

Research/Technical Note

The Internationalization of Pre-service Education During the Post Pandemic Period

Donnabel Bongalon Bihasa^{1,*} , **Helen Bañez Madrigal²** ,
Kenn Ivan Oliveros Fernandez¹ 

¹Department of Education, Teacher Education Council Secretariat, Pasig City, Philippines

²Department of Education, Teacher Education Council Secretariat, Antipolo City, Philippines

Abstract

The global pandemic has significantly impacted education systems worldwide, including pre-service teacher education. As countries begin to recover and transition into the post-pandemic period, the internationalization of pre-service education has emerged as a critical consideration. This study focused the internationalization of pre-service teacher education in the Philippines during the post-pandemic period. A mixed-methods design was employed, combining survey-questionnaires administered to 60 pre-service teachers, 20 teacher educators, and 20 teacher education institution (TEI) administrators, along with in-depth interviews, focus group discussions, and document analysis. Purposive sampling was used, and the survey instrument demonstrated strong reliability (Cronbach's alpha > 0.80). Findings reveal key barriers to internationalization, including limited institutional support, language constraints, and policy gaps. Conversely, opportunities were identified in curriculum integration of global competencies, faculty development programs, virtual mobility strategies, and the establishment of national frameworks. The study concludes by recommending the strengthening of institutional support, enhancement of faculty development, and promotion of collaborative initiatives to advance the internationalization of pre-service education programs in the Philippines.

Keywords

Internationalization, Pre-service, Post-pandemic, Quality Education, Teacher Education

1. Introduction

The internationalization of pre-service education during the post-pandemic period is essential for developing globally competent educators who possess a global perspective and the necessary cross-cultural understanding. [12] International experiences expose future teachers to diverse educational contexts, innovative pedagogies, and global issues, enriching their teaching repertoire and fostering global citizenship in their students. It offers opportunities for professional net-

working, collaboration, and the exchange of ideas and resources with educators from around the world. Moreover, internationalization attracts and retains talented individuals, contributes to the United Nations' Sustainable Development Goals, and brings economic and societal benefits through educational collaborations and intercultural dialogue.

Furthermore, the COVID-19 pandemic has necessitated significant adaptations in education, prompting a shift to-

*Corresponding author: bihasadonnabel@gmail.com (Donnabel Bongalon Bihasa)

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wards online and hybrid learning models. [12] As the world moves towards the post-pandemic period, there is an opportunity to explore the internationalization of pre-service teacher education. Internationalizing pre-service education involves integrating global perspectives, cultural awareness, and intercultural experiences into teacher training programs.

Additionally, internationalization of pre-service education prepares educators to thrive in an interconnected world and ensures inclusive and equitable quality education for all.

Moreover, for global perspective and competencies, the post-pandemic era calls for educators that possess a global perspective. Internationalization of pre-service education exposes future educators to diverse cultural, social, and educational contexts, fostering a broader understanding of global issues and perspectives.

Through cross-cultural understanding, the pandemic has highlighted the importance of cross-cultural understanding and collaboration in addressing global challenges. Internationalization of pre-service education provides opportunities for future educators to engage with students and professionals from distinct cultural backgrounds. This exposure promotes cultural sensitivity, empathy, and the ability to work effectively in diverse educational settings.

Moreover, to enhanced teaching pedagogies, international experiences can introduce pre-service teachers to innovative teaching pedagogies and approaches utilized in different countries. They can learn about effective practices, methodologies, and technologies employed in other educational systems. This exposure can enrich their teaching repertoire and enable them to incorporate global perspectives into their instruction.

For global citizenship education, the post-pandemic period requires educators who can foster global citizenship in their students. Internationalization of pre-service education can contribute to the development of global citizenship competencies such as intercultural communication, critical thinking, and an appreciation for diversity. These skills are essential for students to thrive in a rapidly changing global landscape.

Furthermore, through professional networking and collaboration, international experiences create opportunities for pre-service teachers to build professional networks and engage in collaborative initiatives with educators from different countries. These connections can facilitate the exchange of ideas, resources, and best practices, ultimately enhancing the quality of education and professional development.

For recruitment and retention of talented educators, offering international experiences as part of pre-service education can attract and retain talented individuals who are seeking global exposure and diverse learning opportunities. The prospect of gaining international experiences can be a significant motivating factor for prospective educators, leading to a more competitive and diverse teaching workforce.

Lastly, the internationalization of pre-service education aligns with the United Nations' Sustainable Development Goals (SDGs), particularly Goal 4 which is quality education.

By promoting global understanding, cultural exchange, and the development of globally competent educators, this approach contributes to the goal of ensuring inclusive and equitable quality education for all. The internationalization of pre-service education can have positive economic impacts, such as attracting international students and fostering educational collaborations between institutions. Additionally, the global perspectives and skills gained by pre-service teachers can contribute to societal development, fostering intercultural dialogue, and promoting international cooperation.

To summarize, the internationalization of pre-service education during the post-pandemic period is crucial for developing globally competent educators, fostering cross-cultural understanding, enhancing teaching pedagogies, promoting global citizenship, facilitating professional networking, and contributing to sustainable development goals. It offers numerous benefits for pre-service teachers, students, educational institutions, and society as a whole.

However, behind the positive perceptions and standards of the internationalization of pre-service teachers during the post-pandemic, the results of the Licensure Examination for Teachers (LET) for two consecutive years, specifically 2021 and 2022, set an alarming result which likewise imply that there are different factors that TEIs and pre-service teachers should consider.

In the September, 2021 LET result, the Professional Regulation Commission (PRC) and the Board for Professional Teachers (BPT) announced that 55.96% elementary teachers and 57.76% secondary teachers successfully passed the Licensure Examination for Teachers (L.E.T.) [15]. It was further announced that out of the 4,883 elementary teacher passers, 3,908 are first timers and 975 are repeaters. [14] Likewise, the October, 2022 result showed that 54.43% elementary teachers out of 91,468 examinees and 50.94% secondary teachers out of 139,534 examinees successfully passed the Licensure Examination for Professional Teachers (L. E. P. T.) It is further announced that out of the 49,783 elementary teacher passers, 29,183 are first timers and 20,600 are repeaters. For the secondary teachers, 50,549 passers are first timers and 20,531 are repeaters. These revealed that almost one half of the total number of teacher examinees had passed the LET, hence, it implies that pre-service teachers are still unprepared in terms of internationalization.

Thus, the researchers aimed to explore the trends, experiences, challenges, and opportunities associated with the internationalization of pre-service education in the post-pandemic era and to provide insights into the strategies and best practices for fostering global perspectives and cross-cultural competencies among future educators.

Specifically, this study sought to answer the following questions:

- 1) What are the participants' experiences and perceptions on the internationalization of pre-service education in terms of:
 - a. effective strategies for internationalizing pre-service

education;

- b. integration of international experiences;
 - c. cross-cultural understanding and global perspective?
- 2) What are the barriers that hinder effective implementation of internationalization of pre-service education?
 - 3) What are the opportunities and potential areas to be considered based on the results of the study?

Addressing these problem areas is crucial for fostering the development of globally competent educators and preparing them to meet the demands of a rapidly changing global landscape.

Additionally, there are challenges and opportunities faced by teacher education programs in the post-pandemic era, exploring the potential for incorporating internationalization and technology-enhanced learning approaches into pre-service teacher education, Wang & Lin, [21]. Banks [1] examined the importance of integrating global migration and diversity into civic education, emphasizing the need for pre-service teachers to develop global perspectives and intercultural competencies [1]. Cochran-Smith, Zeichner, & Pimentel, [3] & Deardorff, D. K. (Ed.). [5] offered a comprehensive overview of intercultural competence and its significance in education, including pre-service teacher education. It explored the theoretical foundations, assessment methods, and approaches to develop intercultural competence in educators.

Moreover, Fantini & Tirmizi, (Eds.) [7] provided insights into the assessment of intercultural competence, including its relevance in teacher education programs. It explored different models, frameworks, and assessment tools to evaluate the development of intercultural competence among pre-service teachers. Likewise, Hayden & Thompson [8] examined the literature on developing global citizenship in teacher education programs and explored the strategies, challenges, and outcomes of integrating global citizenship education into pre-service teacher preparation. Huang & Roth [10] discussed the integration of cosmopolitan perspectives in teacher education, exploring how pre-service teachers can develop global competencies and engage with diverse cultures and contexts.

Furthermore, Robertson & Bunnell [18] focused on quality education in the global South and highlights the importance of plurilingualism, intercultural pedagogies, and educational linguistics.

These additional sources above provide further insights into intercultural competence, global citizenship education, cosmopolitan perspectives, and language/cultural considerations in pre-service teacher education. They offer valuable perspectives and research findings for understanding the internationalization of pre-service education during the post-pandemic period.

Similarly, some of these articles explore the intersections of power and policy in teacher education, including the challenges and opportunities of internationalization within teacher education programs.

Moreover, the changing landscape of education provides

insights into preparing teachers for a globalized world, emphasizing the importance of global perspectives and cross-cultural competencies (Darling-Hammond & Bransford, [4]. Hughes [11] analyzed the literature on global citizenship education and teacher education, highlighted the role of internationalization in developing globally competent teachers.

The relationship between linguistic diversity, social justice, and education, provides insights into the importance of fostering intercultural understanding and inclusive practices in pre-service teacher education. Piller [13] & Sanderson, & Low [19] examines the changing demographics of schooling and the implications for teacher education, including the need for internationalization and intercultural competence development.

Furthermore, UNESCO [20] presented a roadmap for schools to foster global citizenship education, emphasizing the development of global perspectives, cultural understanding, and critical thinking skills among pre-service teachers.

These sources provide insights into the importance of internationalization in pre-service education, its challenges, and the potential benefits for developing globally competent educators. They serve as a starting point for further exploration and research on the topic.

2. Research Method

2.1. Research Design

This study utilized a convergent mixed-methods design, integrating both quantitative and qualitative strands. Quantitative data were gathered using a structured survey-questionnaire, while qualitative data were collected through semi-structured interviews, focus group discussions (FGDs), and document analysis. Purposive sampling was used to select 60 pre-service teachers, 20 teacher educators, and 20 TEI administrators who voluntarily agreed to participate.

The survey instrument was developed based on existing internationalization frameworks and validated by three experts in teacher education. Reliability testing yielded a Cronbach's alpha of 0.83, indicating high internal consistency. The interview and FGD guides were pilot-tested to ensure clarity and contextual relevance.

Quantitative data were analyzed using frequency, percentage, means, and standard deviations. Qualitative data were coded thematically, with representative quotes used to support key findings. Triangulation across survey, interview, FGD, and document analysis ensured credibility and validity of the findings.

2.2. Participants

The participants of the study were the sixty (60) pre-service teachers, twenty (20) teacher educators, and twenty (20) TEIs administrators/ representatives across the Philippines. The

participants were identified as they express their willingness to take part of the study. Thus, purposive sampling was utilized.

2.3. Instruments

This study utilized triangulation: Survey-questionnaires, interviews and FGDs, and document analysis. Triangulate the findings from different data sources and methods to ensure validity and reliability. By comparing and contrasting the quantitative and qualitative data, a more robust and comprehensive understanding of the internationalization of teacher education were achieved.

The survey-questionnaire contains open-ended questions to gather both quantitative and qualitative data on their experiences and perceptions regarding the internationalization of teacher education. To determine the barriers that hinder the internationalization of teacher education, a 5-point Likert scale was used which was further validated through the conducted interviews and FGDs. Moreover, the researchers used semi-structured interviews and focus group discussion to gather data with key stakeholders, including pre-service teachers, teacher educators, representatives/ administrators from teacher education institutions to provide insights into the current state of internationalization efforts, experiences, challenges faced, and potential areas for improvement. Additionally, document analysis was utilized to gather information relevant to policy documents, curriculum materials, and institutional reports to understand the policies, guidelines, and practices related to internationalization in teacher education.

2.4. Data Collection and Analysis

The researchers, after the approval of the proper authorities and participants of the study, started to gather the data through online and/or face-to face, based on the most comfortable schedules of the participants. Participants from Visayas and Mindanao, (two of the three main groups of islands in the

Philippines) were instructed to answer and submit the survey –questionnaire through online while participants living in Luzon were instructed by the researchers to answer the survey- questionnaires using the hard copies provided. The fifty (50) pre-service teachers, including the 20 teacher educators and 20 TEIs administrators/representatives who served as participants of the study attended the online interviews in separate schedules while 10 pre-service teachers attended the face-to-face interview. The quantitative data gathered from the survey-questionnaires highlighting the number of participants with common answers were further simplified into pattern and theme. The qualitative data gathered was used for in-depth exploration of their perspectives, experiences, and recommendations regarding internationalization initiatives.

Furthermore, frequency and percentage were used to determine the participants' experiences and perceptions regarding internationalization of pre-service education in terms of effective strategies for internationalizing pre-service education; integration of international experiences; cross-cultural understanding and global perspective; and competencies to navigate to interconnected world. Additionally, to determine the barriers that hinder the internationalization of teacher education, mean percentage was used.

Both quantitative and qualitative data would be used into patterns, emerging themes, and relationships within the data, allowing for a comprehensive understanding of the research questions.

Moreover, the opportunities and potential areas relative to the internationalization of pre-service education would merely base on the results of the study.

3. Result and Discussion

The internationalization of teacher education goes beyond an international student's culture for it enfold and accommodates diverse cultures into the educational experience.

Table 1. The participants' experiences and perceptions on the internationalization of pre-service education in terms of effective strategies for internationalizing pre-service education.

Patterns of Responses	F	%
Limited exposure to internationalization initiatives and best practices	40	40%
Traditionally focused on local contexts and may not have integrated global perspectives and experiences into their curriculum.	23	23%
The need for capacity building and professional development among teacher educators.	8	8%
Lack of clear guidelines or policies on internationalization in pre-service education hinder the understanding and implementation of effective strategies	39	39%

*F-frequency

The types of responses have formed the theme: *Insufficient understanding of effective strategies for internationalizing pre-service education*.

The table shows that 39% of the participants similarly mentioned that lack of clear guidelines or policies on internationalization in pre-service education hinder the understanding and implementation of effective strategies. Similarly, forty (40) participants disclosed that limited exposure to internationalization initiatives and best practices block them to understand effective strategies in the internationalization of teacher education. The common four patterns of responses presented in the table, although they were expressed in different ways by the participants, imply that there was insufficient understanding of effective strategies for internationalizing pre-service education.

In the Philippine context, the insufficient understanding of effective strategies for internationalizing pre-service education refers to a lack of knowledge and awareness among education stakeholders, including pre-service teachers, policy-makers, teacher education institutions, and educators, regarding how to successfully incorporate international experiences and perspectives into pre-service teacher education programs.

Based on the type of responses, one aspect of this issue is the limited exposure to internationalization initiatives and best practices. Additionally, many teacher education programs in

the Philippines have traditionally focused on local contexts and may not have integrated global perspectives and experiences into their curriculum. This lack of exposure leads to a gap in understanding effective strategies for internationalizing pre-service education.

Another contributing factor is the need for capacity building and professional development among teacher educators. Educators responsible for shaping the pre-service teacher education programs have limited exposure to internationalization and require training and support to effectively incorporate global perspectives, intercultural competence development, and international experiences into the curriculum.

Furthermore, the lack of clear guidelines or policies on internationalization in pre-service education hinder the understanding and implementation of effective strategies. The absence of a standardized framework for internationalizing pre-service education may lead to inconsistencies across institutions and limit the potential impact of international experiences on future educators.

This finding of the study is supported by Darling-Hammond & Bransford, [4] who emphasized that the changing landscape of education could provide insights into preparing teachers for a globalized world, emphasizing the importance of global perspectives and cross-cultural competencies. Likewise, Hughes [11] highlighted the role of internationalization in developing globally competent teachers.

Table 2. The participants' experiences and perceptions on the internationalization of pre-service education in terms of integration of international experiences.

Pattern of Responses	F	%
Logistical and financial aspects of facilitating international experiences	12	12%
Administrative challenges in coordinating logistics and ensuring the safety and well-being of students during their international experiences	3	3%
The potential mismatch between the local educational context and the experiences gained through international exposure.	42	42%
Lack of awareness among education stakeholders,	17	17%

*F-frequency

Through the four patterns of responses identified by the researchers through the responses of the participants in the survey-questionnaires and further validated in the interview and FGD, the theme below was formulated:

Limited awareness of the challenges and potential benefits associated with integrating international experiences into teacher education programs

As shown in the table, in terms of integration of international experiences in the internationalization of teacher education, 42% of the participants reveal that there is a potential mismatch between the local educational context and the experiences gained through international exposure while seventeen (17) of them responded that there is lack of awareness

among education stakeholders in the internationalization of teacher education.

In the Philippine context, the limited awareness of the challenges and potential benefits associated with integrating international experiences into teacher education programs refers to a lack of understanding among education stakeholders regarding the specific obstacles and advantages of incorporating international experiences and perspectives into the training of future teachers.

Based on the study, one challenge is the logistical and financial aspects of facilitating international experiences for pre-service teachers. There were limited funding or support mechanisms available to enable students to participate in

study abroad programs, internships, or teaching practicums in international settings. Additionally, there were administrative challenges in coordinating logistics, and ensuring the safety and well-being of students during their international experiences.

Another challenge is the potential mismatch between the local educational context and the experiences gained through international exposure. The Philippine education system has its unique characteristics, challenges, and cultural considerations. Therefore, there is a need to carefully design and contextualize international experiences to ensure that the knowledge and skills acquired are relevant and applicable to the local educational context.

Furthermore, there is lack of awareness among education stakeholders, including policymakers, institutions, and educators, about the potential benefits of integrating international experiences into teacher education programs. These benefits include the development of intercultural competence, global perspectives, and a broader understanding of educational practices and policies in different countries. International experiences can also enhance educators' ability to instruct

students from diverse backgrounds and contribute to the improvement of educational practices in the Philippines.

The finding of the study is supported by previous researchers dealing with the similar topic. Banks [1] emphasized the need for pre-service teachers to develop global perspectives and intercultural competencies. Hayden, & Thompson, [8] explored the strategies, challenges, and outcomes of integrating global citizenship education into pre-service teacher preparation. Additionally, Hughes, [11] analyzed the literature on global citizenship education and teacher education, highlighting the role of internationalization in developing globally competent teachers.

To address these issues, raising awareness about the challenges and potential benefits of integrating international experiences is crucial. This could be done through advocacy campaigns, professional development programs, and information dissemination to education stakeholders. Sharing success stories, research findings, and best practices from institutions that have successfully integrated international experiences into their teacher education programs can help highlight the advantages and overcome the reservations.

Table 3. The participants' experiences and perceptions on the internationalization of pre-service education in terms of cross-cultural understanding and global perspective.

Type of responses	F	%
Predominantly local focus of the curriculum in teacher education programs.	23	23%
Lack of diversity in the student population within teacher education programs	18	18%
Scarcity of opportunities for pre-service teachers to engage in meaningful interactions internationally	43	43%

*F-frequency

The types of responses in the table have formed the theme: *Inadequate development of cross-cultural understanding and global perspectives among pre-service teachers*

The table shows that forty- three (43) participants revealed that there is scarcity of opportunities for pre-service teachers to engage in meaningful interactions internationally while 23% of the participants admitted that there is predominantly local focus of the curriculum in teacher education programs. Additionally, 18% of the participants disclosed that there is lack of diversity in the student population within teacher education programs. The three types of responses imply that there is inadequate development of cross-cultural understanding and global perspectives among pre-service teachers.

This finding of the study is related to Piller [13] & Sanderson & Low [19] who examined the changing demographics of schooling and the implications for teacher education, including the need for internationalization and intercultural competence development. Additionally, UNESCO [20] emphasized the development of global perspectives, cultural understanding, and critical thinking skills among pre-service

teachers. Robertson & Bunnell [18] highlighted the importance of intercultural pedagogies, and educational linguistics. There are challenges and opportunities faced by teacher education programs in the post-pandemic era, exploring the potential for incorporating internationalization and technology-enhanced learning approaches into pre-service teacher education (Wang & Lin, [21]. Banks [1] examined the importance of integrating global migration and diversity into civic education, emphasizing the need for pre-service teachers to develop global perspectives and intercultural competencies. Cochran-Smith, Zeichner, & Pimentel [3] & Deardorff, [5] offered a comprehensive overview of intercultural competence and its significance in education, including pre-service teacher education.

In the Philippine context, the inadequate development of cross-cultural understanding and global perspectives among pre-service teachers refers to a lack of emphasis and opportunities for future educators to engage with diverse cultures, global issues, and international perspectives during their training.

Based on the responses of the participants, one contributing factor to this issue is the predominantly local focus of the curriculum in teacher education programs. The curriculum prioritizes knowledge and skills relevant to the Philippine educational context, which limit the exposure of pre-service teachers to global perspectives and cross-cultural understanding.

Additionally, the lack of diversity in the student population within teacher education programs can also contribute to the inadequate development of cross-cultural understanding. Limited exposure to students from distinct cultural backgrounds and experiences can hinder the development of intercultural competence and global perspectives among pre-service teachers.

Moreover, there may be a scarcity of opportunities for pre-service teachers to engage in meaningful interactions with international students, educators, or professionals. The absence of international exchange programs, collaborative pro-

jects, or partnerships with international institutions limits the exposure of pre-service teachers to diverse perspectives and global issues.

To address this issue, it is crucial to incorporate cross-cultural understanding and global perspectives into the curriculum of teacher education programs. This includes integrating modules or courses that explicitly focus on cultural diversity, global issues, and intercultural competence development. Infusing examples, case studies, and materials from diverse cultures and contexts can also help broaden the perspectives of pre-service teachers.

In the Philippine context, there are several barriers that hinder the effective implementation of internationalization initiatives within pre-service teacher education programs as perceived by the participants of the study. The table below shows the barriers and the weighted mean based on the responses of the participants.

Table 4. *The barriers that hinder effective implementation of internationalization of pre-service education.*

Barriers	Mean	Interpretation
Limited institutional support	4.64	Highly Acceptable
Lack of faculty expertise	4.30	Acceptable
Language barriers	4.63	Highly Acceptable
Limited exposure to international experiences	4.83	Highly Acceptable
Policy and regulatory constraints	4.23	Acceptable
Cultural and contextual considerations	4.27	Acceptable
Composite Mean	4.48	Acceptable

Legend: 4:50-5:00-Highly Acceptable; 3:50-4:49-Acceptable
2:50-3:49-Moderately Acceptable 1:50-2:49 Fairly Acceptable
1:00-1:49 Not Acceptable

The table shows that limited exposure to international experiences with the mean of 4.83, limited institutional support (Mean-4.64), and language barriers are considered the highly acceptable barriers in the implementation of the internationalization of teacher education. Also, it is noted that the participants accepted that the cultural and contextual consideration, policy and regulatory constraints and lack of faculty expertise are considered barriers with the mean of 4.23, 4.27, and 4.30 specifically.

During the conduct of interviews and FGDs, the participants revealed that many educational institutions in the Philippines do not prioritize or allocate sufficient resources and support for internationalization efforts within teacher education programs. This can include inadequate funding, lack of administrative support, and limited infrastructure to facilitate international collaborations and experiences.

In terms of the concept of the lack of faculty expertise, the

participants disclosed that there is scarcity of faculty members with the necessary expertise in international education and cross-cultural competencies. The lack of faculty who have experience in teaching and integrating global perspectives into the curriculum can impede the effective implementation of internationalization initiatives.

Furthermore, the participants considered the language barriers as hindrance in the internationalization of teacher education as they divulged that although English is the primary language of instruction in many international education settings, the proficiency level of pre-service teachers in English may vary, and this can pose challenges in fully engaging with international resources, collaborating with international peers, and accessing relevant literature and research in the field.

Moreover, the participants admitted that limited exposure to international experiences is another barrier. Based on their experiences, pre-service teachers have limited opportunities

to engage in international experiences such as study abroad programs, internships, or cultural exchanges. Factors such as financial constraints, lack of institutional partnerships, and limited awareness of available opportunities restricted their access to valuable international experiences.

Additionally, lack of clear policies, guidelines, or frameworks at the national level that support and promote the internationalization of teacher education programs were observed by the participants. The absence of a standardized approach can create confusion and inconsistencies across institutions, making it challenging to implement internationalization initiatives effectively.

Lastly, the participants admitted the presence of cultural and contextual considerations knowing that the Philippine education system has its unique cultural, historical, and social contexts. Adapting internationalization initiatives to align with these specific contexts and ensuring their relevance to local educational priorities can be a complex process.

The findings are supported by Ikeda [17] in her article who revealed that institutional challenges were significantly and negatively associated with activeness of internationalization

programs and activities. She stressed out that in order to increase the activeness of the program and activities, there is a need of prioritizing the internationalization. Likewise, teachers, parents, and stakeholders have significant role considering the internationalization of the teacher education which likewise benefits the students.

Leutwyler, Popov, & Wolhuter [16] stressed out that teacher education should be internationalized but it is traditionally shaped.

Similarly, the finding of this study is supported by Beltran [2] who found out in his study that lack of implementing sound policies and financial restrictions are barriers to internationalization of teacher education. Intensive review classes focused on the specialization and professional education subject areas should be conducted. Dela Fuente, [6].

Moreover, Holliday [9] emphasized that accreditation and teacher licensing standards most affected the internationalization strategies likewise served as barriers to internationalizing.

The results of the study offered the following opportunities and potential areas:

Table 5. *The opportunities and potential areas to be considered based on the results of the study.*

Participants 'Experiences and Perceptions	Opportunities and Potential Areas
1). Insufficient understanding of effective strategies for internationalizing pre-service education. 2). Limited awareness of the challenges and potential benefits associated with integrating international experiences into teacher education programs. 3). Inadequate development of cross-cultural understanding and global perspectives among pre-service teachers.	1). Research and Dialogues on effective strategies and competencies. 2). Professional Development Opportunities. 3). Development of clear policies and guidelines. 4). Collaboration with international partners. 5). Incorporation of cross- cultural understanding and global perspectives into the curriculum of teacher education programs.

Research and Dialogues on effective strategies

One of the opportunities and potential areas is the need for research and dialogue on effective strategies and specific for internationalizing pre-service education within the Philippine context. This includes identifying successful models and case studies from other countries and adapting them to the Philippine educational landscape.

Promoting research and scholarship on cross-cultural understanding and global perspectives in education can also contribute to the development of knowledge and best practices in the Philippine context. Encouraging research on culturally responsive pedagogy, global citizenship education, and multicultural approaches can support the advancement of cross-cultural understanding among pre-service teachers.

Professional Development Opportunities

There should be efforts to enhance the professional development opportunities for teacher educators, providing them with the necessary training and resources to incorporate in-

ternational perspectives into their courses. This can be achieved through workshops, seminars, and collaborations with international partners or institutions experienced in internationalization.

Furthermore, professional development programs for teacher educators can enhance their own cross-cultural understanding and competence, enabling them to effectively guide pre-service teachers in developing global perspectives. These programs can include training on intercultural communication, cultural sensitivity, and effective teaching strategies for diverse classrooms.

Development of clear policies and guidelines

The development of clear policies and guidelines at the national level can provide a framework for institutions to align their pre-service education programs with internationalization goals. This can include recommendations on curriculum design, language proficiency requirements, and international exchange programs, ensuring a consistent approach

to internationalization across institutions.

Collaboration with international partners

Collaboration with international partners, such as universities and organizations experienced in international education, can also contribute to sharing expertise and best practices. This can involve partnerships for student exchanges, joint research projects, and faculty collaborations, allowing Philippine pre-service teachers to gain exposure to international experiences and perspectives.

Collaboration with international partners can provide valuable insights and expertise on the challenges and benefits of internationalization. Engaging in dialogue and knowledge exchange with these partners can assist in identifying strategies to overcome logistical challenges, adapt international experiences to the local context, and maximize the benefits for pre-service teachers.

Moreover, establishing partnerships between local and international educational institutions can facilitate student exchanges, internships, and collaborative research projects, promoting the integration of international experiences into teacher education programs.

Creating opportunities for pre-service teachers to interact with students from diverse backgrounds can be achieved through initiatives such as student exchange programs, internships, or field experiences in multicultural settings. Establishing partnerships with international institutions and schools can facilitate these opportunities and promote cross-cultural learning.

The opportunities and potential areas mentioned above are supported by other researchers. Recently, Beltran [2] proposed framework for strategic integration of internationalization in the Teacher Education Program that address the chal-

lenges of internationalization to the different academic dimensions and standards for greater synergy and opportunity. Additionally, the United Nations Educational, Scientific and Cultural Organization (UNESCO) pointed out the importance of the value of curriculum to holistic and sustainable development Banks, [1]. Cochran-Smith, Zeichner, & Pimentel [3], (Deardorff [5], & Fantini, & Tirmizi, [7] highlighted a comprehensive overview of intercultural competence and its significance in education, including pre-service teacher education.

Moreover, Huang, & Roth [10] discussed the integration of cosmopolitan perspectives in teacher education, exploring how pre-service teachers can develop global competencies and engage with diverse cultures and contexts.

By addressing the insufficient understanding of effective strategies for internationalizing pre-service education in the Philippine context, it becomes possible to create a more globally competent teaching workforce capable of preparing students for a rapidly changing global landscape.

By addressing the limited awareness of the challenges and potential benefits associated with integrating international experiences into teacher education programs in the Philippine context, education stakeholders can make informed decisions, develop appropriate strategies, and create opportunities for pre-service teachers to gain international exposure and enhance their global competence.

By addressing the limited cross-cultural understanding and global perspectives among pre-service teachers in the Philippine context, it becomes possible to cultivate educators who are equipped to teach and engage with diverse student populations, navigate global challenges, and foster inclusive and culturally responsive learning environments.

Table 6. *Incorporation of cross-cultural understanding and global perspectives into the curriculum of teacher education programs.*

Barriers	Opportunities /Potential Areas
1) Limited institutional support.	1) Institutional commitment and support.
2) Lack of faculty expertise.	2) Faculty development.
3) Language barriers.	3) Collaboration and partnerships.
4) Limited exposure to international experiences.	4) Curriculum integration:
5) Policy and regulatory constraints.	5) Accessible international experiences.
6) Cultural and contextual considerations.	6) Policy development and advocacy.
7) Insufficient understanding of effective strategies for internationalizing pre-service education.	

Institutional commitment and support Educational institutions should prioritize internationalization efforts by allocating sufficient resources, establishing policies and guidelines, and creating a supportive environment that encourages faculty and students to engage in international experiences.

Language proficiency and multilingualism have gained significance in the context of internationalization. Pre-service

teachers are encouraged to develop language skills to better communicate and connect with students from different linguistic backgrounds.

Faculty development

Providing professional development opportunities for faculty members can enhance their knowledge and skills in international education, cross-cultural competence, and peda-

gological approaches to integrate global perspectives into the curriculum.

Collaboration and partnership

Establishing partnerships with international institutions and organizations can create opportunities for faculty and students to engage in joint research projects, exchange programs, and collaborative teaching initiatives.

Teacher education institutions have actively pursued international collaborations and partnerships during the post-pandemic period. These partnerships facilitate faculty and student exchanges, joint research projects, and the sharing of best practices in teacher education. The pandemic has created new opportunities for international collaborations in pre-service education. Educators and institutions have been forced to collaborate and share resources to adapt to the new teaching environment.

Curriculum integration

Integrate international perspectives, global issues, and cross-cultural competencies throughout the teacher education curriculum. This can involve revising existing courses, creating new courses, and incorporating diverse perspectives and examples into teaching materials.

The internationalization of pre-service education involves integrating cross-cultural content into the curriculum. This includes modules on global education, comparative pedagogies, and culturally responsive teaching, preparing future educators to work in diverse classrooms.

The pandemic has disrupted the traditional model of internationalization in pre-service education. However, it has also created new opportunities for international collaborations and cross-cultural learning experiences. Virtual exchange programs, online learning, and professional development activities have become essential components of pre-service education during the pandemic. These changes may continue in the post-pandemic period, providing new opportunities for pre-service teachers to engage in internationalization.

Internationalization promotes cultural competence in pre-service teachers, which is essential for effective teaching in diverse classrooms. The pandemic has highlighted the importance of cultural competence in pre-service education, as educators and institutions have had to adapt to the needs of diverse student populations.

Accessible international experiences

Enhance access to international experiences by promoting scholarship programs, securing funding support, and establishing partnerships with international universities, organizations, and government agencies to provide study abroad opportunities, internships, and cultural exchanges for pre-service teachers.

Virtual teaching practicum experiences have emerged as an alternative to traditional in-person placements during the pandemic. These virtual practicums allow pre-service teachers to gain teaching experience in international classrooms, even from their home countries.

The pandemic has emphasized the importance of continu-

ous professional development for pre-service teachers. Internationalization provides opportunities for pre-service teachers to engage in professional development activities, such as attending conferences, workshops, and seminars, to enhance their knowledge and skills.

The results of this research demonstrate that the internationalization of pre-service education during the post-pandemic period offers numerous benefits and challenges. Incorporating global perspectives and cross-cultural competencies into teacher education can better prepare future educators to meet the diverse needs of students in an increasingly interconnected world. However, challenges such as technological limitations, language barriers, and cultural adaptations need to be addressed to ensure the effectiveness of internationalization efforts.

Policy development and advocacy

Advocate for the development of national policies and guidelines that support and promote internationalization in teacher education programs. This can involve engaging policymakers, education agencies, and relevant stakeholders to recognize the importance of internationalization and provide a framework for its effective implementation.

4. Conclusions & Recommendations

Based on the premise of the internationalization of teacher education during the post-pandemic period, it can be concluded that there is a pressing need to prioritize and enhance internationalization efforts within teacher education programs. The pandemic has highlighted the importance of global interconnectedness, cultural competence, and cross-cultural understanding in education. However, several barriers and challenges, such as limited institutional support, faculty expertise, and awareness have hindered the effective implementation of internationalization initiatives.

This study contributes novel insights by highlighting the potential of virtual mobility, cross-cultural competency integration, and national policy frameworks as innovative responses to post-pandemic challenges in teacher education.

To address these challenges, it is crucial to establish a national framework and guidelines that provide a clear direction for internationalization efforts. Strengthening institutional support, enhancing faculty development, fostering collaborations and partnerships, and integrating international perspectives into the curriculum are essential steps to ensure the successful internationalization of teacher education programs. Additionally, expanding access to international experiences, promoting digital internationalization, and monitoring and evaluating the impact of internationalization efforts are key components for sustainable progress.

Based on the results of the study the following recommendations were given emphasis:

First, develop a comprehensive national policy framework that prioritizes and supports the internationalization of teacher education programs. This framework should provide guide-

lines, goals, and strategies for integrating global perspectives and cross-cultural competencies into the curriculum.

Second, enhance faculty development by providing professional development opportunities to enhance their knowledge and skills in international education, cross-cultural competence, and pedagogical approaches that incorporate global perspectives.

Third, foster international collaborations and partnerships to promote knowledge exchange, joint research initiatives, and student and faculty exchanges. These partnerships can offer valuable opportunities for cultural immersion, collaborative teaching, and research.

Fourth, infuse global perspectives into the curriculum: which involve revising existing courses, creating new courses, and incorporating diverse examples, case studies, and resources that reflect global realities and challenges.

Fifth, expand access to international experiences such as study abroad programs, internships, and virtual collaborations.

Sixth, foster digital internationalization: to facilitate virtual international collaborations, online courses, and digital resources that expose pre-service teachers to global perspectives.

Seventh, promote research and dissemination on the internationalization of teacher education and disseminate best practices, case studies, and research findings. This will contribute to the knowledge base and inform decision-making processes for the effective implementation of internationalization initiatives.

Lastly, establish monitoring and evaluation mechanisms to monitor and evaluate the impact and effectiveness of internationalization efforts in teacher education programs. This will enable continuous improvement, identification of areas for enhancement, and evidence-based decision-making.

Abbreviations

FGD	Focus Group Discussion
LET	Licensure Examination for Teachers
PRC	Philippine Regulations Commission
TEI	Teacher Education Institutions
UNESCO	United Nations Educational, Scientific and Cultural Organization

Conflicts of Interest

The authors declare no conflicts of interest.

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