and sought-after assets. In modern-day organizations, there is an increasingly diverse workforce which is challenging for managers to handle. Employees need to work in teams from different ethnic or cultural backgrounds (Gundling, Hogan & Cvitkovich, 2011) that contemplating the need for intercultural, international, and global mindedness of employees to meet the challenges of cultural diversity at the workplace. Parallelly, the internationalization of higher education ensures that graduates are capable and skilled in living and working efficaciously in a global economy, evocatively contributing to society, harnessing transformation and modernization in undertaking societal challenges at home and abroad. In particular, Internationalization at Home (IaH) focuses on the domestic learning environment through the integration of intercultural and international dimensions for all students. Moreover, IaH is important in developing global citizenship as it embraces civic engagement and global mindedness among graduates.

Datin Ir Dr. Siti Hamisah Binti Tapsir, Deputy Director-General, Ministry of Higher Education Malaysia highlighted the need for global citizenship in speaker series of the Association of Commonwealth Universities (2016). She said that "we want to make sure that as we go global, Malaysians have the character of good citizenry, someone who can contribute to the country and society via his/her ability to generate wealth for the

country and able to enhance the social well-being of society at large via the knowledge acquired and transferred".

IaH has quickly considering an imperative policy issue in a number of universities, particularly in Europe, where education is perceived as a public good and internationalization as a way to expand the quality of learning and teaching for all students. The European Education Commission added the IaH in its policy documents and this trend is growing all around the globe. For instance, in the Netherlands, 76% of universities have placed IaH in their strategic plans (Beelen & Jones, 2015). Most European universities claimed to be undertaking activities to implement IaH. According to European University Association (2015), a survey of the European University Association, 64% of European higher education institutions consider and taking initiatives for the implementation of IaH at their campuses. However, in Southeast Asia, inclusive of Malaysia, an absence of IaH can be seen in universities' policies and strategies that resulting in low global, international and intercultural competencies among students (Beelen & Jones, 2015).

Ministry of Higher Education (MOHE) Malaysia has a target to build an environment for higher education that is advantageous for academic excellence and institutional nobility. Besides, MOHE aims to produce local graduates who are innovative and competent by holding global competencies that assist them to serve the national and global needs. In addition to MOHE's mission, the Malaysian industry is also demanding well-rounded graduates having the potential to be future leaders in the global business world (Munusamy & Hashim, 2019). Hence, the university role is not just limited to enrich students academically but holistically as well, so they can join the global and multinational organizations and easily adopt cultural diversity.

In the statistical perspective of student mobility, the number of international students who travel abroad for higher education is limited. UNESCO Institute of Statistics (2013) reported the global higher education enrolment has been reached to 182.2 million in 2011. The contribution of the East and South Asia region was of utmost containing 46% (83.8 million). However, the worldwide mobility of international students was 5 million, which is only 2.7% of total higher education enrollment. According to recent statistics issued by the UNESCO Institute of Statistics (2018), global higher education enrolment has been amplified to 215.9 million students worldwide in 2016, containing 46% (83.8 million) from East and South Asia region. However, the worldwide mobility of international students is 5.3 million, which is only 2.45% of total higher education enrollment. Although Asia represents 33.8% (72.9 million) of the total mobile students, still a very high portion of Asian students particularity from Southeast Asia region is not able to experience international education and far-off from global exposure. Among the key constraints to this lacking, the financial, social, and cultural aspects are most prominent.

In Malaysia, according to MOHE statistics (2016), a total of 12.8 million enrollment was recorded in higher education institutions in 2015, comprised of 1.1 million international students. As reported by UNESCO Institute for Statistics (2018), the outbound mobility of Malaysian students is 56,260 in 2015 which represents only 4.8 percent of the total enrollment of domestic students in higher education institutes. This shows that a massive number of domestic students (96.2%) are not able to travel overseas and acquire multicultural and global learning. Therefore, the role of IaH seems crucial in answering the questions; how to deal with the massive majority of domestic students who

are not mobile due to financial or societal issues? How universities develop a learning environment that all students, domestic and international, benefits through the formal and informal curriculum? How can they gain cultural and international learning from one another? How universities can promote cultural and social activities among domestic and international students outside the classroom? For these challenges, an articulated IaH policy is required by a university at all levels with a principal focus on the enhancements of students learning in the domestic and global context.

Another aspect that contemplating IaH to be executed at universities is the employability of graduates. Notwithstanding that the Malaysian government has established a number of short and long term plans for human capital development, there is still a high percentage of the local graduates facing unemployment. According to the Malaysian Employees Federation (MEF), in the year 2016 alone, 200,000 jobless graduates were declared in Malaysia, not including the numbers that have just completed their Sijil Pelajaran Malaysia (SPM), diplomas, and certificate programs (The Sundaily, 2016). There was one survey conducted on local fresh graduates and their job patterns carried out by the Ministry of Education and JobStreet in 2015. The survey findings revealed that among the unemployed graduates, most are less than 24 years old. The findings further mentioned that the majority of the freshly graduated remains unemployed are from public universities (51%). Poor intercultural attitudes, low level of English language proficiency, and lack of communication skills at the workplace are among the most common reasons for unemployment as revealed by the survey's findings. As IaH is the integration of such elements for domestic students by offering formal and informal activities on the campus, it can be considered as a tool having the potential to overcome

these deficiencies among graduates. Prior studies suggested that promoting intercultural competence is an essential stimulus for IaH (Jones, 2013; Beelen & Jones, 2015; Watkins & Smith, 2018). The intercultural attitude, knowledge and comprehension, skills, and cultural sensitivity are the most influential antecedents of intercultural competence which can assist in attaining IaH in universities (Agnew & Kahn, 2014; Beelen & Jones, 2015; Robson, 2017; Huq & Mohammad, 2020).

To acquire a job successfully, soft skills are highly imperative and appealing to employers. As emphasized by the country manager of Job Street, Mr. Chook Yuh Yng (2017); "During an interview, employers often look at more than what's on your resume. They also look at your ability to communicate, your attitude, the soft skills you possess, and your ability to contribute to the company." In today's' transformed and globalized market, graduates with East-West knowledge are more employable. In the Malaysian context, some employers in the industry have commented adversely on graduates' capabilities and stressed that the graduates do not have appropriate skills and competencies that meet the global industry's demands (Hanapi & Nordin, 2014; Huq & Mohammad, 2020). Ismail Yussof and Sieng (2011) pointed out that the quality of the graduates is one of the factors contributing to the Malaysian graduates ' unemployment issue. A recent study conducted by Cheong and Narayanan (2020) also noticed that in comparison with international graduates, the Malaysian graduates lack of competencies to acquire the job. Therefore, Malaysia is in need to address the challenges of mismatch in skills formation at universities.

Malaysian public universities, due to their current structures, required to comprehend what key factors are facilitating students for the development of a global

mindset to cultural diversity. Such understanding can inform actions to generate individuals' opportunities to reach global competency in the contemporary modernized world. The literature from developing countries clearly identifies that on-campus curricular and co-curricular experiences are highly significant in upgrading students' international learning (Keen & Hall, 2009; Edwards & Kitamura, 2019). However, the scarcity of research on the investigation of IaH and its predictors from the Malaysian perspective is evident. Many researchers stressed the need to explore the factors contribute in producing graduates to operate in a societally and culturally different learning and working environment, as they have to work in diverse teams or perhaps travel to overseas for work (Umbach & Kuh, 2006; Zhao et al., 2005, Engberg, 2007). Likewise, Adrian Curaj et.al. (2015) lay emphasis on that there is a significant need for more research for the IaH concept.

Hence, based on literature, the present study proposed a research framework to examine the effect of attitude, knowledge and comprehension, and cultural sensitivity on IaH. Moreover, the study will examine how IaH leads in developing global citizenship among local students studying in Malaysian public universities. Furthermore, the present study aims to test two moderators to such as English language proficiency and institutional support. English language proficiency is supposed to moderate the relationship of attitude, knowledge and comprehension, skills, and cultural sensitivity with IaH. Lastly, institutional support is hypothesized to moderate the relationship between IaH and global citizenship.

1.3   Research Objectives

1- To examine the relationship between attitude and internationalization at home.

2- To examine the relationship between knowledge and comprehension and internationalization at home.

3- To examine the relationship between skills and internationalization at home.

4. To examine the relationship between cultural sensitivity and internationalization at home.

5- To investigate the relationship between Internationalization at Home and global citizenship.

6- To study the moderating effect of English language proficiency in the relationship of attitude, knowledge and comprehension, skills, and cultural sensitivity with internationalization at home.

7- To examine the moderating effect of institutional support in the relationship between Internationalization at Home and global citizenship.

1.4 Research Questions

1- Does attitude has a relationship with internationalization at home?

2- Does knowledge and comprehension has a relationship with internationalization at home?

3- Does skills has a relationship with internationalization at home?

4. Does cultural sensitivity has a relationship with internationalization at home?

5- Does Internationalization at Home has a relationship with global citizenship?

6- Does English language proficiency moderates the relationship of the attitude, knowledge and comprehension, skills, and cultural sensitivity with internationalization at home?

7- Does institutional support moderate the relationship between Internationalization at Home and global citizenship?

1.5   Scope of the Study

The scope of the present study is confined to the higher education sector in Malaysia. Particularly, this study focuses on Malaysian Research Universities (MRUs) by targeting the domestic students who have not been traveled to overseas for academic purposes. This research examines the relationship between antecedents of intercultural competence which are attitude, knowledge and comprehension, skills, and cultural sensitivity with Internationalization at Home (IaH). This research also emphasizes the relationship between IaH and global citizenship. In addition, the present study looks into the moderating effect of English language proficiency on the relationship between attitude, knowledge and comprehension, skills, cultural sensitivity, and IaH. Moreover, this research examines the moderating role of institutional support in the relationship between IaH and global citizenship.

Data is collected through sending an online survey questionnaire to the students studying in five Malaysian research universities (MRUs) such as UM, UKM, USM, UTM, and UPM as declared by the Malaysian Ministry of Higher Education (MOHE). The unit of analysis is the local undergraduate students studying in MRUs and have not been traveled abroad for academic purposes.

1.6 Significance of the Study

The study plans to extend the body of knowledge concerning Internationalization at Home and global citizenship among immobile students studying in public universities. IaH exposes to develop the students learning in an international environment. As globalization emphasis the focal need of producing a global workforce capable of diverse skills, the universities have more responsibilities regarding the development of students' intercultural competence.

Changes in global higher education have a noticeable impact on the intercultural learning of students. Diversity in academic environment proposes a significant challenge to HEIs to manage international learning styles and dissimilar orientations (Stone, 2006; Freeman 2009; Trede, Bowles, & Bridges, 2013; Deardorff, 2010) as well as put emphasis on students to enrich themselves with attitude, knowledge, and skills to for intercultural learning which finally lead them towards global citizenship (Soria & Troisi, 2014; Vesterinen, Tolppanen, & Aksela, 2016).

Chen and An (2009, p. 197) suggested that "the ability to learn new ways of interacting to deal with the frictions in the process of adjusting ourselves to new cultural realities and to reach a greater global awareness will decide the degree of our success in a culturally diverse society". Bearing this in mind, students of the 21st century have a pivotal need to gain intercultural, international, and global competence. The present study investigates the extent to which the intercultural competence empowers the students for on-campus international learning to nurture global citizenship. Whether they work in the domestic or global industry, graduates must fulfill the criteria of employers who demand graduates with east-west knowledge and skills. By exploring the students' understanding

and views regarding their attitude, knowledge, and skills in participating IaH activities for the development of global citizenship, the present study's findings illuminate the perception of participants to explore the ways universities can produce holistic global graduates. Though IaH benefits students in nurturing global citizenship, this research attempts to explore how institutional support may boost or curb these endeavors.

1.7   Theoretical Contribution

The study contributes to the intercultural competence process model of Deardorff (2009). While the intercultural competence model posits that students' attitudes, knowledge and comprehension, and skills towards intercultural learning, the present study hypothesized that intercultural sensitivity and English language proficiency can moderate this process.

The issues of intercultural competence and internationalization have been recognized in the literature, and most of the researchers professed intercultural competence as an outcome of internationalization. However, this research examines the effects of antecedents of intercultural competence such as attitude, knowledge, and comprehension, and skills on IaH as the researcher believes that these antecedents have the potential to upsurge the students' motivation to participate in IaH practices. Furthermore, up to the researcher's best knowledge, there is no empirical investigation of institutional support as a moderator between the relationship of IaH and global citizenship. This research is the first empirical research to explore how institutional support can contribute to the development of global citizenship through IaH. Thus, this research helps to fill the literature gap by extending the body of knowledge relating to the IaH and global citizenship and the role of institutional support.

Another significant theoretical contribution of the present study is exploring attitude, knowledge, and comprehension, and skills which are the key factors influencing students' intercultural and international learning. Consistent with the intercultural competence process model, this study investigates the significance of the antecedents of intercultural competence to involve students in IaH practices. However, cultural sensitivity and English language proficiency may have a positive or negative influence on this process. Thus, the present study explores the moderating effect of cultural sensitivity between the relationship of attitude and IaH. Moreover, the moderating role of English language proficiency between the relationship of skills and IaH also be assessed.

1.8   Practical Implications

The present study has significant implications for practitioners, particularly for academic experts who are involved in internationalization planning, implementation, student affairs committee, and, in general, can be important for all stakeholders of universities. Executives of international offices should be aware that students' engagement in IaH activities would enable them to build global citizenship.

One desired outcome of public universities in the development of students' aptitude to deal with diversity in all its forms such as racial, political, religious, and gender. The present study, thus, has a great practical implication by discovering students' attitudes, knowledge and comprehension, and skill in their participation in IaH for the development of global citizenship.

This research is significant for the corporate employers who are demanding the graduates able to work with diverse colleagues, and community partners, on domestic, national, and global scales (Chang, 2005; Engberg, 2007; Zhao, Kuh & Carini, 2005).

Other external stakeholders, such as leaders of nonprofit organizations and government, contemplate that citizens must comprehend diverse viewpoints and frames of reference to make decisions about the future of Malaysian communities.

Besides the industrial need of interculturally competent global leaders, there is also a community demand at the domestic and global levels. From a global perspective, immobile students must aware of their role in a more diverse world and empowered to function in cultures and societies dissimilar from their own. Domestically, students should have the experience to a wide range of citizens for the sake of intercultural learning as well as global competencies.

1.9   Definitions of Key Terms

- *Internationalization of Higher Education*

The definition of the term internationalization refers to "Internationalization at the national, sector, and institutional levels are defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education" (Knight, 2008, p. 21).

- *Internationalization at Home*

In the present study, the term Internationalization at Home denotes the "Internationalization at Home is the purposeful integration of international and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments" (Beelen & Jones, 2015, p. 69).

- *Global Citizenship*

The term global citizenship used in the present study comprehends as "having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one's environment" (Hunter, 2004, p. 130).

- *Intercultural Competence*

In the present study, the term intercultural competence is used to mean "Intercultural competencies the ability to develop targeted knowledge, skills and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions" (Deardorff, 2006, p. 248).

- *Attitude*

The term attitude has been described as respect, openness, cultural curiosity, and discovery which are necessary for intercultural competence (Deardorff, 2012, p.45).

- *Knowledge and Comprehension*

In the present study, the term knowledge and comprehension have been used to describe students' cultural awareness, culture-specific knowledge, and sociolinguistic awareness which can influence their understanding of the world from diverse perspectives (Deardorff, 2012, p.46).

- *Skills*

In the present study, the term skills mean "observation, listening, evaluating, analyzing, interpreting, and relating abilities of students to develop intercultural competence" (Deardorff, 2012, p. 46).