

**FACTORS INFLUENCING ACADEMIC EXTERNAL
ENGAGEMENT, GLOBAL MINDEDNESS AND
INTERNATIONALISATION SATISFACTION AMONG
ACADEMICS IN MALAYSIAN RESEARCH
UNIVERSITIES**

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UNIVERSITI SAINS MALAYSIA

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by

KALANITHI A/P MUTHU

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for the degree of
Doctor of Philosophy**

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LIST OF ABBREVIATIONS

9MP	Ninth Malaysia Plan
AKEPT	Higher Education Leadership Training Academy
CMV	Common method variance
EFA	Exploratory factor analysis
HEI	Higher Education Institution
IB	International Baccalaureate
IIUM	International Islamic University Malaysia
IPMA	Importance Performance Map
IPTA	Institut Pengajian Tinggi Awam
MOE	Ministry of Higher Education
MOHE	Ministry of Higher Education
NHEAP	National Higher Education Action Plan
NHEP	National Higher Education Plan
NHESP	National Higher Education Strategic Plan
PBC	Perceived Behavioral Control
PHEI	Public Higher Education Institutions
RBV	Resource-Based View
RU	Research universities
SDG	Sustainable Development Goals
TPB	Theory of Planned Behaviour
TQM	Total Quality Management
TRA	Theory of Reasoned Action
UKM	Universiti Kebangsaan Malaysia
UPM	Universiti Putra Malaysia
USM	Universiti Sains Malaysia

UTM Universiti Teknologi Malaysia

UUM Universiti Utara Malaysia

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**FAKTOR-FAKTOR YANG MEMPENGARUHI PENGLIBATAN LUAR
AKADEMIK, PEMIKIRAN GLOBAL DAN KEPUASAN
PENGANTARABANGSAAN DALAM KALANGAN AHLI AKADEMIK DI
UNIVERSITI PENYELIDIKAN MALAYSIA**

ABSTRAK

Pengantarabangsaan pendidikan tinggi adalah pemacu penting kepada pertumbuhan ekonomi negara dan daya saing global. Universiti penyelidikan di Malaysia semakin memberi tumpuan kepada meningkatkan profil antarabangsa dan penglibatan akademik mereka. Kajian ini menyelidik faktor-faktor yang mempengaruhi penglibatan luaran akademik, pemikiran global, dan kepuasan pengantarabangsaan dalam kalangan akademik di universiti penyelidikan awam Malaysia. Secara khusus, kajian ini meneliti kesan sokongan institusi yang dirasakan, integrasi teknologi, dan pengurusan bakat terhadap pemikiran global, dan bagaimana hubungan ini dimediasi oleh pemikiran global dan dimoderasi oleh penglibatan luaran akademik. Menggunakan Smart PLS untuk menilai hipotesis, kajian ini mendapati bahawa sokongan institusi yang dirasakan, integrasi teknologi, dan pengurusan bakat secara positif mempengaruhi pemikiran global dalam kalangan akademik. Selain itu, pemikiran global secara signifikan meningkatkan kepuasan akademik. Namun, kajian ini mendedahkan bahawa walaupun penglibatan luaran akademik menguatkan hubungan antara integrasi teknologi dan pemikiran global, ia tidak memoderasi secara signifikan hubungan antara sokongan institusi atau pengurusan bakat dan pemikiran

global. Tambahan pula, pemikiran global memediasi hubungan antara sokongan institusi, integrasi teknologi, pengurusan bakat, dan kepuasan akademik. Sumbangan teori kajian ini terletak pada pengayaan Teori “Planned Behavior” dan Teori “Attribution” dalam konteks pengantarabangsaan pendidikan tinggi. Implikasi praktikal mencadangkan bahawa pembuat dasar dan pengurusan universiti perlu mengutamakan sokongan institusi, integrasi teknologi canggih, dan pengurusan bakat yang berkesan untuk memupuk pemikiran global dan meningkatkan kepuasan dalam kalangan akademik. Penemuan ini amat relevan untuk institusi pendidikan tinggi di seluruh dunia, memberikan pandangan yang boleh diaplikasikan di luar universiti penyelidikan Malaysia untuk meningkatkan penglibatan antarabangsa dan kepuasan akademik, yang akhirnya menyumbang kepada pembangunan negara dan daya saing global.

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GLOBAL MINDEDNESS AND INTERNATIONALISATION
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ABSTRACT

The internationalisation of higher education is a crucial driver of national economic growth and global competitiveness. Malaysian research universities are increasingly focusing on enhancing their international profile and academic engagement. This study investigates the factors influencing academic external engagement, global mindedness, and internationalisation satisfaction among academics in Malaysian public research universities. Specifically, it examines the impact of perceived institutional support, technology integration, and talent management on global mindedness, and how these relationships are mediated by global mindedness and moderated by academic external engagement. Using Smart PLS to evaluate the hypotheses, the study found that perceived institutional support, technology integration, and talent management positively influence global mindedness among academics. Additionally, global mindedness significantly enhances internationalisation satisfaction. However, the study revealed that while academic external engagement strengthens the relationship between technology integration and global mindedness, it does not significantly moderate the relationships between institutional support or talent management and global mindedness. Furthermore,

global mindedness mediates the relationship between institutional support, technology integration, talent management, and internationalisation satisfaction. The theoretical contribution of this study lies in the enrichment of the Theory of Planned Behavior and Attribution Theory within the context of higher education internationalisation. The practical implications suggest that policymakers and university management need to prioritize institutional support, advanced technology integration, and effective talent management to foster global mindedness and enhance satisfaction among academics. These findings are particularly relevant for higher education institutions globally, providing insights that can be applied beyond Malaysian research universities to improve international engagement and internationalisation satisfaction, ultimately contributing to national development and global competitiveness.

CHAPTER 1

INTRODUCTION

This chapter presents the introduction and background of the research to give an overall overview of the research and set stage for the following chapters. It begins with an outline of the research background, followed by problem statement, research questions, research objectives, significance and scope of the study and thesis overview. Higher Education Institutions (HEIs) all over the world have been facing many challenges as a result of globalisation. Education is the foundation of knowledge, the utilisation of technologies, cross-border association, and sustaining complex communities; therefore, it has become one of the key elements in forming the global environment (Marginson, 2015). Forces of globalisation have resulted in numerous pushes on HEIs in the last decade. The internationalisation of HEIs is one of the results of the push from globalization and has impacted many HEIs worldwide. This chapter highlights the overall scope of the study and concludes with the structure of this thesis.

1.1 Overview of internationalisation in higher education

The internationalisation of higher education (IHE) has seen notable developments in the last two years, particularly in response to global challenges and technological advancements. Tran et al. (2023) discuss the strategic role of IHE in transforming higher education systems globally, emphasizing the impact of digital technologies and the need for humanistic approaches that value international students

beyond economic contributions (Tran, Jung, Unangst, & Marshall, 2023). Munusamy and Hashim (2020) provide a conceptual framework for IHE based on networking theories, highlighting the benefits of long-term interactions and the importance of external actors in enhancing IHE efforts (Munusamy & Hashim, 2020). De Wit (2020) addresses the necessity for intentional and inclusive internationalisation, especially in low- and middle-income countries, shifting from coercion to more collaborative approaches (De Wit, 2020). Further studies have emphasized the role of policy frameworks and the alignment of internationalisation efforts with social, cultural, and economic interests, which are crucial for the sustainability and quality of IHE (Tran et al., 2023).

Internationalisation of higher education (IHE) in developing countries presents unique challenges that require comprehensive strategies and policies. Tran et al. (2023) discuss the broader implications of IHE, emphasizing the need for humanistic approaches and highlighting how political instability, economic constraints, and socio-cultural barriers significantly hinder internationalisation efforts in developing regions (Tran, Jung, Unangst, & Marshall, 2023). De Wit (2020) addresses the coercive nature of current IHE models and advocates for intentional and inclusive internationalisation, particularly focusing on the challenges faced by low- and middle-income countries (De Wit, 2020). Moshtari et al. (2023) provide insights into the specific challenges faced by Iranian higher education institutions, such as inadequate policies and the limited impact of current internationalisation efforts on research and educational quality (Moshtari, Delbakhsh, & Ghorbani, 2023). Additionally, Moshtari and

Safarpour (2023) highlight the challenges in low-income East African countries, including financial constraints, lack of infrastructure, and brain drain, and propose strategies for addressing these issues (Moshtari & Safarpour, 2023). Liu et al. (2023) review various funding models for IHE, noting the critical role of diversified funding approaches to overcome financial barriers and achieve internationalisation goals (Liu, Hassan, & Anuar, 2023).

1.1.1 Internationalisation in Malaysian higher education

Internationalisation in Malaysian higher education, especially within public research universities, has been a strategic focus aimed at enhancing global standing and education quality. Recent studies have highlighted various aspects and impacts of these internationalisation efforts. Venticinque (2023) addresses the impact of COVID-19 on the internationalisation of Malaysian higher education, highlighting challenges in student mobility, academic collaborations, and research during the pandemic. The study suggests strategies for enhancing international collaborations in the post-pandemic era (Venticinque, 2023). Amzat et al. (2023) examine the effects of internationalisation practices on university quality service and student loyalty in Malaysian public universities. Their findings confirm that internationalisation enhances service quality and fosters student loyalty (Amzat et al., 2023). Suo (2023) discusses Malaysia's education reforms, including the Malaysia Education Blueprint (2015-2025), which aims to promote internationalisation and enhance English language education (Suo, 2023). Additionally, Lunel (2023) explores the broader

implications of internationalisation, including the challenges of balancing quality and quantity in research performance (Lunel, 2023). Yaremchuk (2023) reviews literature on internationalisation and quality assurance in higher education, emphasizing the need for a comprehensive approach involving collaboration among various stakeholders to address challenges (Yaremchuk, 2023).

1.2 Internationalisation satisfaction

Internationalisation in higher education is a multifaceted process that significantly impacts both student and faculty satisfaction. Faculty diversification, a primary arm of internationalisation, enriches the academic environment by exposing students to various ideas, cultures, and experiences, thereby preparing them for global tasks as future leaders and workers (Lunel, 2023). This diversification is crucial for long-term human resource development and enhances the overall educational experience. However, the satisfaction of international faculty is influenced by several factors, including the pressures of performativity and the challenges posed by geopolitical issues such as the US-China dispute and the COVID-19 pandemic (Amzat et al., 2023). Faculty satisfaction is also closely linked to job satisfaction, which is essential for teaching quality, research productivity, and student engagement (Suo, 2023). Factors such as interaction with students and colleagues, autonomy, and recognition play significant roles in determining job satisfaction (Venticinque, 2023). Moreover, the relationship between student satisfaction and faculty satisfaction is reciprocal; students' holistic feedback can enhance lecturers' job satisfaction,

highlighting the importance of effective communication between students and faculty (Yaremchuk, 2023).

The international study involving faculty from Germany, India, and the USA underscores the importance of need satisfaction and achievement goals in faculty motivation, which in turn affects teaching quality and professional learning (Amzat et al., 2023). Additionally, the role of faculty in national building through the training of students' brainpower cannot be overstated, and institutions must take initiatives to retain dedicated faculty by meeting their expectations, such as through salary increments and professional development opportunities (Suo, 2023). The HEI community, particularly the teaching staff, is pivotal in ensuring the quality of the institution's work, and factors such as relationships with students and colleagues, meaningful work, and financial rewards are critical for job satisfaction (Yaremchuk, 2023). Furthermore, the internationalisation of higher education also involves attracting international students, which requires universities to provide quality services and environments to ensure student satisfaction. Satisfied students contribute to the institution's reputation and attract more potential students through positive word-of-mouth communication (Amzat et al., 2023).

The operationalization of Transnational Education (TNE) also impacts faculty satisfaction, with factors such as workload, interaction with TNE students, and recognition of work being significant determinants (Lunel, 2023). Lastly, the growing relevance of online higher education necessitates further exploration of faculty satisfaction in this context, as it remains an under-researched area despite its increasing

importance (Venticinque, 2023). Internationalisation in higher education is a complex process that requires a holistic approach to ensure the satisfaction of both students and faculty, thereby enhancing the overall quality and effectiveness of educational institutions.

1.3 Global mindedness and Internationalisation of higher education

Global mindedness, characterized by an openness to and appreciation of diverse cultures and perspectives, is a crucial factor for the internationalisation of higher education. Academics with a global mindset are more likely to engage in and promote international collaborations, research, and teaching practices that enhance the educational environment and satisfaction for both faculty and students.

Internationalisation satisfaction among academics is influenced by several factors, including the availability of opportunities for international collaboration, institutional support for global engagement, and the recognition and reward for international activities. A global mindset helps academics navigate and leverage these opportunities, contributing to their overall job satisfaction and effectiveness in a diverse academic setting.

In the context of Malaysian higher education, internationalisation efforts have been a strategic focus, as highlighted in several studies. Amzat et al. (2023) discuss the positive impact of internationalisation practices on university quality service and

student loyalty in Malaysian public universities, emphasizing the need for supportive environments that foster global engagement (Amzat et al., 2023). Venticinque (2023) addresses the challenges and strategies for enhancing international collaborations in Malaysian higher education, particularly in the post-COVID-19 era, which underscores the importance of a global mindset among faculty to adapt to new global realities (Venticinque, 2023).

Furthermore, Suo (2023) explores Malaysia's education reforms aimed at promoting internationalisation, which include enhancing English language education and creating policies that support international engagement (Suo, 2023). These reforms indicate the value placed on global mindedness as a critical component of successful internationalisation strategies.

1.4 Research Background

. The development of higher education in Malaysia began post-independence, significantly shaping the country's educational landscape. Initially, there were no universities established until the University of Malaya was founded in 1959. The subsequent growth saw the establishment of various institutions such as Institut Teknologi MARA, Kolej Tunku Abdul Rahman, and others, aiming to meet the demand for local manpower (Mujani, Mutaqqin, & Khalid, 2014). The rapid growth between 1959 and 1975 underscored the need for structured educational policies, leading to the establishment of the National Education System through the Education Act 1966 (Grapragasem, Krishnan, & Mansor, 2014).

The phases of higher education evolution in Malaysia reflect its focus on different developmental needs. The pre-1970s phase emphasized creating skilled authorities to boost the agricultural sector, with the establishment of University Malaya being a significant milestone. This period also saw the formation of the Higher Education Review Committee, which supported the development of new universities offering science and technical programs (Mohd Zain, Aspah, Abdullah, & Ebrahimi, 2017). The 1970s to 1990s phase focused on creating a better-prepared workforce, with the Ministry of Education implementing policies to support equitable higher education access, particularly for Bumiputera admissions. This era witnessed the establishment of major public universities like Universiti Sains Malaysia, Universiti Kebangsaan Malaysia, and others, which increased student enrollment (Lee, 2004). The focus was on governance, academic career development, and enhancing educational quality through various reports and statutes such as the Barnes Report and the Education Acts of 1961 and 1996 (Mohd Zain et al., 2017).

From 1990 to the present, higher education in Malaysia has seen a transformation with the Ministry of Higher Education integrating elements of the Ninth Malaysia Plan and the Halatuju Report to improve both public and private education sectors by 2020. The National Higher Education Plan and National Higher Education Action Plan were introduced, focusing on globalization, teaching and learning, governance, and a knowledge-based society (Mohd Zain et al., 2017). This phase aimed to position Malaysia as a regional hub of academic excellence, supported by efficient and qualified academic staff (Grapragasem et al., 2014).

There are currently twenty (20) public universities, thirty-four (34) polytechnics, ninety-four (94) public community colleges, fifty-two (52) private universities, ten (10) foreign university branch campuses, and about four hundred thirty-three (433) active private colleges in Malaysia as shown in Figure 1.1.

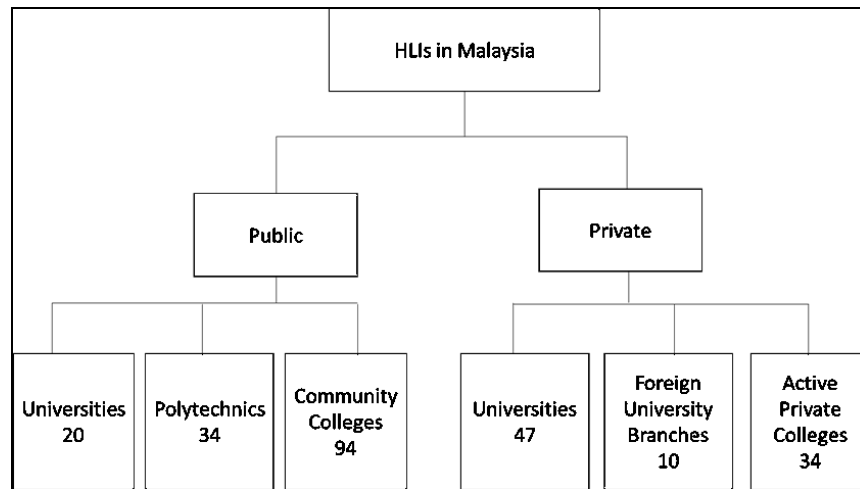


Figure 1. 1: Number of Higher Learning Institutions in Malaysia in 2023
 Source: MOHE (2023)

Public universities in Malaysia are categorized into three types as research, comprehensive and focused universities as shown on Figure 1.2. The differences among these three categories are the field of study and the ratio between undergraduate and graduate students. The ratio of comprehensive and focused universities is 70:30. Research universities (RU) started off as comprehensive universities but are pushed to move towards field of specialisation based their research focus field and moved towards 50-50 ratio (Tham, 2013). As government conferred RU status, additional research funds are also provided to universities in this category. RU is best defined as knowledge creation institution which promotes creativity and innovation, preservation and creation of new knowledge besides promoting leadership skills in individuals to

work in professional context as needed by external groups (Mohamad Sheriff & Abdullah, 2017).

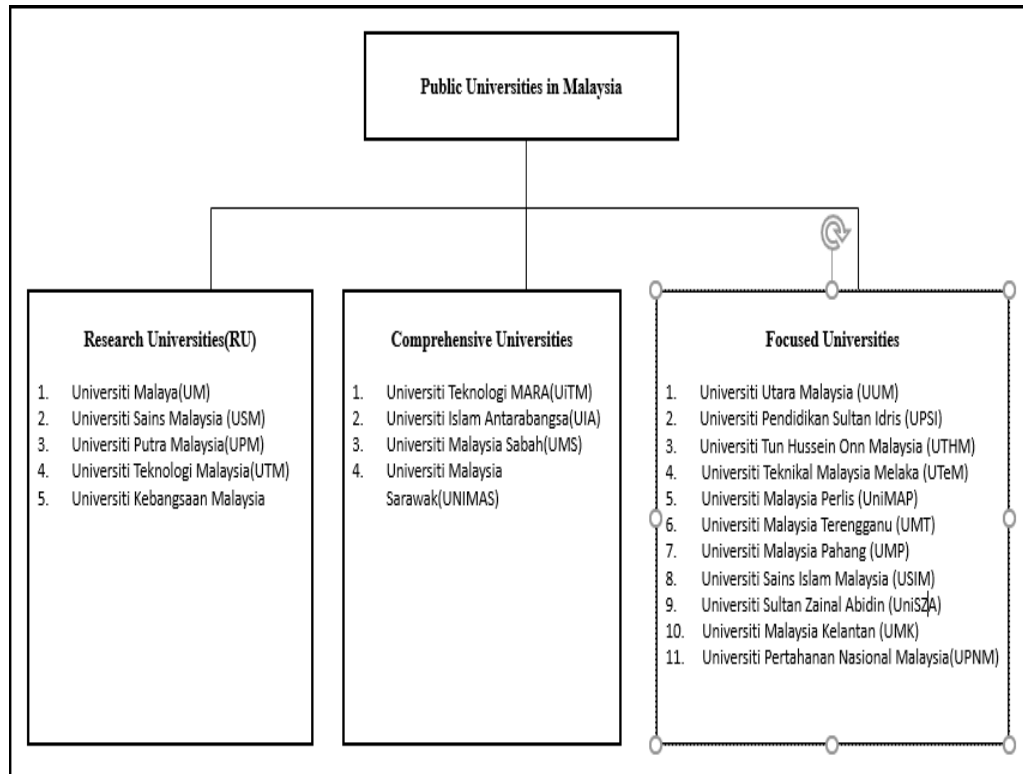


Figure 1. 2: Categories of Public Universities in Malaysia
 Source: Author

Research universities (RUs) like Universiti Malaya, Universiti Putra Malaysia, and others were granted RU status to lead in research and innovation, contributing significantly to knowledge advancement (Shariffuddin et al., 2017). These institutions have shown significant increases in publications, particularly in fields like engineering and computer science. The internationalisation of higher education remains a strategic priority, as outlined in the Malaysia National Higher Education Strategic Plan 2007–2020 and the Malaysia Education Blueprint (Higher Education) 2015–2025, aiming to make Malaysia an international education hub (Shariffuddin et al., 2017).

Recent studies highlight various aspects and impacts of internationalisation efforts in Malaysian higher education. Morshidi (2023) examines measurement issues related to performance indicators used in assessing Malaysian higher education, emphasizing the need for evidence-based approaches in policymaking (Morshidi, 2023). Whooley (2023) provides a historical perspective, dividing the development of Malaysian higher education into phases and discussing key issues like access, equity, academic freedom, and the role of internationalisation (Whooley, 2023). Suo (2023) discusses Malaysia's education reforms aimed at promoting internationalisation, which include enhancing English language education and creating policies that support international engagement (Suo, 2023).

The COVID-19 pandemic has significantly impacted higher education in Malaysia. Abbas et al. (2023) analyze the digital transformation catalyzed by the pandemic, highlighting the role of cultural change, IT infrastructure development, policy refinement, and digital skills in expediting the digital transformation process in Malaysian higher education institutions (Abbas, Mahrin, & Maarop, 2023).

Hence, studying internationalisation satisfaction in higher education is critical for enhancing the quality and global competitiveness of educational institutions. Understanding how internationalisation practices impact university quality services and student loyalty is essential for developing strategies that foster a supportive and inclusive environment. Amzat et al. (2023) demonstrate that effective

internationalisation practices significantly improve service quality and foster student loyalty in Malaysian public universities, highlighting the need for continuous assessment and improvement. Najimdeen et al. (2021) emphasize that student satisfaction positively influences trust, social identification, and loyalty among international students, suggesting that focusing on these areas can strengthen internationalisation efforts. Furthermore, Che Azemi and Romle (2021) proposed a conceptual framework to examine the relationship between students' experience and brand loyalty, mediated by satisfaction, which is crucial for managing international students' experiences. Abbas et al. (2023) discuss how the COVID-19 pandemic has catalyzed digital transformation in higher education, impacting student satisfaction and necessitating adaptive strategies to maintain educational quality. These findings collectively underscore the critical importance of studying internationalisation satisfaction to ensure that higher education institutions remain responsive to the needs of international students, thereby enhancing their global reputation and effectiveness.

1.5 Problem Statement

Malaysian universities face significant challenges in achieving global academic excellence. Current research Key Performance Indicators (KPIs) in these institutions emphasize quantity over quality, leading to high publication counts but limited impactful research (Ng, 2024a; Ng, 2024b). Additionally, inadequate funding, brain drain, bureaucratic red tape, outdated infrastructure, and limited international collaboration hinder the universities' ability to compete globally (Yong, 2023; Lee, 2023).

Key issues include ineffective research KPIs that emphasize quantity over the impact of research outputs, resulting in a high number of publications with limited practical application and global recognition (Ng, 2024b). Funding constraints affect faculty salaries, research grants, and infrastructure development, limiting the ability to attract and retain top talent (Yong, 2023). Brain drain is another critical issue, as talented academics and researchers often seek opportunities abroad due to better incentives, research facilities, and academic freedom, weakening the domestic intellectual capital (Yong, 2023). Bureaucratic challenges, such as red tape and administrative hurdles, slow down research progress and innovation efforts (Lee, 2023). Infrastructure deficiencies, with many universities struggling with outdated facilities and inadequate resources, affect the quality of education and research (Lee, 2023). Additionally, challenges in establishing and maintaining robust international partnerships, exacerbated by language barriers and differing academic cultures, limit international collaboration (Lee, 2023).

The objective is to develop and implement strategies that shift the focus of university research KPIs from quantity to impact, increase funding for higher education, address brain drain, streamline bureaucratic processes, upgrade infrastructure, and enhance international collaboration. The desired outcomes include improved quality and impact of research conducted in Malaysian universities, increased funding and better resource allocation for higher education, retention and attraction of top academic and research talent within Malaysia, streamlined administrative processes to support faster and more effective research activities, modernized university infrastructure to support high-quality education and research,

and stronger and more meaningful international partnerships and collaborations.

Despite the emphasis on internationalisation in higher education since the 1980s, focusing on student and academic mobility, as well as internationalisation policies, there is a lack of systematic information on how these international dimensions influence the substance and character of academic work (Teichler, 2022). The existing literature primarily addresses the benefits of internationalisation, such as enhanced political and economic integration, reduced military confrontation, and increased mobility of students and teachers, but it does not delve deeply into the specific satisfaction levels of academics (Azhazha & Ostenda, 2022). Furthermore, the conceptual frameworks developed to understand international student satisfaction, such as those identifying key antecedent dimensions like service quality and academic experience, do not extend to the academic staff, leaving a gap in understanding their perspectives (Feifei, 2021). Additionally, the case study of a born global African university highlights that even institutions with a strategic orientation toward internationalisation often lack specific strategies or metrics to assess and enhance the satisfaction of their academic staff, indicating a broader oversight in the literature (Advances in Higher Education and Professional Development, 2023). This gap is critical as the internationalisation of higher education is not just about student mobility but also about integrating international, intercultural, and global dimensions into teaching, research, and service functions, which directly impact academics' work and satisfaction (Azhazha & Ostenda, 2022; Teichler, 2022). Therefore, further research is needed to systematically explore and address the factors influencing academics' satisfaction with internationalisation efforts, ensuring that their needs and interests are

met in the evolving global educational landscape.

Global mindedness fosters an appreciation for diverse academic traditions and intellectual contributions from around the world, which can help avoid plagiarism by encouraging respect for original ideas. It enhances cross-cultural competence, promoting an understanding of various intellectual property laws and ethical standards, thus reducing unintentional plagiarism. Additionally, global mindedness promotes international collaboration, which often involves rigorous scrutiny of research outputs, encouraging original research and proper attribution of sources. Understanding the perspectives of academics on these issues can provide valuable insights into creating an environment that fosters impactful research, academic excellence, and overall satisfaction among faculty members. This study would also explore how global mindedness can influence academic practices and collaborations, ultimately contributing to the global standing of Malaysian universities.

1.6 Research Questions

From the above discussion, the research questions stated in this study are:

1. Does perceived institutional support positively influence the global mindedness of academics in Malaysian research universities?
2. Does perceived technology integration positively influence the global mindedness of academics in Malaysian research universities?
3. Does perceived talent management positively influence the global mindedness of academics in Malaysian research universities?
4. Does global mindedness of academics influence internationalisation satisfaction in Malaysian research universities?
5. Does perceived academic external engagement moderate the relationship between perceived institutional support, perceived technology integration, talent management, and global mindedness of academics in Malaysian research universities?
6. Does global mindedness of academics mediate the relationship between perceived institutional support, perceived technology integration, talent management and internationalisation satisfaction in Malaysian research universities?

1.7 Research Objectives

This study determines the relationship among several independent variables that become the barriers to the successful internationalisation of Public Higher Education Institutions in Malaysia. In this research, international models drawn from several authors explained in the theoretical framework is applied.

The study objectives are as follows: -

1. To examine the direct relationship between perceived institutional support and the global mindedness of academics in Malaysian research universities.

2. To examine the direct relationship between perceived technology integration and the global mindedness of academics in Malaysian research universities.

3. To examine the direct relationship between perceived talent management and the global mindedness of academics in Malaysian research universities.

4. To understand the relationship between global mindedness of academics and internationalisation satisfaction in Malaysian research universities.

5. To investigate the moderating effect of academic-external engagement between perceived institutional support, perceived technology integration, talent management and the global mindedness of academics in Malaysian research universities.

6. To investigate the mediating effect of global mindedness of academics between perceived institutional support, perceived technology integration, talent management and internationalisation satisfaction in Malaysian research universities.

1.8 The scope of the present study

This study primarily encompasses the examination of internationalisation satisfaction within Malaysian public research universities. The study integrates multiple variables including institutional support, technology integration, talent management and global mindedness, with a focus on their impact on internationalisation satisfaction, using the Theory of Planned Behaviour and Attribution Theory. It contemplates the influence of institutional support, technology integration, and talent management, particularly in the context of internationalisation satisfaction in public research universities in Malaysia. The scope is also inclusive of the moderating effect of external engagement of academics and the mediating effect of global mindedness of academics.

1.9 Significance of the study

The proposed study will examine the effect of perceived institutional factors on global mindedness of academics. This study examines the institutional factors which are institutional support, talent management and technology integration on global mindedness of academics. This study hopes to provide significant contributions in the area of internationalisation of higher education.

First, this study will provide enrichment to the existing literature on the effect of perceived institutional support, perceived talent management and perceived technology integration on global mindedness of academics. Literature review

reveals there isn't many studies conducted in the area of global mindedness at the higher learning and the existing literatures are more focused on student's global mindedness rather than academics. Most of the studies focus on how university environment helps shape international and global mindedness of students. While student's global mindedness is important in successful internationalisation, it cannot be materialized if the academic's global mindedness is low.

Second, the existing literature have not come to conclusion on the actual meaning of global mindedness and often used interchangeably with international mindedness. While the meaning is about the same, it is not specific to the academic. This study uses the same element in the existing studies but adding some variation to cater to the academic global mindedness scale.

Thirdly, while numerous internationalisation models discussed in the literature review primarily focus on institutional levels, there is a notable gap in exploring internationalisation at the individual level, particularly concerning faculty members. This study aims to address this gap by validating the applicability of integrated variables based on the Theory of Planned Behavior and Attribution Theory. By doing so, it seeks to develop and test factors influencing the internationalisation of higher education, using global mindedness as the dependent variable and institutional factors as independent variables. The perceived institutional factors, comprising institutional support, technology integration, and talent management are drawn from the literature review. The findings are expected to elucidate the impact of these developed factors on the global-mindedness of academics, contributing a novel perspective to the field

of internationalisation in higher education.

Fourthly, the effect of external engagements will also be analysed, how academics' external engagement affects the global mindedness of academics. This will be able to reveal the barriers towards the internationalisation of higher education from the aspect of academics while currently this barrier has not been looked at in depth in existing literature.

Finally, the aspect of internationalisation will be looked at local level while existing studies have more contributions on international level, whereby lack of studies conducted in Malaysian Higher Education context from the view of faculty members themselves to understand the actual barriers to internationalisation from the practical point of view of academics.

1.10 Definition of Key Terms

The definitions of key terms for the variables in this research are explained in detail.

1.10.1 Internationalisation Satisfaction

Cao et al (2014) defined internationalisation satisfaction as an outcome from the action of carrying out international activities in higher education. For this study, internationalisation satisfaction refers to the satisfaction of academics on the overall internationalisation effort.

1.10.2 Perceived Global Mindedness of Academics

There is no concrete definition for global mindedness. Global mindedness often being used interchangeably with global mindedness in literature but the measurements used are the same. A more well-known definition of global mindedness is by Hett (1993) which defines global mindedness as “a worldview in which ones sees oneself as connected to the world community and feels a sense of responsibility for its members”.

For the purpose of this study, global mindedness of academics refers to the ability and competency level of academics to handle international context in university with a good understanding of internationalisation in both teaching and research aspects.

1.10.3 Perceived Academic External Engagements

Perkmann et al (2013) defined academic engagement as intra-organizational collaboration in order to pursue more broader goals that may be financial or non-financial. Zhao, Broström; & Cai (2018) determine academic external engagement mainly as engagement with industry. For this study, academic-external engagement refers to engagement of academic with industry and collaboration with international partners. It also includes community service and provide knowledge derived from research to the community.

1.10.4 Perceived Institutional Support

Criswell & Zhu (2015) refers to institutional support to articulate rationale and goals and values by institutional leaders including written support. This includes administrative support. Wu & Shen (2016) views support as a concrete and practical element from administration to track allocation and flow of resources.

As for this study institutional support is referred to support from university from administrative staff, leaders, and colleagues in terms of allocation of funds and emotional support that enables global mindedness of academics.

1.10.5 Perceived Technology Integration

Technology integration means access to computers along with the software and internet to make it compulsory of it in schools as a solution to the complicated achievement of a goal (Davies & West, 2017).

For the purpose of this study, technology integration refers to the availability of the latest technology in universities along with the easy access to academics.

1.10.6 Perceived Talent Management

Andrew (2016) discussed talent management as the connection between talent and strategy that is explicit and it is viewed as ‘architecture’ in developing and

sustaining competitive advantage. Gallardo-Gallardo, Thunnissen, & Scullion (2019) defined talent management as the activities and processes involving systematic attraction, identification, development, engagement, retention, and deployment of talents which are valuable to organizations in the creation of sustainable success.

In this study, talent management refers to the management of the faculty in particular academics, the way they are recruited, recognized and rewarded.

1.11 Chapter Organization for remaining chapters

This research consists of five main chapters to address the discussion and arguments respectively.

Chapter 1 covers the introduction of a comprehensive overview of the study by setting as foundations for subsequent chapters, which govern the research background and a brief description of the problem statement of the research, including research objectives and research questions. This study further elaborated the scope of the study as well as the significance of the study towards domestic environment. The chapter ends with key definition terms of key variables used in this research.

Chapter 2 covers literature review covered previous literature review and discussions on the key definitions for the variables used in this study. The chapter furthers explained the gaps in the past literatures and the enhancements covered in this research. This chapter would cover the development of theoretical frameworks and

explained the determinants of the variables as well as answers the research questions by generating research hypothesis. By leading the hypothesis this chapter would facilitate questionnaire development and Chapter 3 progress.

Chapter 3 covers research methodology described the research methodology by explaining the research design progress, details in questionnaire design which attempts to answer the research questions, data collection method (population and sample size), and statistical analysis used to test the hypothesis developed earlier.

Chapter 4 covers data analysis presents the data and analysis results from the questionnaire being collected from the respondents. Before processing, statistical test of descriptive analysis, correlation, multi correlation and PLS-SEM analysis to answer the hypothesis generated, normality study is done to identify the balance of the sample data is adequate for the research by using SPSS and PLS-SEM software.

Chapter 5 covers conclusions and implications is the final chapter of this research. This concludes the problem statements as well as the research questions described in Chapter 1. In addition, this chapter illustrates theoretical contributions and practical implications as well as the limitations of this study and suggestions for future research as it is confined to Malaysian Research University results.