

INTERDISCIPLINARY INTEGRATION OF FOREIGN LANGUAGES IN BUSINESS EDUCATION: A CASE STUDY ON ENHANCING CULTURAL COMPETENCE IN HIGHER EDUCATION IN THE BAHAMAS

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Abstract

The study investigated the factors affecting the integration of foreign languages in business programmes of higher education in the Bahamas. A quantitative survey design was used, involving faculty members who participated in curriculum development and strategic planning, and using structured Likert scale items to assess strategic orientation of the institutions, practices of curriculum integration, attitudes and competence of the faculty, resource support and administrative support, and the effectiveness of the interdisciplinary integration. Descriptive statistics, reliability correlation, and multiple regression analysis using SPSS software were employed to determine the significant associations and predictors. As depicted in the results obtained, the independent variables were revealed to be significant predictors of interdisciplinary integration practices in business programs in relation to curriculum integration practices ($\beta = 0.268$, $p = 0.005$) and attitudes and competence of faculty members ($\beta = 0.388$, $p = 0.004$), but not institutional strategy ($\beta = -0.218$, $p = 0.075$) and resource management ($\beta = 0.203$, $p = 0.070$). The study showed that the attitudes and competencies of faculty members had mediating effects on the impact of curriculum integration practices on integration effectiveness, while resource and administrative management played partial roles as mediators. This study emphasized the role of faculty involvement and design of curriculum in developing evidence-based recommendations for policies, curriculum development, and strategies related to graduate employability and competitiveness in a multilingual business environment.

Keywords: *Interdisciplinary Integration, Business Education, Foreign Language Inclusion, Faculty Competence, Curriculum Integration Practices. Institutional Strategic Orientation, Resource and Administrative Support, Higher Education, Mediation and Moderation*

1. INTRODUCTION

As tourism, offshore finance, and foreign commerce are the economic mainstays of The Bahamas, having professionals possessing international competencies is crucial. It is emphasized by McKenzie (2024) who writes that, in 2023, more than 8.6 million tourists have been attracted to The Bahamas, stressing the importance of producing graduates who will be able to communicate effectively with all these markets. Bykova, Khasanova, and Polonkoeva (2024) point out that, despite the obvious necessity of creating multilingual workforce, colleges utilize only one language and concentrate on certain subjects only. As a result, many graduates are skilled in their fields but fall short when it comes to languages, limiting them from getting jobs in top sectors and forcing the islands to hire foreign experts instead (Rolle, 2024; Matkin, 2021). The University of The Bahamas, being the main place for higher learning there, could change this situation (Charumbira, 2024). However, their courses and overall structure need more coordination and an interdisciplinary push to meet the evolving demands of the job market.

The changing demographics and market shifts in the Bahamas really ramp up the need for business

education that includes language training. It is also becoming common to find visitors and investors from European, Latin American, and Asian countries who are not English speakers. This implies that there are more speakers of languages like Spanish, French, and Mandarin who expect professionals to understand them (Hilts, 2024). It appears that most programs do not incorporate learning of other languages alongside doing business as indicated by Sulashvili et al. (2025). In such a scenario, when learners finish their programs, they may be well prepared for business but lack multilingual skills. Alkayed et al. (2023) denotes that this might undermine the academic achievement of students due to lack of confidence and barriers in communication. Further, Hutton (2025) notes there are also internal issues that block curriculum changes, like rigid department structures, reluctant faculty, and old funding systems. Fixing these problems goes beyond just education; it's a big deal for the nation's strategy. Having workers who excel in business and also have strong intercultural language abilities could hugely impact The Bahamas' competitiveness and economic growth, allowing them to make the most out of their thriving tourism and international trade as well. Therefore, having a curriculum that's well-tuned to the market is crucial both now and for developing the nation's workforce in the future.

The higher education sector in the Bahamas struggles with a big issue: there's a mismatch between business school curricula and what students actually need in terms of language and cultural skills for their jobs. The country relies heavily on services like tourism, offshore finance, and international trade, yet most colleges stick to conventional, subject-focused programs. These educational programs produce graduates who have good technical skills, but poor linguistic skills (Denny, 2023). According to Abdul-Majied, Kinkead-Clark, and Burns (2022), it creates a situation where many graduates will be unable to develop intercultural communication competencies necessary to be competitive in multicultural workplaces. Abbas (2026) states that bilingual skills help individuals to stand out in multicultural populations as they have command of their native as well as the foreign languages commonly spoken globally. Not only is it bad for the individuals themselves, but also it is detrimental to the national economy. Another issue lies in the conflict between the faculties of economics and linguistics. Each has their own agenda and operates within their closed-off systems; hence, any cooperation is impossible (Yang et al., 2026). Techniques designed to help with managing curriculum transformations cannot stimulate sufficient cross-faculty interaction. Therefore, the incorporation of languages in business courses is sporadic and inconsistent (Siregar, 2025). Finally, the lack of an integrated mechanism to introduce foreign languages into programs hampers graduates' employability.

The relevance of this study lies in the fact that the Bahamian economy is currently experiencing globalization along with interaction with markets whose languages are not English. As a consequence, being multilingual becomes essential in terms of employment. Nevertheless, students who complete their education at business schools are predominantly monolingual. Thus, there exists a large gap between education provided by schools and language requirements on the part of employers. The problem of the mismatching education and employment is experienced in the areas of tourism, finance, and international trade (W Garcia-Medina, 2022; Peltokorpi, 2023). Furthermore, educational institutions do not have a well-designed plan for introducing foreign languages into curricula. Because of this, new grads aren't well-prepped for intercultural talks or professional exchanges abroad. It's causing problems too, decreasing competitiveness and making it harder for institutions to train students who are ready for the global job market. To tackle these issues, the current study looks into using strategic management methods to blend languages across different courses. By doing this, the study seeks to ensure that what is being taught matches the growing needs of local and international industries.

The findings offer tangible recommendations to university leaders regarding how to renovate their business curricula. It shows methods of integrating language and business faculties by introducing co-teaching techniques and experiential learning based on real market conditions. By incorporating

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Spanish, French, or Mandarin in their arsenal of skills, graduates can effectively deal with the multicultural clientele found in the Bahamian sectors of tourism and finance, improving their career prospects while reducing the reliance on hiring specialists from outside the country. For educational institutions, infusing language into the business curricula makes them current and attractive. It also ensures that what students learn matches both national economic goals and what the global job market expects. The study also contributes to policy and academic understanding by showing what keeps interdisciplinary teamwork going over the long haul, providing real-world info on organizational, admin, and cultural aspects that keep things working well.

On the other hand, the evidence-based advice it provides can affect how accreditation, funding, and curriculum rules are set up. This way, foreign language learning gets seen as essential for business success, not just an extra. Additionally, it hits bigger social and cultural goals too. By encouraging more languages and better intercultural skills, it prepares students for the global job market. This makes the Bahamian higher education system stand out in small island nations as a leader in business language training. Connecting what schools teach with what the labor market needs means changes to classes will be good for both teaching methods and for society and economy-wise benefits. In the Bahamas, business education focuses on tourism, offshore banking, and foreign commerce, making it essential to equip future specialists with not only relevant business knowledge but also foreign language competence (McKenzie, 2024; Bykova, Khasanova, & Polonkoeva, 2024). While business courses give comprehensive information on the topic, language proficiency among graduates may become insufficient due to a lack of practical foreign language skills. Language courses and business subjects remain separate in current study programs, and universities do not use appropriate means to promote their cooperation. Ineffective management and a traditional structure make it difficult to develop an interdisciplinary program. Although numerous papers exist on each sphere separately, very few studies investigate interdisciplinary methods.

2. LITERATURE REVIEW

2.1 *Theoretical Framework*

The study employs Strategic Leadership Theory to analyse how leadership affects the inclusion of foreign languages in business programs in higher education. Kumar and Rewari (2022) indicate that the theory revolves around how the leaders steer organizations towards setting directions, implementing change in curricula, and creating collaborative environments in order to achieve both the organizational and pedagogical objectives. In the context of higher education, strategic leaders guide and shape resource management, governance, and institutional objectives, which significantly influences inter-disciplinary curriculum endeavors such as language-based business programs (Stentiford & Koutsouris, 2022; Abbasi et al., 2025). According to Iqbal and Piwowar-Sulej (2022), the theory also emphasizes the importance of adopting participative leadership. Collaborative efforts by the faculty members, students, and even stakeholders play an important role in ensuring sustainability of any curriculum change (Khoza & Mpungose, 2022). Thus, through the adoption of this theoretical lens, the research examines how leadership practices either facilitate or inhibit the integration of language within business education curriculum.

2.2 *Hypothesis Development*

H1: Institutional Strategic Orientation positively affects the implementation of interdisciplinary integration.

Multiple studies support the idea that an institutional strategic orientation positively impacts the implementation of interdisciplinary integration. According to Robertson (2025), having institutions with a vision means having institutions where resources are aligned towards promoting interdisciplinary studies, and this has only been found to be true in the case of the Caribbean region. According to Yang (2025), leaders play a very important role in the organization of curriculum change activities, which emphasizes faculty participation. Weiss et al. (2021) showed that when there lies a

strategic prioritization, it becomes easier to embed sustainability into courses, which can apply to integrating languages and business too, though its usefulness still isn't fully generalized beyond sustainability-oriented programs. Iqbal & Piwowar-Sulej (2022) believe participatory leadership is vital for institutional change, yet their research fails significantly to tie in measurable curriculum results. Mehdi Boussebaa (2023) noted that strategic orientation helps institutions quickly respond to job market needs, making integration easier, though the study mostly discussed business contexts in international settings and not higher education as a whole.

H2: Curriculum Integration Practices have a significant and positive effect on the effectiveness of Curriculum Integration

Curriculum integration practices really matter when it comes to how well interdisciplinary learning works. Sampaio, Régio, and Morgado (2021) showed that combining content and language in accounting classes made students more engaged and helped them understand better. Rawashdeh and Idris (2025) further opine that synchronizing curriculum adaptation can help students to develop multiple skills in different domains. However, the study only looked at one subject failing to recognize interdisciplinary learning works. Ruiz-Madrid and Fortanet-Gómez (2023) saw that aligning language instruction with course material boosted knowledge retention and use. However, they used student reports and did not track progress long-term affecting the study's findings. Peltokorpi (2023) pointed out integrating language into coursework can make graduates more employable by linking language skills with job needs. However, the study only focused on corporate subsidiaries not highlighting Curriculum integration practices. Rahming (2025) noticed smoother transitions between disciplines when language courses had structured integration plans. However, the study only looked at a geographically limited group of learners. These studies show that integrated curriculums boost interdisciplinary learning, though they note specific context limits.

H3: Faculty Attitude and Competence have an important positive effect on the effective implementation of interdisciplinary integration

Faculty attitude and competence are important for integrating different subjects in the curriculum as their positive involvement and knowledge boost innovation and how well students learn, so they really drive good education outcomes. Hutton (2025) discovered that instructors who embrace interdisciplinary team teaching made business and language classes flow better, but the study was mainly about apprenticeship programs. The study mainly looked at apprenticeship programs, limiting how generally applicable its findings are for wider education settings and disciplines. Ikpur (2023) noted that educators willing to work across department lines boost a friendly school atmosphere and share knowledge more. However, since the research was mostly qualitative, reducing the capacity for generalisation and extensive findings. Similar, Siregar (2025) saw that when teachers are trained in curriculum design, their students do way better in integrated courses. This is further poised by Alabay (2026) that teacher preparedness for inclusive classroom help to train the students better and shape the curriculum as per student needs. However, they faced issues with limited resources and not enough support from the institution. Franco et al. (2019) found that digital literacy and creative teaching skills help faculty adjust their integration methods, but this was geared towards eco-friendly courses, not language-business combos.

These findings showed positive teacher attitudes and their skill sets are crucial for making interdisciplinary lessons work.

H4: Resource and Administrative Support have a significant positive impact on the effectiveness of interdisciplinary integration.

Resource and administrative support really boost interdisciplinary integration because institutional backing makes sure that faculty, curriculum, and infrastructure all work together smoothly. Abdul-Majied, Kinkead-Clark, and Burns (2022) said that having solid admin support helped with curriculum changes during COVID-19, mostly for early childhood education. This study solely looked

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at early childhood education, making it hard to apply results to higher education elsewhere. Sa'diyah, Aprilya, and Wahjono (2025) noted that well-defined organizational structures and extra resources can enhance program coordination and faculty teamwork. The study mainly looked at private universities, which limits how relevant and applicable it is. It also makes it harder to apply the findings to public institutions. Lamin (2026) pointed out that having enough money and tech support boosts teachers' abilities to execute interdisciplinary programs successfully. Similarly, their analysis focused just on sustainability programs, which limits the findings' use in other subjects or interdisciplinary areas. Veseli, Hasanaj, and Bajraktari (2025) added that strong admin procedures increase the use of LMSs for interdisciplinary learning but they found cultural differences within institutions create some barriers.

H5: Institutional Strategic Orientations (ISOs) have a significant impact on Curriculum Integration Practices

Institutional Strategic Orientations have an enormous impact on curriculum integration within organizations, influencing priorities, the allocation of resources, and collaboration among different departments. According to Robertson (2025), universities with strategic orientations perform much more effectively when implementing curriculum integration because the study was conducted only in Caribbean nations; hence the findings may not be universally applicable. Franco et al. (2019) showed that when ISOs match sustainability goals, it fosters cooperation between disciplines, making planning easier. However, it focused on eco-friendly initiatives makes it tough to generalize their findings to other subjects. Abdul-Majied, Kinkead-Clark, and Burns (2022) noted that an overarching strategic vision boosts the success of curriculum changes in early childhood education. However, the study only cover higher education as a whole failing to shed light on ISOs. Veseli, Hasanaj, and Bajraktari (2025) found that strong ISOs enhanced faculty involvement and admin support for curricular blending, giving useful tips on rolling out changes based on policy. However, varying institutional cultures mean the guidance may not fit all schools perfectly. These studies highlight that setting out strategic goals helps integrate curricula more effectively.

H6: Institutional Strategic Orientation positively affects Resource and Administrative Support.

For instance, recent research conducted by Alshammari et al. (2024) has indicated that universities in Saudi Arabia having effective strategic frameworks were better able to handle administrative processes and utilized their resources effectively. However, their research was predominantly centered around Saudi Arabia, making its applicability in other regions, such as the Caribbean or others, difficult. Ahmad (2024) saw that strategic direction led to investments in faculty and infrastructures to support diverse coursework. Similarly, Ghani et al. (2022) pointed out that ISO aids digital transformations, making admin work smoother. However, their focus was on tech adoption, not curriculum-support specifics showing a key limitation of the study, Makda (2025) added that organizations with a clear strategy fostered better interdepartmental teamwork and backed curriculum changes. However, different university cultures limited how widely the findings could be applied, making them less generalizable to various higher education settings. All together, these studies show that having a well-outlined ISO positively impacts how resources are used and boosts admin abilities.

H7: Faculty Attitudes and Competence mediate the relationship between Curriculum Integration Practices and the effectiveness of interdisciplinary integration.

The perspectives and competencies of the teaching staff can influence the effectiveness of implementing interdisciplinary curricular approaches. As stated by Abdul-Majied, Kinkead-Clark, and Burns (2022), where interdisciplinary approaches are supported by the educators, curriculums become more effective and lead to enhanced student learning through interconnected subject knowledge. Additionally, Ikpuri (2023) stated that positive and collaborative faculty attitudes assist in sharing knowledge between different departments. The study used a qualitative design, so its results

might not apply elsewhere. This limits how useful the findings are in other settings or institutions. Franco et al. (2019) and Qusef et al. (2025) point out that digital competence among teachers boosts the results of curriculum integration by using tech tools. However, the author's work mostly dealt with sustainability-focused subjects, not language or business programs becoming a key limitation of the study. Sampaio, Régio, and Morgado (2021) found that training faculty in integrated curricula boosts student engagement and application of what they learn.

H8: Resource and Administrative Support moderate the relationship between Curriculum Integration Practices and the effectiveness of interdisciplinary integration

Resource and administrative support play a key role in how well integrated curriculums work. They help make integration strategies more effective. Franco et al. (2019) found that strong institutional backing with money helped adopt integrated curricula by providing needed infrastructure and coordination. However, their research was mainly on sustainability programs, making it hard to apply to other fields directly. Veseli, Hasanaj, and Bajraktari (2025) showed that organized admin processes increased teacher involvement and made interdisciplinary stuff better. The study had issues with universal application due to different institutional cultures. Additionally, Alshammari et al. (2024) highlighted how smart resource use boosts cross-departmental teamwork and curriculum rollout. Despite this, their research mainly looked at Saudi universities, which does not necessarily fit Caribbean higher education. Therefore, these studies prove that admin and resource support really boost integration effectiveness.

2.2 Conceptual Framework

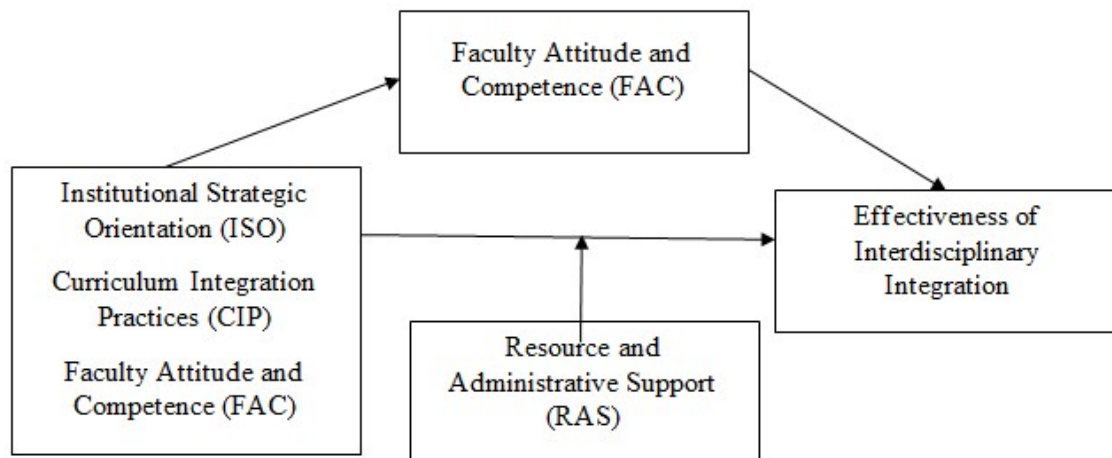


Figure 1: Conceptual Framework

3. METHODS

3.1 Research Design

A quantitative research design was employed to systematically investigate the factors influencing the inclusion of foreign languages in business programs. As per Taherdoost (2022) the method gathered structured data, which was then analysed statistically allowing to identify trends and relations between important factors like Institutional Strategic Orientation, Curriculum Integration Practices, and Faculty Attitude and Competence, among others. They used standardized surveys to get generalizable results that show how institutional, faculty, and curriculum factors affect interdisciplinary outcomes objectively. With descriptive stats, reliability analysis, and both correlation and regression techniques, they examined variable relationships and tested their hypotheses. Quantitative methods, ensured that findings were solid, repeatable, and useful for making data-driven suggestions focusing and strengthening the validity and reliability of the results.

3.2 Sampling and Data Collection

The research used a quantitative survey design to systematically investigate factors that contribute to the inclusion of foreign languages in business programs examining faculty members that were actively engaged in curriculum development and strategic planning. In conducting the study, a convenience sample of 100 academics involved in curriculum development and strategic planning was utilized to obtain an informed perspective on the integration of disciplines. The use of a sample of this size was deemed reasonable enough considering the exploratory nature of the study in the higher education system of the Bahamas. While a power analysis was not performed, the use of 100 respondents corresponds with recommendations from other quantitative surveys.

Purposive sampling was used to gain a perspective on the strategic orientation, curriculum integration practices, faculty attitudes and competencies, resource allocation, and overall effectiveness of interdisciplinary integration. All the items that made up the survey instrument were structured, closed-ended items with a five-point Likert Scale, which enabled the measurement of perceptions and practices of all participants and allowed for a rigorous statistical analysis of the relationships between variables. To ensure the data collected were valid and reliable, the survey was pre-tested for refinement using a pilot study to clarify, check for internal consistency, and to increase reliability.

A series of measures were taken during the survey process to reduce possible sampling bias. To minimise social desirability effects, questions were worded carefully to avoid positive or negative leading language and respondents were assured of anonymity and confidentiality. The survey was structured and used a standardized Likert scale, which kept the responses consistent and precluded variation in the responses because of interpretation. Additionally, the pilot study helped to identify and correct ambiguous or confusing items which otherwise would have added to the bias. These measures increased the objectivity of the responses and created a solid, data-driven base for hypothesis testing and for formulating evidence-based recommendations for the integration of higher education curriculum. Moreover, approval for the research study was obtained from the IRB to ensure that all ethical considerations were observed during the entire procedure. Informed consent from participants was sought before they completed the survey, confidentiality was ensured, and it was made clear to them that they had the option to drop out of the study at any point without facing repercussions.

3.4 Data Analysis

The quantitative data was analysed by SPSS to explore the factors affecting the effectiveness of interdisciplinary integration in higher education. Descriptive statistics, reliability test, correlation test, and multiple regression were conducted, giving a thorough insight into patterns and predictive relationships between the variables. Descriptive statistics calculated the central tendencies and variability of the data on Institutional Strategic Orientation, Curriculum integration practices, Faculty attitude and competence, Resource and administrative support, and Effectiveness of Interdisciplinary integration, which enabled easy interpretation of the overall trend of the sample. Cronbach's alpha was used to check internal consistency for all measurement scales, which guaranteed the reliability of measurements of the constructs. The correlation analysis was used to determine the strength and direction of the relationship among variables, and to identify significant positive relationships that drove subsequent analysis. Multiple regression provided a measure of the relative influence of independent variables on the dependent variable, with establishment of which of the independent variables were most significant in predicting effective interdisciplinary integration.

4.RESULTS

4.1 Demographics

Figure 2: Demographic Profile of Respondents

Variable	Category	Frequency	Percentage (%)
Gender	Male	68	68
	Female	32	32
Age	Up to 25	5	5
	26–30	29	29
	31–35	33	33
	36–40	28	28
	40+	5	5

In terms of demographics, 68% of the respondents were male, whereas females comprised just 32% of the respondents, implying a considerable gender bias among them. Majority of the participants belonged to the age group 26–40, with 33% being 31–35 years old, which was the largest age cohort. Participants who were 26–30 years old and 36–40 years old followed this age cohort, comprising 29% and 28% of the total respondents, respectively. The least number of participants were below 25 and above 40 years of age, comprising only 5% of the sample size. The finding shows that the research leans towards what mid-career individuals think, assuming getting real-world experience. With this make-up, the results likely reflect views of individuals heavily involved in both professional and academic circles highlighting those pushing interdisciplinary integration efforts in their workplaces and classrooms.

4.2 Reliability Analysis

Figure 3: Reliability Analysis

Variable	Number of Items	Cronbach's Alpha
ISO	3	0.763
CIP	3	0.702
FAC	3	0.876
RAS	3	0.923
EII	3	0.920

According to the reliability analysis, all constructs of this research are characterized by high internal consistency and can be considered reliable for further analysis. The reliability coefficient for Institutional Strategic Orientation (ISO) was equal to 0.763, meaning that there was sufficient agreement between the scale items when measuring institutional strategy. The level of reliability of Curriculum Integration Practices (CIP) was slightly lower and amounted to 0.702, still remaining acceptable for analysis of curriculum-related practices. Faculty attitude and competence (FAC) were also characterized by high reliability, with Cronbach's alpha of 0.876. Finally, Resource and Administrative Support (RAS) had extremely high reliability equal to 0.923. The Effectiveness of Interdisciplinary Integration (EII) also came in with a great reliability score of 0.920, showing reliable assessment of how well the curriculum initiatives worked. The findings from the analysis confirm that the scales can be validly used in later statistical tests.

4.3 Correlation Analysis

Figure 4: Correlation Matrix

	ISO	CIP	FAC	RAS	EII
ISO	1	0.348**	0.674**	0.456**	0.229*
CIP	0.348**	1	0.247*	0.208*	0.330**
FAC	0.674**	0.247*	1	0.618**	0.433**

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RAS	0.456**	0.208*	0.618**	1	0.399**
EII	0.229*	0.330**	0.433**	0.399**	1

Note: $p < 0.01$, * $p < 0.05$

Correlation analysis results show a significant positive correlation between the key variables analyzed for this investigation since all of them have been proven to be interconnected and influence the process of interdisciplinary integration. First, Institutional Strategies Orientation (ISO) had shown a significant positive relationship with faculty attitude and competence (FAC) ($r = 0.674$, $p < 0.01$), which means that the presence of specific institutional strategies priorities leads to increased involvement of the faculty members and their ability to work together effectively while developing interdisciplinary curricula. Second, ISO was also found to positively correlate with resource and administrative support (RAS) ($r = 0.456$, $P < 0.01$) and curriculum integration practices (CIP) ($r = 0.348$, $p < 0.01$). Finally, a weak but still positive relationship between ISO and effectiveness of interdisciplinary integration (EII) ($r = 0.229$, $p < 0.05$) shows that ISO by itself influences EII but even more effectively alongside with other factors mentioned above.

Practices in curriculum integration (CIP) exhibited positive correlations with EII ($r = 0.330$, $p < 0.01$) and some associations with FAC ($r = 0.247$, $p < 0.05$) and RAS ($r = 0.208$, $p < 0.05$). This finding suggests that a systematic approach to curriculum plays an important role in achieving successful interdisciplinary integration but is also influenced to some extent by the participation of faculty members and institutional involvement. The variables related to faculty attitude and competence (FAC) significantly showed a positive correlation with RAS ($r = 0.399$, $p < 0.01$), suggesting that having adequate resources and support systems facilitates positive results from such programs. These findings altogether suggest a web of interrelationships between curriculum development, faculty competence, and institutional involvement in achieving effective integration.

4.4 Regression Analysis

Figure 5: Regression Analysis

Predictor	B	Std. Error	Beta	t	p
Constant	1.499	0.413	–	3.629	0.000
ISO	-0.207	0.115	-0.218	-1.798	0.075
CIP	0.326	0.113	0.268	2.894	0.005
FAC	0.362	0.124	0.388	2.921	0.004
RAS	0.199	0.108	0.203	1.835	0.070

Model Summary: $R = 0.536$, $R^2 = 0.288$, Adjusted $R^2 = 0.258$, $F = 9.593$, $p = 0.000$

Regression analysis was conducted on the variables institutional strategic orientation (ISO), Curriculum Integration Practices (CIP), faculty Attitude and Competence (FAC), and resource and Administrative support (RAS) in relation to the effectiveness of Interdisciplinary Integration (EII). The whole regression analysis was statistically significant with $F(4,95) = 9.593$, $p = 0.000$.

This means that the set of predictors used accounted for considerable variance on the effectiveness of integration. From the predictors used, faculty Attitude and Competence (FAC) was statistically significant with $p = 0.004$. This implies that faculty engagement and competence plays an important role in determining EII.

Curriculum integration practices (CIP) also had p-value of 0.005 implying that CIP has a considerable impact on EII. Finally, institutional strategic orientation (ISO) had p-value of 0.075 implying that ISO does not have a statistically significant impact on EII in the specified model. This suggests that ISO may influence integration indirectly, potentially through mediating or moderating variables such as faculty competence or administrative support, resource and administrative support (RAS) also showed a non-significant p-value of 0.070, implying that while RAS may facilitate integration, its independence effect is limited when controlling for CIP and FAC.

5. DISCUSSION

The study aimed to explore the factors that affect the use of foreign languages in business programs in higher education institutions, such as institutional strategy, integration into the curriculum, attitude and competence of teaching staff, and resource and administrative support, and how each of these factors relates to the effectiveness of interdisciplinary integration. The analysis showed that there was no direct effect of Institutional Strategic Orientation (H1) on integration, which meant that the hypothesis could be partially accepted, consistent with the results of Robertson (2025) and Yang (2025), who stated that strategic plans are not enough for achieving effective curriculum results.

Structured curriculum design and proactive and competent faculty are crucial to the successful integration of the curriculum, which was fully supported by the curriculum integration practices (H2) and faculty attitude and competence (H3). In this study, the above results tend to agree with Sampaio, Régio, and Morgado (2021), Hutton (2025), and Ikpuri (2023). The Resource and Administrative Support (H4) indicated a positive tendency that was statistically insignificant and aligned with the studies done by Abdul-Majied, Kinkead-Clark, and Burns (2022) and Franco et al. (2019), which focused on the positive but not necessarily determinant effect of institutional resources. The significance of ISO in Curriculum Integration Practice is very high and has moderate influence on Resource and Administrative Support according to Veseli, Hasanaj, and Bajraktari (2025) and Alshammari et al. (2024). Results indicate that strategic orientation helps with planning and resource coordination, but complementary factors are needed to make a significant difference to interdisciplinary integration.

Mediating and moderating analyses also showed specific relationships. School Facilities, Faculty Attitudes, and Competence were confirmed as important mediators between Curriculum Integration Practices and the effectiveness of curricular integration (H7), with previous research by Sampaio et al. (2021) and Ikpuri (2023) suggesting that faculty involvement was a key component in the implementation of curricular efforts. Resource and Administrative Support was partially supported as a moderator (H8), suggesting that having adequate resources and administrative facilitation to support curriculum integration positively influences the outcomes of curriculum integration, but is not enough to lead to effectiveness alone, which aligns with the findings of Veseli et al. (2025) and Franco et al. (2019). These analyses point to the fact that interdisciplinary integration is a multi-faceted process – faculty engagement makes it a reality, and institutional strategy and resources enable it, but are not primary drivers. The lower direct impacts of ISO (H1) and RAS (H4) highlight the need for more than just structural or structural provisions and the involvement of faculty, in line with the findings of Robertson (2025) and Ahmad (2024) that showed the importance of human and organizational dynamics. The overall findings suggest that hypotheses about faculty competence and curriculum practice were accepted, while hypotheses based on strategy and resources received partial or weak acceptance.

As per implications, the institutions that need to improve the integration of disciplines, faculty development programs, curriculum development, and cross-departmental collaboration mechanisms are key areas of focus that can lead to measurable learning outcomes if they are strategic choices. Institutional strategic orientation and administrative support still need to be there, but they work best in partnership with faculty involvement and well-used curriculum practices, discussed above, with a focus on a comprehensive program design. Policymakers and administrators need to understand that interdisciplinary outcomes will not occur if resources and strategic plans are not used, if faculty buy into it, and if there is not a continuous process of curriculum evaluation. There is a need for institutions to integrate strategy, curriculum, and faculty capacity to produce graduates who are linguistically proficient and with professional preparation to support employment, institutional image, and The Bahamas's economic development.

The results are also instructive for the development of evidence-based policy, resource allocation, and

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leadership in higher education, as sustainable curriculum changes in response to the local and global needs of the workforce. The study aimed to explore the factors that affect the use of foreign languages in business programs in higher education institutions, such as institutional strategy, integration into the curriculum, attitude and competence of teaching staff, and resource and administrative support, and how each of these factors relates to the effectiveness of interdisciplinary integration. The analysis showed that there was no direct effect of Institutional Strategic Orientation (H1) on integration, which meant that the hypothesis could be partially accepted, consistent with the results of Robertson (2025) and Yang (2025), who stated that strategic plans are not enough for achieving effective curriculum results.

Structured curriculum design and proactive and competent faculty are crucial to the successful integration of the curriculum, which was fully supported by the curriculum integration practices (H2) and faculty attitude and competence (H3). In this case, these findings support Sampaio, Régio, and Morgado (2021), Hutton (2025), and Ikpuri (2023). The Resource and Administrative Support (H4) showed a positive trend that was not statistically significant, consistent with Abdul-Majied, Kinkead-Clark, and Burns (2022) and Franco et al. (2019), who highlighted the positive, but not determinative, role of institutional resources. The influence of ISO on Curriculum Integration Practices is highly significant, and it moderately influences Resource and Administrative Support, which is consistent with Veseli, Hasanaj, and Bajraktari (2025) and Alshammari et al. (2024). Results indicate that strategic orientation helps with planning and resource coordination, but complementary factors are needed to make a significant difference to interdisciplinary integration.

Mediating and moderating analyses also showed specific relationships. School Facilities, Faculty Attitudes, and Competence were confirmed as important mediators between Curriculum Integration Practices and the effectiveness of curricular integration (H7), with previous research by Sampaio et al. (2021) and Ikpuri (2023) suggesting that faculty involvement was a key component in the implementation of curricular efforts. Resource and Administrative Support was partially supported as a moderator (H8), suggesting that having adequate resources and administrative facilitation to support curriculum integration positively influences the outcomes of curriculum integration, but is not enough to lead to effectiveness alone, which aligns with the findings of Veseli et al. (2025) and Franco et al. (2019). These analyses point to the fact that interdisciplinary integration is a multi-faceted process – faculty engagement makes it a reality, and institutional strategy and resources enable it, but are not primary drivers. The lower direct impacts of ISO (H1) and RAS (H4) highlight the need for more than just structural or structural provisions and the involvement of faculty, in line with the findings of Robertson (2025) and Ahmad (2024) that showed the importance of human and organizational dynamics. The overall findings suggest that hypotheses about faculty competence and curriculum practice were accepted, while hypotheses based on strategy and resources received partial or weak acceptance.

As per implications, the institutions that need to improve the integration of disciplines, faculty development programs, curriculum development, and cross-departmental collaboration mechanisms are key areas of focus that can lead to measurable learning outcomes if they are strategic choices. Institutional strategic orientation and administrative support still need to be there, but they work best in partnership with faculty involvement and well-used curriculum practices, discussed above, with a focus on a comprehensive program design. Policymakers and administrators need to understand that interdisciplinary outcomes will not occur if resources and strategic plans are not used, if faculty buy into it, and if there is not a continuous process of curriculum evaluation. There is a need for institutions to integrate strategy, curriculum, and faculty capacity to produce graduates who are linguistically proficient and with professional preparation to support employment, institutional image, and The Bahamas's economic development. The results are also instructive for the development of evidence-based policy, resource allocation, and leadership in higher education, as sustainable curriculum changes in response to the local and global needs of the workforce.

6.CONCLUSION

The study found that faculty competence and structured practices of integrating a foreign language into business programs in Bahamian higher education have a major influence on effectiveness. Enabling conditions such as institutional strategic orientation, support, and administrative commitments are crucial but insufficient to ensure successful interdisciplinary outcomes. From the analyses conducted using the quantitative method, the findings indicate that attitudes and competence of the faculty act as mediators between the curriculum practice and its effectiveness. This implies the need for human resource development in achieving strategic and curricular goals. Additionally, the study indicated the presence of a direct influence of curriculum integration practice that shows the influence of curriculum integration on positive results with respect to having effective designs and coherent curricula. To conclude, based on the research, it is clear that the success of curriculum integration depends on the combination of factors that include faculty participation, strategic management, coherence of curriculum, among others.

6.1 Limitations

There were several limitations in the study that limit the generalizability of the findings. The sample was limited to faculty members actively involved in curriculum development, which may have resulted in selection bias and may not have accurately captured the views of all faculty. Second, the study was conducted through self-report questionnaires, which could be affected by social desirability and the individual's interpretation of the questions. Third, the findings are only applicable to the Bahamian higher education context because of the emphasis on higher education in the Bahamas. Lastly, various statistical analyses were used, but the cross-sectional design limits the possibility of causal inferences being drawn between institutional, faculty, and curriculum factors and the effectiveness of the interdisciplinary integration.

6.2 Future Implications

The results of this research offer possibilities for further study and application in higher education. Faculty development programmes that improve pedagogical competence, and skills in interdisciplinary collaboration should be emphasized, with an effective operationalization of curriculum integration. Strategic planning processes need to be streamlined to help foster a congruence between institutional goals, curriculum design and faculty engagement, and administrative structures need to be strengthened to ensure provisions for resources and support mechanisms that contribute to sustainable integration. A longitudinal design could be used in future research to determine how interdisciplinary effectiveness changes over time, and a second survey of students for their perceptions of learning outcomes could be used to obtain a more complete picture of their learning. Comparative analysis of both countries and institutional types could further orient to the contextual factors that affect the success of integration. Furthermore, empirical research on specific interventions, for example; cross-departmental workshops or co-teaching programs, would give evidence of best practices.

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