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Continuance Intention in Internationalization at Home: A Higher-Order Model in Peruvian Higher Education

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ABSTRACT

Internationalization at Home (IaH) extends international and intercultural learning to students who do not participate in physical mobility, but access alone does not ensure continued engagement. This study examines continuance intention in IaH among students from four universities in the Consortium of Universities in Peru. Drawing on the Expectation–Confirmation Model (ECM), perceived learning experiences were modeled as a higher-order construct comprising educational infrastructure, internationalized academic content, and faculty support. Learning satisfaction was tested as a moderator, with intercultural competencies and socioeconomic conditions included as controls. Survey data from 458 undergraduate and graduate students were analyzed using partial least squares structural equation modeling (PLS-SEM). Perceived learning experiences and learning satisfaction were positively associated with continuance intention, whereas the hypothesized moderating effect of satisfaction was not supported. These findings indicate that students' willingness to continue participating in IaH is associated with their experience of the internationalized learning environment rather than access alone. For universities, this underscores the importance of coordinating infrastructure, internationalized academic content, faculty support, and inclusive learning opportunities when developing sustainable IaH strategies.

Keywords: continuance intention; higher education; internationalization at home; learning satisfaction; Peru; PLS-SEM; student experience

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INTRODUCTION

Internationalization has become an important means of preparing university students for academic and professional environments that increasingly extend beyond national boundaries. Traditionally, much of this effort has relied on physical mobility through study-abroad programs, academic exchanges, and other forms of cross-border education. Such opportunities remain valuable but are not equally accessible: financial resources, family responsibilities, academic requirements, language proficiency, and logistical constraints limit participation for many students (Altbach & Knight, 2007; de Wit & Altbach, 2021).

Internationalization at Home (IaH) offers a complementary approach by incorporating international and intercultural dimensions into learning within the home institution (Beelen & Jones, 2015). It can include internationalized curricula, Collaborative Online International Learning (COIL), virtual exchange, mirror classes, intercultural projects, and interaction with international faculty and students. These forms of internationalization have gained relevance as universities combine curriculum-based and digitally mediated opportunities for international learning (Cuevas Álvarez et al., 2025; Heidtke, 2026; Matsumoto, 2026).

Greater access, however, does not necessarily lead to continued participation. Students may take part in an internationalized course or collaborative activity without finding the experience sufficiently valuable to repeat. This distinction shifts attention from the availability of IaH opportunities to students' evaluations of what they actually experience. It is also relevant to inclusion: although IaH reduces many costs associated with international travel, differences in technological resources, pedagogical support, intercultural preparation, and socioeconomic conditions may continue to shape participation (de Wit & Altbach, 2021).

IaH also intersects with international student research. The UNESCO Institute for Statistics defines internationally mobile students as those who physically cross an international border to undertake educational activities in a destination country different from their country of origin (UNESCO Institute for Statistics [UIS], 2023). IaH does not require such mobility, yet domestic and internationally mobile students may encounter one another through internationalized courses, virtual collaborations, and intercultural learning spaces. Research on virtual exchange illustrates how these environments can connect students across national and cultural contexts (Cuevas Álvarez et al., 2025; Matsumoto, 2026). IaH can therefore complement physical mobility rather than replace it.

Despite growing attention to IaH, considerably less is known about continuance after participation. Research on internationalization has addressed mobility, institutional strategies, curriculum development, access, and implementation, but these perspectives provide less insight into whether students who have experienced IaH intend to remain engaged. The present study approaches this question through students' perceived learning experiences, represented by three interrelated dimensions: educational infrastructure, internationalized academic content, and faculty support.

The Expectation–Confirmation Model (ECM) provides the theoretical basis for examining this post-experience decision. ECM distinguishes initial adoption from continuance by focusing on evaluations developed after prior experience (Bhattacherjee, 2001). This logic has also been applied in educational settings. Chow and Shi (2014) found that different characteristics of the learning experience were associated differently with satisfaction and continuance intention in e-learning, while Lv et al. (2024) linked students' learning experiences and satisfaction to continuous learning intention specifically in IaH.

Applying this logic to IaH nevertheless requires attention to the nature of the experience being evaluated. Students are not simply deciding whether to continue using a technological system; they encounter an educational environment combining institutional resources, academic content, faculty facilitation, and intercultural interaction. The study therefore examines perceived learning experiences as a multidimensional higher-order construct rather than treating the application of ECM to IaH as a theoretical extension in itself.

Learning satisfaction has a specific role in this model. It is tested as a moderator, asking whether the association between perceived learning experiences and continuance intention differs according to students' satisfaction, rather than as a mediating causal mechanism. Intercultural competencies and socioeconomic conditions are included as controls for differences in students' intercultural readiness and resources.

This question has particular relevance in Latin America, where conventional international mobility operates within higher education systems marked by institutional and socioeconomic differences, while empirical evidence on IaH continuance remains limited. The Peruvian setting therefore provides an opportunity to examine continuance in a context that remains comparatively underrepresented in the IaH literature.

Accordingly, the study addresses the following research question: *How are perceived learning experiences associated with students' continuance intention in Internationalization at Home, and does learning satisfaction moderate this relationship after accounting for intercultural competencies and socioeconomic conditions?*

The study makes three contributions. Conceptually, it represents perceived IaH learning experiences as a higher-order construct integrating educational infrastructure, internationalized academic content, and faculty support. Empirically, it shifts attention from access and initial participation toward continuance following prior IaH experience. Contextually, it contributes evidence from Peruvian higher education while linking IaH to the broader internationalization environment shared by domestic and internationally mobile students. Together, these contributions examine how ECM's continuance logic operates within the distinctive educational conditions of IaH.

LITERATURE REVIEW

Internationalization at Home and Perceived Learning Experiences

Internationalization at Home (IaH) emerged partly in response to a limitation of mobility-centered internationalization: international and intercultural learning cannot depend exclusively on students' ability to study abroad. IaH brings these dimensions into the educational environment of the home university through internationalized curricula, Collaborative Online International Learning (COIL), virtual exchange, mirror classes, international guest faculty, and other forms of structured intercultural collaboration (Beelen & Jones, 2015; Cuevas Álvarez et al., 2025; de Wit & Altbach, 2021; Schaefer & Manchado-Nieto, 2025; Soulé et al., 2025; Whatley et al., 2022).

Its greater accessibility, however, does not make all IaH experiences educationally equivalent. Recent research associates IaH with intercultural competence, cultural awareness, curiosity, and sensitivity, while also showing that these experiences take place under different technological, pedagogical, institutional, and socioeconomic conditions (Soulé et al., 2025; Whatley et al., 2022). Studies of virtual exchange similarly indicate that simply exposing students to international interaction is insufficient; curriculum design, facilitation, and purposeful learning objectives influence the educational value of that interaction (Cuevas Álvarez et al., 2025; Rogler et al., 2026). The distinction between providing an international opportunity and creating a meaningful learning experience is therefore central to the present study.

IaH can also create learning spaces shared by domestic and internationally mobile students. Internationalized courses and collaborative activities allow students to encounter perspectives and peers across national and cultural boundaries without making physical mobility a prerequisite for participation (Cuevas Álvarez et al., 2025; Matsumoto, 2026). In this sense, IaH complements mobility while broadening the international learning environment available within the university.

Research on curriculum internationalization suggests that students encounter this environment through several interconnected features rather than a single institutional resource (Leask, 2015; Robson et al., 2018;

Soulé et al., 2025). The present study therefore represents perceived learning experiences as a higher-order construct comprising educational infrastructure, internationalized academic content, and faculty support.

Educational infrastructure captures the physical, technological, and institutional resources that enable participation, including connectivity, digital platforms, collaborative technologies, and institutional support (Soulé et al., 2025; Whatley et al., 2022). Internationalized academic content concerns the integration of global, comparative, international, and intercultural perspectives into learning materials, activities, and disciplinary knowledge (Beelen & Jones, 2015; Leask, 2015). Faculty support represents the pedagogical dimension through course design, facilitation, feedback, intercultural guidance, and meaningful interaction. Evidence from virtual exchange underscores the importance of such facilitation in transforming intercultural exposure into learning (Cuevas Álvarez et al., 2025; Rogler et al., 2026).

These dimensions perform distinct but complementary functions: infrastructure enables participation, internationalized content provides academic substance, and faculty support facilitates engagement. Educational continuance research offers a comparable pattern. Chow and Shi (2014) found that learning resources, course design, learner–instructor interaction, and learner support were not equally related to satisfaction and continuance intention. Students' willingness to continue may therefore reflect their evaluation of the learning environment as a whole while still being associated with its individual components.

Accordingly:

H1: Perceived learning experiences are positively associated with students' continuance intention in Internationalization at Home.

The dimensional structure leads to three complementary hypotheses:

H1a: Educational infrastructure is positively associated with students' continuance intention in Internationalization at Home.
H1b: Internationalized academic content is positively associated with students' continuance intention in Internationalization at Home.
H1c: Faculty support is positively associated with students' continuance intention in Internationalization at Home.

Expectation–Confirmation Model and Continuance Intention

Initial participation and continuance are conceptually different decisions. Students may first engage in an internationalized activity because it is available, required, recommended, or personally attractive; deciding whether to participate again involves evaluating the experience already received. This post-experience decision is central to the Expectation–Confirmation Model (ECM), which explains continuance through evaluations formed after prior use, particularly satisfaction and perceived usefulness (Bhattacherjee, 2001).

Educational applications of ECM support this distinction. Chow and Shi (2014) found that students' evaluations of different aspects of e-learning were associated with satisfaction and continuance intention. More directly, Lv et al. (2024) examined continuous learning intention in IaH and reported a positive relationship between learning satisfaction and willingness to continue, while dimensions of the learning experience contributed to satisfaction.

These studies establish a useful basis for examining continuance in IaH, but they also reveal an important contextual difference. Continuing in IaH is not equivalent to continuing to use a technological system. Students evaluate an environment that may combine technology, curriculum, teaching, international interaction, and intercultural learning. ECM is therefore used here to examine the **l**ogic of post-experience continuance, while the experience preceding that decision is represented as multidimensional.

Learning Satisfaction and the Moderation Hypothesis

Satisfaction is central to ECM because it captures individuals' evaluation of their experience after participation and is associated with subsequent continuance intention (Bhattacherjee, 2001). Similar relationships have been reported in educational contexts and, more recently, in IaH (Chow & Shi, 2014; Lv et al., 2024).

The present study examines a more specific proposition: whether satisfaction changes the strength of the relationship between perceived learning experiences and continuance intention. Under this specification, satisfaction functions as a moderator, not as the mechanism through which learning experiences necessarily produce continuance. Students may evaluate comparable learning environments differently, and higher satisfaction may therefore alter how strongly favorable experiences are associated with willingness to continue.

Evidence for satisfaction as a direct correlate of continuance is well established, whereas its role as a boundary condition in IaH is less clear. Testing moderation therefore allows the study to distinguish between satisfaction being associated with continuance and satisfaction changing the experience–continuance relationship. This distinction is particularly appropriate given the cross-sectional design, which does not establish temporal causal ordering.

Accordingly:

H2: Learning satisfaction positively moderates the relationship between perceived learning experiences and students' continuance intention in Internationalization at Home, such that the positive association is stronger at higher levels of learning satisfaction.

Intercultural Competencies, Socioeconomic Conditions, and the Conceptual Model

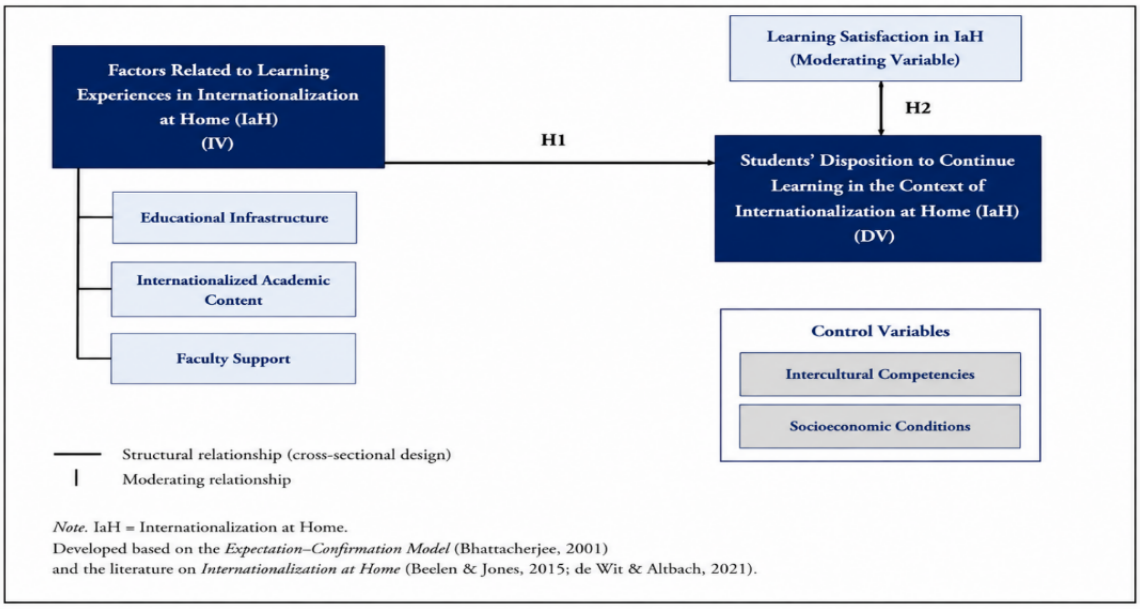
Students also enter IaH with different intercultural capacities and resources. Intercultural competencies are relevant because internationalized learning often requires interpreting unfamiliar perspectives, communicating across cultural differences, and participating constructively in intercultural interaction. Recent virtual-exchange research associates structured international interaction with cultural awareness, intercultural sensitivity, and competence development (Cuevas Álvarez et al., 2025; Rogler et al., 2026).

Socioeconomic conditions represent a different source of heterogeneity. IaH removes many direct expenses associated with mobility, such as travel, accommodation, and relocation, but participation is not necessarily resource-neutral. Connectivity, suitable devices, available study time, language preparation, and access to academic support may still differ among students. Reducing dependence on physical mobility therefore does not eliminate structural inequalities.

Neither intercultural competencies nor socioeconomic conditions are proposed as extensions of ECM. They are included as controls to account for differences in students' intercultural readiness and resources while estimating the focal relationships.

The conceptual model consequently brings together three elements: a higher-order perceived learning experience comprising educational infrastructure, internationalized academic content, and faculty support; learning satisfaction as the proposed moderator; and intercultural competencies and socioeconomic conditions as controls.

Figure 1 - Conceptual model.



RESEARCH METHOD

Research Design

A quantitative, non-experimental, cross-sectional survey design was used to examine the association between students' perceived learning experiences and their continuance intention in Internationalization at Home (IaH). The model was explanatory-predictive in orientation. Because all observations were collected at one point in time, the estimated relationships are interpreted as associations and not as evidence of temporal or causal effects.

Perceived learning experiences were modeled as a higher-order construct formed by educational infrastructure, internationalized academic content, and faculty support. Learning satisfaction was specified as a moderator of the association between perceived learning experiences and continuance intention. Intercultural competencies and socioeconomic conditions were incorporated as controls.

Participants and Sampling

The analytical sample included 458 undergraduate and graduate students from the four universities of the Consortium of Universities in Peru: Pontificia Universidad Católica del Perú, Universidad de Lima, Universidad del Pacífico, and Universidad Peruana Cayetano Heredia. Participation required previous exposure to at least one internationalized learning experience offered within the students' home institutions.

Recruitment followed non-probability convenience and participant-referral procedures, and participation was voluntary. The sample was drawn from four private universities with established internationalization initiatives and therefore should not be interpreted as statistically representative of the broader Peruvian university population. Table 1 summarizes the participants' characteristics and prior IaH exposure.

Measures

Data were obtained through a structured questionnaire administered in Spanish. Rather than developing the measures without prior empirical foundations, the instrument was constructed by adapting established scales to the IaH context of the participating Peruvian universities. Its development drew particularly on Bhattacherjee's (2001) ECM measures of satisfaction and continuance, Chow and Shi's (2014) measures of learning experience and educational continuance, and the IaH-specific satisfaction and continuous-learning measures reported by Lv et al. (2024).

The questionnaire contained 22 substantive items measuring seven constructs. Educational infrastructure, internationalized academic content, and faculty support were measured with three items each and subsequently represented as dimensions of the higher-order perceived learning experiences construct. Learning satisfaction and continuance intention contained four items each, intercultural competencies three items, and perceived socioeconomic conditions two items. Responses to perceptual items were recorded on a seven-point Likert-type scale ranging from 1 (*totally disagree*) to 7 (*totally agree*).

Particular attention was given to the measurement of satisfaction and continuance because both constructs are central to ECM. Bhattacherjee (2001) operationalized them through validated multi-item measures, while Lv et al. (2024) used four-item measures for learning satisfaction and continuous learning intention in an IaH setting. The wording used in the present questionnaire was contextually adapted rather than reproduced verbatim. **Appendix A (Table A1)** presents all items together with their principal supporting sources.

Data Collection and Ethical Procedures

Participants received information about the academic purpose of the research before completing the questionnaire and provided informed consent. Participation was voluntary, responses were treated confidentially, and the analytical dataset did not require personally identifying information.

The database was examined for completeness before statistical analysis. Missing responses in categorical variables were replaced with the modal category, yielding a complete analytical dataset of 458 observations. IBM SPSS Statistics 27 was used for descriptive statistics and preliminary distributional assessment.

Ethical approval was granted by the Research Ethics Committee of the Pontificia Universidad Católica del Perú (PUCP) (Protocol No. 060-2025-CEI-CCSSHHyAA/PUCP, May 30, 2025).

Common Method Considerations

Using self-reported information collected from the same respondents at a single point in time creates the possibility of common method variance. Several procedural measures were used to reduce this risk: participation was anonymous and voluntary, respondents were informed that there were no correct or incorrect answers, and questionnaire items were presented clearly to reduce evaluation apprehension. These procedures cannot eliminate common method bias, which is therefore considered when interpreting the findings and acknowledged among the study limitations.

Data Analysis Strategy

The hypothesized relationships were examined using partial least squares structural equation modeling (PLS-SEM). This approach was selected because the model combines an explanatory-predictive objective with a hierarchical component structure, an interaction effect, and control variables. Preliminary analysis also identified departures from univariate normality, although distributional non-normality was not treated as the primary reason for choosing PLS-SEM.

Measurement assessment followed established PLS-SEM procedures. The reflective lower-order constructs were examined using indicator loadings, Cronbach's alpha, composite reliability (CR), average variance extracted (AVE), heterotrait–monotrait ratios (HTMT), and collinearity diagnostics. HTMT was used to assess discriminant validity following established recommendations (Henseler et al., 2015, 2016). The complete HTMT matrix is provided in **Appendix B (Table B1)**.

The higher-order perceived learning experiences construct was estimated using a two-stage hierarchical component approach. In the first stage, the three lower-order components—educational infrastructure, internationalized academic content, and faculty support—were assessed separately. Their construct scores were then used in the second stage to estimate the higher-order construct and its structural relationships.

Hypothesis testing followed the structure of the conceptual model. H1 evaluated the association between the higher-order perceived learning experiences construct and continuance intention. H1a–H1c examined the corresponding dimension-level associations. H2 tested the interaction between perceived learning experiences and learning satisfaction. Thus, satisfaction was evaluated as a moderator, not a mediator. Intercultural competencies and socioeconomic conditions were retained as controls.

Statistical inference was based on 5,000 nonparametric bootstrap resamples. Structural relationships were evaluated using standardized path coefficients (β), bootstrap standard errors, *p* values, and 95% confidence intervals. R^2 and adjusted R^2 were used to assess explained variance, together with collinearity diagnostics.

RESULTS

Preliminary Analysis and Sample Characteristics

The analytical sample consisted of 458 students from the four universities in the Consortium of Universities in Peru. The largest proportion came from Universidad de Lima (35.4%), followed by Universidad del Pacífico (24.5%), Pontificia Universidad Católica del Perú (21.4%), and Universidad Peruana Cayetano Heredia (18.8%). Women accounted for 53.9% of participants, and undergraduate students represented 62.4% of the sample.

Students had participated in different forms of IaH, and many reported experience with more than one activity. Internationally oriented courses were the most common (68.3%), followed by international webinars, seminars, or virtual conferences (61.8%). Participation was also reported in international university events (47.6%), mirror classes (46.9%), COIL projects (36.5%), and international fairs (28.8%). Table 1 summarizes the sample and descriptive results. The mean score for perceived learning experiences was 51.93 (SD = 11.17), compared with 23.16 (SD = 5.11) for learning satisfaction and 23.85 (SD = 4.88) for continuance intention. Shapiro–Wilk tests were significant for all focal constructs ($p < .001$), indicating departures from univariate normality.

Table 1
Sample Characteristics and Descriptive Statistics (N = 458)

Characteristic	*n*	*%*
University		
Pontificia Universidad Católica del Perú	98	21.4
Universidad de Lima	162	35.4
Universidad del Pacífico	112	24.5
Universidad Peruana Cayetano Heredia	86	18.8
Gender		
Female	247	53.9
Male	211	46.1
Study level		
Undergraduate	286	62.4
Graduate	172	37.6
IaH exposure		
Internationally oriented courses	313	68.3
International webinars/seminars/conferences	283	61.8
International university events	218	47.6
Mirror classes	215	46.9
COIL projects	167	36.5
International fairs	132	28.8

Construct	*M*	*SD*
Educational infrastructure	17.40	3.74
Internationalized academic content	17.18	3.99
Faculty support	17.35	3.84
Perceived learning experiences	51.93	11.17
Learning satisfaction	23.16	5.11
Continuance intention	23.85	4.88
Intercultural competencies	17.73	3.55
Socioeconomic conditions	11.89	2.53

Note. IaH = Internationalization at Home; COIL = Collaborative Online International Learning. Descriptive statistics were obtained using IBM SPSS Statistics 27.

Measurement Model Assessment

The measurement properties of the lower-order constructs were examined before evaluating the structural relationships. Internal consistency was high across constructs: Cronbach's alpha ranged from .864 to .960 and composite reliability (CR) from .937 to .971. Convergent validity was also strong, with AVE values between .876 and .905 and indicator loadings between .930 and .955 (Table 2).

The results for discriminant validity were less uniform. HTMT values ranged from .636 to .971, and several pairs exceeded the conservative .90 criterion. The greatest overlap occurred between internationalized academic content and faculty support (HTMT = .971), followed by learning satisfaction and continuance intention (.959), educational infrastructure and internationalized academic content (.956), and faculty support and learning satisfaction (.950). The complete set of HTMT values is presented in **Appendix B (Table B1)**.

Table 2

Measurement Model Assessment

Construct	***Items***	***Loading range***	***α***	***CR***	***AVE***
Educational infrastructure	3	.930–.952	.936	.959	.887
Internationalized academic content	3	.948–.954	.947	.966	.905
Faculty support	3	.931–.941	.928	.955	.876
Learning satisfaction	4	.935–.950	.958	.970	.889
Continuance intention	4	.935–.954	.960	.971	.892
Intercultural competencies	3	.933–.955	.935	.959	.886
Socioeconomic conditions	2	.932–.946	.864	.937	.882

Note. α = Cronbach's alpha; CR = composite reliability; AVE = average variance extracted; N = 458.

Higher-Order Construct Assessment

Educational infrastructure, internationalized academic content, and faculty support were subsequently evaluated as components of the higher-order perceived learning experiences construct. Following the two-stage procedure described in the Method section, the lower-order constructs were first assessed separately and their scores were then incorporated into the higher-order model. The substantial variance shared by the three dimensions is consistent with their joint representation of students' perceived IaH learning experience, although their high empirical proximity requires cautious interpretation of their distinctiveness.

Structural Model and Hypothesis Testing

The structural analysis supported H1. Perceived learning experiences were positively associated with continuance intention ($\beta = .339$, 95% CI [.192, .503], $p < .001$). Learning satisfaction also had a positive direct association with continuance intention ($\beta = .360$, 95% CI [.179, .523], $p < .001$).

The result for the proposed moderation was different. The interaction between perceived learning experiences and learning satisfaction was not statistically significant ($\beta = -.043$, 95% CI [−.112, .030], $p = .201$), and H2 was therefore not supported.

Both control variables were positively associated with continuance intention. The coefficient for intercultural competencies was β = .197 (95% CI [.096, .310], $p < .001$), whereas socioeconomic conditions showed a smaller coefficient of β = .067 (95% CI [.016, .121], $p = .008$).

Overall, the model accounted for 89.1% of the variance in continuance intention ($R^2 = .891$; adjusted $R^2 = .890$).

Table 3

Structural Model and Hypothesis Testing

Relationship	***β***	***Bootstrap SE***	***95% CI***	***p***	***Decision***
H1: Perceived learning experiences → Continuance intention	.339	.078	[.192, .503]	< .001	Supported
Learning satisfaction → Continuance intention	.360	.089	[.179, .523]	< .001	
H2: Learning experiences × Satisfaction → Continuance intention	−.043	.036	[−.112, .030]	.201	Not supported
Intercultural competencies → Continuance intention	.197	.055	[.096, .310]	< .001	Control
Socioeconomic conditions → Continuance intention	.067	.027	[.016, .121]	.008	Control

Note. β = standardized structural coefficient; SE = bootstrap standard error; CI = percentile bootstrap confidence interval. Estimates are based on 5,000 bootstrap resamples (N = 458). $R^2 = .891$; adjusted $R^2 = .890$.

Dimension-Level Analysis

The lower-order dimensions were also examined simultaneously, controlling for learning satisfaction, intercultural competencies, and socioeconomic conditions. All three showed positive associations with continuance intention: educational infrastructure (β = .127, $p = .002$), internationalized academic content (β = .148, $p = .002$), and faculty support (β = .096, $p = .024$). These results supported H1a, H1b, and H1c. Among the three dimensions, internationalized academic content produced the largest coefficient, although the differences in magnitude were relatively small.

DISCUSSION AND CONCLUSIONS

The findings draw attention to an important distinction in understanding continuance in Internationalization at Home (IaH). Students who evaluated their learning experiences more favorably also expressed stronger intentions to continue participating. Satisfaction was independently associated with continuance intention, but it did not alter the relationship between learning experiences and continuance. Intercultural competencies were also positively associated with continuance, whereas socioeconomic conditions showed a considerably smaller association.

The relationship between perceived learning experiences and continuance intention is consistent with the post-experience logic of the Expectation–Confirmation Model (ECM) (Bhattacherjee, 2001). Once students have experienced IaH, their willingness to continue is related to how they evaluate that experience. This interpretation is consistent with Chow and Shi (2014), who showed that course design, learning processes, and interaction can relate differently to satisfaction and continuance, and with Lv et al. (2024), who

identified learning experience and satisfaction as relevant to continuous learning intention in IaH. The present findings add a different perspective by examining the IaH experience as a combination of institutional and pedagogical dimensions.

The dimension-level results help clarify this interpretation. Educational infrastructure, internationalized academic content, and faculty support were each positively associated with continuance intention. Internationalized academic content produced the largest coefficient, although the differences among dimensions were modest. Rather than identifying one dominant component, the results point to complementary functions: infrastructure provides conditions for participation, internationalized content gives the experience academic substance, and faculty support facilitates engagement and intercultural learning. This interpretation is consistent with scholarship emphasizing curriculum design and purposeful facilitation in meaningful internationalization (Beelen & Jones, 2015; Cuevas Álvarez et al., 2025; Soulé et al., 2025).

Learning satisfaction produced a more nuanced result. Its positive association with continuance intention is consistent with ECM (Bhattacherjee, 2001) and subsequent educational applications (Chow & Shi, 2014; Lv et al., 2024), but the hypothesized interaction with perceived learning experiences was not statistically significant. In other words, students reporting greater satisfaction also tended to report stronger continuance intention, yet satisfaction did not strengthen the experience–continuance relationship. This result narrows the role assigned to satisfaction in the proposed model: satisfaction remains relevant to continuance, but the evidence does not support its proposed function as a boundary condition. Given the cross-sectional design, the finding should not be interpreted as evidence of mediation.

Intercultural competencies provide another part of the picture. Their positive association with continuance intention is compatible with research linking internationalized and virtual learning environments with intercultural development (Cuevas Álvarez et al., 2025; Matsumoto, 2026). Students who are more prepared to engage across cultural differences may also be more willing to remain involved in such environments. The smaller association observed for socioeconomic conditions requires greater caution. Because the sample was concentrated in relatively advantaged socioeconomic categories, the result cannot establish that socioeconomic inequality is unimportant for IaH. Differences in connectivity, language preparation, academic support, available time, and other resources may remain relevant even when the costs of physical mobility are removed.

Theoretical Contribution

The theoretical contribution of the study begins with a shift from access to continuance. IaH is frequently justified by its capacity to extend international learning beyond students who can participate in physical mobility. The present study addresses what follows that initial access: whether students who have already experienced IaH intend to continue.

A second contribution concerns the representation of that experience. Educational infrastructure, internationalized academic content, and faculty support are treated not simply as separate institutional characteristics but as dimensions of a higher-order learning experience. This approach reflects how students encounter internationalization in practice—through a combination of resources, curriculum, and teaching.

The findings also provide a more precise interpretation of satisfaction within the proposed ECM-informed model. Its direct association with continuance is consistent with ECM, whereas the expected moderating role was not supported. The study therefore does not claim a broad extension of ECM. Instead, it shows that its post-experience logic remains informative in IaH while identifying a proposed boundary condition that was not empirically confirmed.

The findings also connect IaH with international student scholarship. Physical mobility and internationalization at home need not operate as separate institutional agendas. Internationalized curricula,

virtual collaboration, and intercultural activities can create learning spaces shared by domestic and internationally mobile students (Cuevas Álvarez et al., 2025; Matsumoto, 2026). Because these groups were not compared directly, this relationship remains an empirical question for future research.

Conclusions

This study examined continuance intention following IaH experience among 458 undergraduate and graduate students from four Peruvian universities. Using an ECM-informed higher-order model, it found that more favorable perceived learning experiences were associated with stronger continuance intention. Learning satisfaction was also positively associated with continuance, although its proposed moderating effect was not supported.

The findings indicate that the sustainability of IaH involves more than making international opportunities available. Educational infrastructure, internationalized academic content, and faculty support represent complementary aspects of students' learning experiences, and each was positively associated with their willingness to continue.

For Peruvian higher education, this shifts attention from increasing the number of internationalized activities toward considering their educational coherence and perceived value. More broadly, widening access is only one part of sustainable internationalization. The longer-term challenge is to develop internationalized learning experiences that students consider worth continuing.

IMPLICATIONS

The findings suggest that universities should evaluate Internationalization at Home (IaH) not only through participation rates but also through the quality of students' experiences and their willingness to continue. Investment in technological and educational infrastructure should therefore be coordinated with internationalized curriculum design. Infrastructure enables participation, but its educational value is strengthened when international and intercultural perspectives are intentionally incorporated into course content, activities, and learning outcomes.

Faculty development is another priority. The positive association between faculty support and continuance intention points to the value of strengthening instructors' capacity in intercultural pedagogy, internationalized course design, culturally diverse interaction, and virtual collaboration. Universities could also expand sustained and interactive forms of IaH. In this sample, internationally oriented courses (68.3%) and international webinars, seminars, or virtual conferences (61.8%) were more common than COIL projects (36.5%), suggesting room to broaden collaborative formats such as COIL, mirror classes, and virtual exchange.

Institutional assessment should also consider satisfaction, intercultural development, and barriers to participation. Satisfaction was positively associated with continuance intention despite the unsupported moderation hypothesis, while intercultural competencies were also positively associated with continuance. Monitoring these aspects can provide a broader assessment of IaH than participation counts alone. At the same time, the modest association observed for socioeconomic conditions should not be interpreted as evidence that inequalities are irrelevant; digital accessibility, language preparation, academic support, and other resource differences may still shape participation.

At the policy level, institutional and national internationalization frameworks could complement mobility indicators with measures of student experience, intercultural learning, and continued participation in IaH. Such an approach would recognize IaH as part of internationalization strategy rather than as a collection of isolated activities.

Overall, effective IaH requires coordination among infrastructure, internationalized curricula, faculty capacity, intercultural development, and inclusion. This coordination can help universities move beyond providing international opportunities toward creating coherent learning experiences that students consider worth continuing.

LIMITATIONS AND FUTURE RESEARCH

Several limitations define the scope of these findings. First, the cross-sectional, non-experimental design identifies associations at one point in time and cannot establish temporal ordering or causality. Longitudinal research could examine whether perceived learning experiences and satisfaction precede subsequent participation and whether continuance intention translates into actual engagement with IaH.

Second, the non-probability sample was drawn from four private universities belonging to the Consortium of Universities in Peru and is not representative of Peruvian higher education as a whole. The concentration of participants in relatively advantaged socioeconomic categories also restricted socioeconomic heterogeneity. Studies involving public universities, institutions outside Lima, and students from more diverse socioeconomic backgrounds would help establish whether the observed relationships hold across different educational settings. Probability-based or stratified sampling would further strengthen generalizability where feasible.

Third, the study relied on self-reported information collected from the same participants at a single point in time. Although procedural safeguards were used, common method variance cannot be ruled out. Subsequent research could combine perceptual measures with institutional records, observed participation, enrollment in later IaH activities, or other behavioral indicators collected at different points in time.

Fourth, several conceptually related constructs showed substantial empirical overlap, with some HTMT values exceeding the conservative .90 criterion. This was particularly evident among dimensions of perceived learning experiences and between learning satisfaction and continuance intention. Although educational infrastructure, internationalized academic content, and faculty support were modeled as related dimensions of a higher-order learning experience, their empirical distinctiveness should therefore be interpreted cautiously. Independent studies should refine potentially overlapping items and compare alternative measurement specifications.

Finally, the quantitative design provides limited insight into why students evaluate particular IaH experiences differently. Qualitative or mixed-method research could examine how students experience COIL, mirror classes, virtual exchange, internationalized courses, and other forms of IaH, and why some experiences encourage continued participation more than others. Comparative studies involving domestic and internationally mobile students could also examine whether shared internationalized environments are associated with intercultural development, integration, belonging, and subsequent international engagement.

These directions would move research beyond stated continuance intention toward a longitudinal and context-sensitive understanding of who continues participating in IaH, which experiences encourage that participation, and under what conditions sustained engagement occurs.

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Appendix A

Table A1. *Measurement Constructs, Items, and Source Adaptation*

Construct	Code	Adapted item used in this study	Primary supporting source(s)
Educational Infrastructure	EI1	The physical and virtual spaces available facilitated my learning experience in IaH.	Chow & Shi (2014); Lv et al. (2024)
	EI2	The technological infrastructure was adequate for participating in IaH activities.	Chow & Shi (2014); Lv et al. (2024)
	EI3	The educational resources provided were accessible and up to date.	Chow & Shi (2014); Lv et al. (2024)
Internationalized Academic Content	IAC1	The academic content of IaH addressed topics of global relevance.	Chow & Shi (2014); Lv et al. (2024)
	IAC2	The courses provided practical and useful knowledge for an international context.	Chow & Shi (2014); Lv et al. (2024)
	IAC3	The educational materials promoted effective intercultural learning.	Chow & Shi (2014); Lv et al. (2024)
Faculty Support	FS1	Faculty demonstrated expertise in international topics.	Chow & Shi (2014); Lv et al. (2024)
	FS2	Faculty promoted an inclusive and intercultural environment in IaH activities.	Chow & Shi (2014); Lv et al. (2024)
	FS3	Faculty used innovative teaching methods to encourage my active participation.	Chow & Shi (2014); Lv et al. (2024)
Learning Satisfaction	LS1	I am satisfied with the quality of my learning in IaH activities.	Bhattacherjee (2001); Chow & Shi (2014); Lv et al. (2024)
	LS2	The activities met my expectations for international learning.	Bhattacherjee (2001); Chow & Shi (2014); Lv et al. (2024)
	LS3	I believe that IaH improved my international competencies.	Chow & Shi (2014); Lv et al. (2024)
	LS4	The IaH learning experience was rewarding and valuable for my professional development.	Bhattacherjee (2001); Lv et al. (2024)
Continuance Intention	CI1	I plan to participate in future IaH-related activities.	Bhattacherjee (2001); Chow & Shi (2014); Lv et al. (2024)
	CI2	I feel motivated to continue exploring international topics.	Bhattacherjee (2001); Lv et al. (2024)
	CI3	I would recommend that other students participate in IaH programs.	Lv et al. (2024)

	CI4	I believe that the knowledge acquired through IaH is relevant to my professional or academic career.	Chow & Shi (2014); Lv et al. (2024)
Intercultural Competencies	IC1	IaH activities encouraged interaction with people from diverse cultures.	Lv et al. (2024)
	IC2	IaH improved my ability to adapt to different cultural environments.	Lv et al. (2024)
	IC3	IaH enabled me to value and learn from diverse cultural perspectives.	Lv et al. (2024)
Socioeconomic Conditions	SEC1	My socioeconomic conditions influenced my access to IaH activities.	Contextualized control measure
	SEC2	My economic situation influenced my learning experience in IaH.	Contextualized control measure

Note. IaH = Internationalization at Home. All measurement items were administered in Spanish using a seven-point Likert-type scale ranging from 1 (*totally disagree*) to 7 (*totally agree*). Items were adapted and contextually refined from previously validated scales and empirical measures to reflect IaH experiences among students from the Consortium of Universities in Peru. Source attribution indicates the principal theoretical or empirical measurement basis for adaptation rather than verbatim reproduction of the original items.

Appendix B Discriminant Validity Assessment

Table B1. *Heterotrait–Monotrait Ratio (HTMT) Matrix*

Construct	EI	IAC	FS	LS	CI	IC	SEC
Educational Infrastructure (EI)	___						
Internationalized Academic Content (IAC)	.956	___					
Faculty Support (FS)	.942	.971	___				
Learning Satisfaction (LS)	.937	.947	.950	___			
Continuance Intention (CI)	.933	.940	.932	.959	___		
Intercultural Competencies (IC)	.909	.912	.889	.915	.930	___	
Socioeconomic Conditions (SEC)	.643	.642	.636	.665	.697	.735	___

Note. EI = educational infrastructure; IAC = internationalized academic content; FS = faculty support; LS = learning satisfaction; CI = continuance intention; IC = intercultural competencies; SEC = socioeconomic conditions; HTMT = heterotrait–monotrait ratio. HTMT values approaching or exceeding .90 indicate substantial empirical similarity between constructs and were interpreted cautiously. Values were calculated from the complete analytical dataset (N = 458).