

**IMPACT OF INTERNATIONAL STUDY
PROGRAMS ON HIGHER EDUCATION IN
PAKISTAN**



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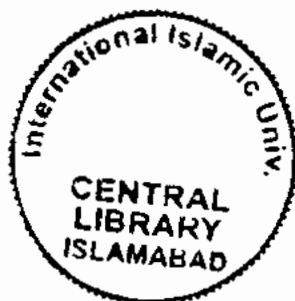
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**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD-PAKISTAN
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PAKISTAN**



Asma Gul

115-FSS/PHDEDU/S14

**A thesis submitted in partial fulfillment of the requirements for the award of Degree
of Doctor of Philosophy (PhD) in Education**

**DEPARTMENT OF EDUCATION
FACULTY OF SOCIAL SCIENCES
INTERNATIONAL ISLAMIC UNIVERSITY
ISLAMABAD-PAKISTAN**

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APPROVAL SHEET

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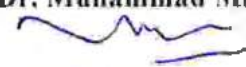
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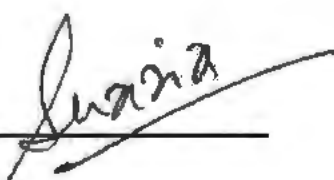
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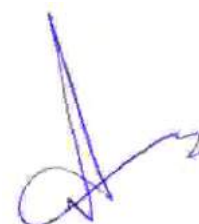


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AUTHOR'S DECLARATION

It is hereby declared that the author of the study has completed the entire requirement for submitting this research work in partial fulfillment for the degree of Ph.D. Education. This thesis is in its present form, is the original work of the author except those which are acknowledged in the text. The material included in the thesis has not been submitted wholly or partially for the award of any other academic certification than for which it is being presented.




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SUPERVISORS' CERTIFICATE

It is certified that the contents and format of the thesis titled "**Impact of International Study Programs on Higher Education in Pakistan**" submitted by **Ms. Asma Gul** Registration No: 115-FSS/PHDEDU/S14 has been found satisfactory for the requirements of the degree of **Doctor of Philosophy in Education**.

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DEDICATION

This research is dedicated to my parents, Mr. & Mrs. Gul Hassan Khan,
and Taya Abbu, Haji Gohar Zameer Khan, because they made it possible
for me to become what I am today

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All thanks and praises are for Allah, the Most Gracious, the Most Merciful. Nothing was there when He was; nothing will be there when He will be. He is the beginning. He is the end. All praises be to Him for granting the knowledge and skill to the researcher in the completion of this research study.

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ABSTRACT

Internationally accepted academic practices have been observed very recently due to students' exchange and scholarship programs. This phenomenon has led to the internationalization of higher education in different countries of the world. The current study explored the impact of international study programs in the internationalization of higher education at the university level in Pakistan. The internationalization of Higher Education has been explored from teachers' pedagogical, classroom management practices, and research skills. The objectives for this study were; to explore the pedagogical experiences of the graduates of International study programs; to explore the research skills of the graduates of international study programs; to explore the classroom management skills of the graduates of international study programs, and to explore the impact of international study programs on the internationalization of higher education. Null hypotheses were formulated and were tested based on the collected data from the sample group. Furthermore, an exploratory sequential research design was followed to collect the qualitative data through interview protocols, and based on its emerged themes; two questionnaires were developed for teachers (Graduates of international study programs) and their students. The total (1551) respondents constituted the population, including the Fulbright, Erasmus Mundus, and IRSIP-HEC program graduates working in Pakistani universities. Through stratified random sampling techniques, 358 international study graduates teaching in universities of Pakistan and their 452 students were selected for the study's quantitative phase. The sample group data were collected through interview protocols and two separate questionnaires (Teachers and Students). The interview protocols were validated through experts' opinions (Content Validity), and data were collected from seventeen respondents for the qualitative phase of the study. Furthermore, the questionnaires were pilot studied (teachers 32 and students 40), and the reliability coefficient for both questionnaires was calculated (Teachers' questionnaire $\alpha = .965$ and students' Questionnaire $\alpha = .873$), which showed that both the instruments were reliable. Similarly, through expert opinions, the content validity of both questionnaires was ensured. After finalizing the questionnaires, the data were collected and analyzed following SPSS software by applying descriptive statistics frequencies, percentage, Mean scores, standards deviations, and inferential statistics of ANOVA and chi-square tests to test the research hypotheses of the study. Furthermore, the qualitative data collected through interviews were analyzed through the thematic analysis method. The results illustrated that the graduates of international study programs have highly significant academic experiences during their stay abroad, and they were satisfied with their international study programs. They believed that they have gone through modern pedagogical practices with appropriate ICT integration in the teaching-learning processes. Furthermore, they also agreed that the research culture, highly skilled professors' supervision, advanced experimental equipment, software, and innovative research techniques had enhanced their research skills. The respondents were also satisfied with their classroom management experiences. They find the classroom seating, available learning facilities, and the social and emotional support for students

distinctive compared to their home countries. The results further showed that these international study programs have a significantly positive impact on the internationalization of higher education in Pakistan. Based on the study results, it was recommended that the HEC of Pakistan further strengthen these ties to provide maximum opportunities to the students of Pakistan and take full benefits from the graduates of these programs. Likewise, universities' educational leadership is recommended to support the graduates of international study programs to internalize their academic experiences at the institutional level, which will pave ways for quality and international standards of academics. Furthermore, these acts will also enable the universities to secure placement among internationally ranked universities.

Keywords:

Internationalization of Higher Education, International Study Programs, Exploratory Sequential Research Design, Innovative Research Techniques, Classroom Management Experiences

TABLE OF CONTENTS

List of Figures	vii
List of Tables	viii
List of Abbreviations	ix
CHAPTER I	1
INTRODUCTION	1
1.1 Background of the Study	1
1.2 Rationale of the Study	3
1.3 Statement of the Problem	4
1.4 Objectives of the Study	5
1.5 Research Hypotheses	5
1.6 Significance of the Study	6
1.7 Delimitation of the Study	7
1.8 Conceptual Definitions	8
1.8.1 Internationalization of Higher Education	8
1.8.2 Academic Mobility	8
CHAPTER 2	9
LITERATURE REVIEW	9
2.1 Introduction	9
2.2 Higher Education in Pakistan	11
2.3 Challenges Faced in the Higher Education of Pakistan	20
2.4 Significance of Higher Education in Pakistan	27
2.5 International Study Programs	36
2.6 Internationalization of Higher Education in Pakistan	49
2.7 Academic Experiences and Internationalization of Higher Education	59
2.8 Impact of Pakistani Students on the Higher Education of Pakistan	67
2.9 Challenges Faced by Pakistani Students in Gaining Higher Education	73
2.11 Pedagogical Experiences of Foreign Graduates in the Internationalization of Pedagogical Practices in Higher Education	75
2.12 Classroom Management Skills in Institution of Higher Education	83
2.13 Academic Experiences of Graduates who Studied in Different International Study Programs	91
2.14 Theoretical Framework	99
2.15 Chapter Summary	101

CHAPTER 3	105
RESEARCH METHODOLOGY	105
3.1 Research Design	105
3.2 Research Paradigm	106
3.3 Research Methodology	108
3.4 Population of the Study	108
3.5 Sample Group and Sampling Techniques	109
3.6 Research Instruments	112
3.6.1 Interview Protocols	112
3.6.2 Questionnaire for Teachers	113
3.6.3 Questionnaire for Students	114
3.7 Pilot Study	114
3.7.1 Validity	115
3.7.2 Reliability	116
3.8 Data Collection	117
3.9 Data Analysis and Interpretation	119
3.10 Ethical Deliberation	120
CHAPTER 4	121
DATA ANALYSIS	121
4.1 Qualitative Data Analysis	121
4.1.1 Results from Question No. 1	122
4.1.2 Results from Question No. 2	123
4.1.3 Results from Question Nos. 3 and 4	124
4.1.4 Results from Question Nos. 5 and 6	126
4.1.5 Results from Question Nos. 7 and 8	128
4.1.6 Results from Question Nos. 9 and 10	130
4.1.7 Results from Question Nos. 11, 12 and 13	131
4.1.8 Results from Question No. 14	133
4.2 Quantitative Data Analysis	134
4.2.1 Demographic Information of the Respondents	134
4.3 Integration of Qualitative and Quantitative Results	161
4.3.1 Academic Experiences and Practices	161
4.3.2 Pedagogical Experiences and Practices	162
4.3.3 Research Experiences and Practices	163
4.3.4 Classroom Management Experiences and Practices	164
4.4 Chapter Summary	166

CHAPTER 5	167
SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS	167
5.1 Summary	167
5.2 Findings	169
5.3 Discussion	176
5.4 Conclusions	181
5.5 Recommendations	185
5.6 Recommendations for Future Researchers	188
REFERENCES	189
APPENDIX A	210
INTERVIEW PROTOCOLS	210
APPENDIX B	212
Teachers' Questionnaire	212
APPENDIX C	214
Students Questionnaire	214
APPENDIX D	216
LIST OF EXPERTS	216

List of Figures

Figure 2.1	Outbound Mobile Students	98
Figure 4.1	Motivational Factors to opt these programs.....	122
Figure 4.2	Academic Experiences of graduates in the host country	123
Figure 4.3	Pedagogical experiences of graduates	124
Figure 4.4	Graduates experiences about research skills development	126
Figure 4.5	Graduates experiences about classroom management skills	128
Figure 4.6	Best experiences during their stay abroad	130
Figure 4.7	Respondents perceptions about the Impact of International Study Programs required to support and to confront challenges	131
Figure 4.8	Internationalization of University Education	133

List of Tables

S. No	Tables	P. No
3.1	Proportion sample sizes of the selected groups	111
3.2	Teachers' Questionnaire construct-wise and overall reliability co-efficient	119
3.3	Teachers' Questionnaire construct-wise and overall reliability co-efficient	120
4.1	The demographic information of interviewers	121
4.2	Respondents (graduates) opted international study programs and their academic disciplines	134
4.3	Respondents (graduates) stay duration and their professional positions	134
4.4	Respondents (graduates) visited countries pursuing their studies abroad	135
4.5	Respondents' academic experiences during their studies abroad programs	137
4.6	Respondents' Pedagogical experiences during their studies abroad programs	141
4.7	Respondents' Research skills development during their studies abroad programs	144
4.8	Respondents' Classroom Management skills during their studies abroad programs	147
4.9	Impact of international study programs on the academic practices at university level	149
4.10	Impact of international study programs on the pedagogical practices at university level	152
4.11	Impact of international study programs on the research skills development of teachers at university level	155
4.12	Impact of international study programs on the classroom management skills of teachers at the university level	158

List of Abbreviations

GDP	Gross Domestic Product
HEC	Higher Education Commission
HEIs	Higher Education Institutions
IRSIP	International Research Support Initiative Program
UNESCO	United Nations Educational, Scientific and Cultural Organization
USAID	United States Agency for International Development

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

The present global structure calls for the interaction among societies at different levels, and the international flow of knowledge is a part of that. In the past two decades, internationalization has emerged as a separate field of study, research, and higher education practice (Wit, 2020). International collaborations through international study programs in higher education enhance the process of internationalization in higher education (Yang, 2002). Countries of the world have initiated various international study programs for such purposes. The concept of internationalization of higher education is an increase of cross-border educational, research, and collaborative activities that are a source of reformation of home-institution academic settings (Teichler, 2004). Although internationalization was specifically linked to international programs, it is currently a more complex and continuous process, including strategic ventures and more global connotations. Higher education's internationalization has different dimensions, including students, faculty, curriculum, international networking, and teamwork.

Regarding the student-dimension, international study programs help students engage with other advanced societies of the world directly. Even though internationalization refers to various activities, the international study program among different states is crucial. In other words, participating in international studying programs is one way of internationalization of higher education (ILELEJI, 2009).

International study programs and their related aspects are an essential dimension of Internationalization in higher education (Schwald, 2012). Stilianos et al., (2013)

stated that International study programs provide opportunities for students to gain experiences in different educational systems and be involved in other learning processes. Through a lifelong association with the international educational community, they are better positioned to do research and impart education. Apart from the other aspects, the most critical aspect is the academic aspect of students' lives. It includes their experiences in pedagogical, research, curriculum, policy matters, and classroom management skills. Students who benefited from international study programs found themselves changed when they had not studied abroad and considered it the most foundational changes. European Commission in their studies exchange students expressed similar feelings and defined their experience as "life-changing," "turning point," "experience of a lifetime," "eye-opening," "horizon-broadening."

Similarly, the experience of return graduates of international study programs in different jurisdictions was found to be positive and encouraging as they considered it a lifelong learning experience. Stilianos et al., (2013) stated that lifelong learning is vital in the competitive knowledge economy environment. It reflects the understanding and internationalization of education in the lives of graduates. Furthermore, their experiences in different world settings, advanced countries contribute positively and holistically in their lives.

Higher education's internationalization is a relatively new phenomenon, but as a concept, it is broad, varied, and an old concept. Over the last 30 years, the European programs for research and education, particularly the ERASMUS program and research programs like the Marie Curie Fellowships, have been the glide for a broader and more strategic internationalization approach to education in Europe. They have been an example for institutions, nations, and regions in other parts of the world. The internationalization of higher education has been influenced by the globalization of our

economies, societies, and the increased importance of knowledge. It is driven by a dynamic and continually evolving combination of political, economic, socio-cultural, and academic rationales (Aspridis et al., 2013).

Since 2002, the paradigm shift in Pakistan's higher education has also channeled educational activities towards higher education's internationalization. This accelerated the international study programs for Pakistani students and faculty members in the higher education of Pakistan. For this purpose, different international study programs such as Faculty Development Scholarship and others in collaboration with partners were initiated by Pakistani universities, sponsored by the Higher Education Commission (HEC) of Pakistan and its allied partners. Through these programs, a considerable amount of money has been spent on it. Furthermore, an enormous number of scholars have been graduated through these programs and are placed in the HEIs of Pakistan. However, there is very little empirical evidence of its impact on the internationalization of higher education in Pakistan that has been identified as a study gap and a significant research question for the researcher that what is the actual impact/return of these programs on the internationalization process of the HEIs educational activities? Therefore, this study was designed to probe this area through the scientific method to collect empirical evidence about the selected research area.

1.2 Rationale of the Study

In today's world, we need to compete globally, and expertise in knowledge and skills are not sufficient to do so successfully. To meet the demands of international experiences in the job market's competitive environment, students increasingly participate in international study programs (Zajda, 2015). Studies have found that study-abroad programs can increase graduates' pedagogical, classroom management, and research skills (Hacker & Umpstead, 2020). International study programs bring

people from different nations together, and this interaction must generate a sense of understanding and goodwill between the participants and their hosts (Assaf et al., 2019). It is expected that participants have to gain the foreign language fluency and academic experiences while being in an international institution of higher education. It also works as an avenue to make global citizenship, academic capitalism, and co-research activities enlistment.

Approximately all the countries are spending a significant amount on sponsoring students' educational activities in advanced countries of the world. Different organizations and states initiate different programs for this purpose to support students' and faculties' educational exposure and experiences in the world's advanced countries. One of the main objectives of such programs is to bring the international community together. Therefore, this research intends to explore the impact of different international study programs on the internationalization of higher education in Pakistan. Furthermore, graduates' experiences from an academic point of view that is pedagogical skills, classroom management, and the domain of research skills are to be explored.

1.3 Statement of the Problem

International study programs are supposed to contribute to the internationalization of education by sharing experiences, accumulating and adapting to cultural diversity, and eradicating/minimizing ethnic, gender, and other types of discrimination among human beings throughout the world. Among all these, one aim while participating in these international study programs is to bring and utilize the exposures of the international study programs graduates to their native countries, which may contribute to the internationalization of their higher education's practices (Busemeyer et al., 2018; Mike Schmoker, 2018). Based on these beliefs, this study intended to explore the impact of selected international study programs (Erasmus

Mundus, USAID Fulbright Scholarship, HEC International Research Support Initiative Program) Pakistani graduates on the quality of higher education in Pakistan. It is essential to find out how the impact can be further enhanced? The study was also undertaken to explain the effectiveness of these programs from the perspective of teachers' pedagogical classroom management and research skills.

1.4 Objectives of the Study

The objectives of the study were as follows;

1. To explore the academic experiences of graduates who studied abroad and the impact of these experiences on the internationalization of higher education in Pakistan
2. To explore the pedagogical experiences of foreign graduates in the internationalization of pedagogical practices in higher education in Pakistan
3. To discover the research experiences of graduates as a result of the internationalization of research practices in higher education in Pakistan
4. To analyze the perceptions of graduates of international study programs' regarding the improvement of classroom management skills in the institutions of higher education in Pakistan
5. To compare the academic experiences of graduates who studied in different international study programs

1.5 Research Hypotheses

The researcher, with the consultation of the research supervisor, formulated the following research hypotheses, which were tested based on quantitative analysis for the collected data through a research questionnaire;

- H₀₁ There is no significant impact of graduate's academic experiences on the internationalization of Higher Education in Pakistan.
- H₀₂ There is no significant impact of graduate's pedagogical experiences of internationalizing the standards.
- H₀₃ There is no significant impact of graduate's research experiences in internationalizing research practices in higher Education of Pakistan
- H₀₄ There is no significant impact on graduates' experiences in improving class management skills in Higher education of Pakistan.

1.6 Significance of the Study

The results of this study may be equally beneficial for students, scholars, faculty members, and program administrators alike as;

- It may be beneficial for higher education authorities by enhancing impacts on the human resources and negotiating bilateral research and study cooperation MOUs.
- It may be fruitful for policymakers by highlighting the linkage between researchers and scholars of the local and international institutions of higher education.
- It may be beneficial for future researchers as this study's results may provide a baseline for further research on this topic in some other programs.
- After returning to their home country, students' satisfied expectations may provide a smoother transition and improve the academic success of the program's intent. Besides, identifying the impacts and how the international study would change expectations could enable institutions to provide good opportunities to returnees.

1.7 Delimitation of the Study

There are many international study programs launched by different states and donor agencies with multiple purposes. The most common elements of these international study programs are to bring together the intellects from across the world to promote their culture and education system. In Pakistan such programs which have common characteristics from the perspective of academics were the part of this study. But due to the time and resource constraints of the research, the study was delimited to;

1. Erasmus Mundus, USAID Fulbright Scholarship, HEC International Research Support Initiative Program (IRSP)
2. The Ph.D. and MS/ M. Phil graduates who returned to Pakistan and are serving in home institutions after completing their studies under the above-mentioned international study programs
3. The graduates of international study programs who completed the program between 2005 to 2015

The study was delimited to the said programs because of the following reasons:

- ERASMUS MUNDUS caters to different European countries, which gives a diversified experience, interpersonal skills, self-confidence, and intercultural understanding.
- IRSIP targets the top two hundred universities located in different regions of the world, which gives international exposure and imparts high-quality research, pedagogical, and classroom management skills.
- FULBRIGHT graduates are getting experience in a technologically advanced state where graduates are provided with outstanding research and learning facilities and environment.

1.8 Conceptual Definitions

1.8.1 Internationalization of Higher Education

It is described as 'the process of integrating an international, intercultural and global dimension into the goals, teaching/learning, and research and service functions of a university or higher education system.' Internationalization emphasizes the relationship between and among nations, people, cultures, institutions, systems, while globalization stresses the concept of the global flow of an economy, ideas, culture, etc.,(Van der Wende, 2010).

1.8.2 Academic Mobility

It refers to individuals' moving for education for a certain period to another educational institution (home state or abroad) to study, teach, or research (Fahey & Kenway, 2010).

CHAPTER 2

LITERATURE REVIEW

2.1 Introduction

The following chapter encompasses the review of the existing literature concerning the research topic. As a result of the growing number of students opting for international study, it has attracted research. However, there are limited studies conducted on the internationalization of higher education in Pakistan and even fewer studies on the impact of international study programs on Pakistan's students and faculty members. The primary concern for Pakistan's policymakers is the phenomenal increase in the outbound students' ratio compared to inbound students' declining trend. Policymakers entrusted with the task of elevating the status of higher education in Pakistan in line with the international standards, found themselves in a difficult situation because of the lack of data and research in this area. In today's modern economy, the Internationalization of higher education is now the top priority of different universities, as it is considered an effective way to improve the quality of education. Moreover, in the modern world, globalization has transformed the higher education system, as it has now been considered one of the significant parts of international trade policies. According to Zakaria et al., (2016), in most countries, the demand for professional training and international education is increasing, as the report of UNESCO also indicates that the movement of students to get international education increases from 2.1 million to 3.4 million students in the years 2002 to 2010. Therefore, the increasing demand for higher education exerts more pressure on higher education institutions to attract international students and get the benefit of the experience from the returning faculty members benefiting from different international study programs.

Therefore, this chapter intended to provide comprehensive details about the study's different aspects and build a strong foundation for this research to achieve the study's main objectives.

However, the purpose of this chapter is to extensively explain the topic of the research, which is to identify the "Impact of international study Programs on Higher Education in Pakistan." The literacy rate in Pakistan is considerably low, which is the source of major concern for the Higher Education Commission of the country. The faculty members who have left the country for higher education and enrolled in different international study programs are expected to return and improve Pakistan's higher education system. They are to be expected to share their academic experiences acquired from international institutions of higher education and the exposure to different cultures to bring the level of research and study of the national institutions of higher education at par with that of the international institutions. Furthermore, the chapter also extensively discusses the students' challenges in gaining higher education and the complexity of implementing internationalization in the higher education sector of Pakistan.

This chapter also explains the pedagogical experiences that students have gained from acquiring education from international study programs and how these programs can likely improve the students' experiences participating in the relevant study programs. Furthermore, students prefer going abroad if they get a chance to gain scholarships that lowers the international study program's fees. Basically, it is the quality of education provided and the infrastructure of the international institutions of higher education that pulls the international students to gain an education in the reputed international institutions of higher education (Javed et al., 2019). There is also a

significant need for overseas Pakistanis working with the international institutions of higher education to return to Pakistan to improve Pakistan's current education system and enhance the knowledge and curriculum that has long been practiced in its educational institutions.

2.2 Higher Education in Pakistan

Education is one of the core aspects of human rights in any nation, and higher education is essential for any nation's development (Hayward, 2015). According to the study of Riaz et al., (2017), higher education has gained recognition of an essential area for any country's economic and social development in the contemporary world. In Pakistan's context, the situation of higher education is alarming, which is not because people are lesser in values and talent compared to any other nations, but because of political imbalance and protracted colonial rule. Pakistan has an extensive higher education system with over 190 well recognized Public and Private Sector Universities; however, as per the world universities ranking of The Times Higher Education, no Pakistani university lies in the top 600 universities (Islam, 2018). Moreover, according to the study of Mahmood et al., (2015) higher education in Pakistan is expensive for the majority of the population; only a tiny segment of the population of Pakistan can attend private universities mainly for the reason of affordability. Although some universities in public and private sectors offer financial aid and scholarships, Pakistan's higher education system's current situation needs significant improvement.

Higher education holds excellent value since it is directly associated with students' future and career; therefore, the low quality of higher education is not attractive enough for the students. There is no doubt that students' entire life somehow depends upon the quality of education at a higher level as the job market is limited, and

organizations offering jobs prioritize the graduates of the institutions of high recognition. Resultantly, students of the institutions of below-average recognition are left to struggle for low-level jobs. Hayward, (2015), stated that there are numerous higher education institutions in Pakistan where teachers are not responsible, management is reckless, and the environment is below-average. These below-average institutions only make money, putting the students' future and lives at risk. Therefore, it is imperative to improve the higher education system of the country. However, Afzal et al., (2012) recognized that institutions are focusing properly on students' education by investing in them, hiring qualified and experienced faculty and management, following a proper schedule, and effectively conducting the examination. The number of such universities/institutions is either not enough, or their fee structure is beyond the common man's affordability. More of the institutions offering international quality education with affordability is needed in Pakistan so that students do not feel the need to go out of the country for higher studies.

According to Akhtar and Kalsoom, (2012), while considering an institution of higher education for admission, students take into account various aspects, the majority of which are lacking in Pakistani universities; for instance, no university in Pakistan found a place in the list of the top 600 universities of the world; this very fact points towards the need for drastic improvement in the level and culture of teaching and research in the Pakistani universities. In the modern competitive world, students do not compromise on their careers for the apparent reasons that their and their families' very future is dependent upon the quality of education they will get at the university level. This requirement can only be made possible by improving the standard of education and research in Pakistan's universities; students do not choose to risk their careers by

getting enrolled in universities with no recognition or ranking in the universities' international league. Foreign organizations may not consider graduates of the universities having no or low recognitions and ranking at the international level perceptibly for any job if, for any reason, they elect to move from the country. However, students who graduate from universities having international ranking may have a good chance of getting hired immediately. Somehow, Pakistani universities have demotivated students; therefore, they are not interested in getting enrolled in such universities and invest a considerable amount of money for nothing worthy.

Higher tuition fees charged by the universities in Pakistan by some means can be justified as long as that is worth it; therefore, students have this perception that paying to Pakistani universities is worthless, and it is better to invest at a place that can provide higher returns. Parveen et al., (2011) it is difficult for a middle-class student to pay fees of private universities in Pakistan, and on the other hand, public sector universities have an even more uncertain environment owing to the lack of priority in the scheme of the public sector functions. Families with resources prefer to get their children enrolled in international institutions of higher education, particularly students with higher grades, for the reason that by doing so, they are more likely to secure their future by getting placements in the international job market. In a research Nayyar and Mahmood, (2014) documented that students' capabilities may get compromised in local universities in Pakistan due to improper management, inefficient faculty, overcrowded classrooms, etc. Local universities are more focused on making money due to which universities get overcrowded, making it difficult for teachers to focus on each student individually, so they follow a general approach rather than specific to educate students.

As per the study Nisar, (2019), the higher education system of Pakistan poses several challenges that hinder the growth of higher education in Pakistan, which includes lack of resources, increasing population, shortage of qualified human resources, inefficient management system, overcrowded classrooms, fewer research opportunities, and most importantly political instability. In short, the structural issues within organizations are the core of the problem in the deterioration of Pakistan's higher education level. Hypothetically Higher Education Commission is an independent institution responsible for maintaining and enhancing higher education quality in Pakistan, but practically state interference is visible. According to the study of Kayani et al., (2015), HEC has made huge investments over the years for developing a higher education system by offering broad opportunities and funding for professional development both nationally and internationally. In recent years, HEC played a vital role in expanding higher education; however, they face numerous challenges in maintaining education quality. Moreover, in recent years, private and public institutions have rapidly increased, as there are around 72 Private universities and 99 Public universities in Pakistan (Rind & Qasim, 2014). Therefore, with the rapid expansion of higher education, maintaining the quality of education and unique curricula has become another major challenge for HEC.

The Higher Education Commission of Pakistan is tasked with the responsibility of developing higher education in the country. It is also responsible for the allocation of jobs to doctoral students to mitigate unemployment in the country. Even though the academicians and students in the country are expected to conduct research and development in several areas, there is still a lack of interest in pursuing higher education in the country. HEC is required to make significantly huge amounts of investments on

the country's education to improve Pakistan's education system and prevent students from leaving the country to study abroad (Rind & Qasim, 2014). Students have identified multiple issues regarding higher education in Pakistan, such as the lack of resources and the low quality of education provided by Pakistan's higher education institutions.

Furthermore, the lack of merit in Pakistan's higher education system is also identified as a source of demotivation of students to pursue higher education in the country. Individuals that are not qualified enough are admitted into reputable educational institutes, which discourages students that are qualified enough. Moreover, it is critical to suggest that political influence is also observed in the universities of Pakistan, where the educational institutes become battlegrounds for the students that are considered to be following different political agendas (S. Shah, 2010). Due to Pakistan's low economic growth, a significant segment of the population has not been able to find the international programs that can fit into their affordability bracket. Another essential aspect of higher education in Pakistan, which needs consideration, is the government's inability to offer adequate scholarships and financial support to students who are willing to pursue higher education in Pakistan.

However, on the other hand, HEC is still trying to do its best to improve the higher education system in Pakistan by bringing in certain reforms in the education sector of the country. HEC is responsible for providing the public educational institutes with e-textbooks and providing the pupils with access to online journals and articles for researching a number of fields. This initiative signifies that HEC is dedicated to promoting research and development in the country and emphasizes and supports the research work of several scholars in Pakistan (Parveen et al., 2011). Previously there

was no university in the top ranking of the world, however, due to the efforts that have been put in by the Higher Education Commission of Pakistan, educational institutes such as the National University of Science and Technology are now a member of the top 300 world higher ranking educational institutes of the world.

On the bright side regarding the higher education of Pakistan, the HEC is considered to have formed partnerships with some of the non-profit organizations such as UNESCO and USAID to support the Ph.D. scholars in the country. HEC had, therefore, had supported the Ph.D. scholars by providing them financial support to conduct their studies. Furthermore, the HEC had provided affiliations to almost fifty universities in Pakistan to provide courses or programs that are new and market-oriented (Parveen et al., 2011). The elite families of Pakistan have contributed much to the HEC in the improvement of the education system of the country and establish a strong foundation. Furthermore, it is essential to suggest that HEC is considered to bring in technological reforms in the higher educational institutions of the country by improving the conditions of the classrooms and providing projectors for education.

The academic units, which include universities, colleges, and schools until about one to two decades ago, were working under the public sector, which played an inefficient role in providing good quality education along with the nominal government fees. However, over the years, sectionalism, political interference, lack of long term policies, and materialism have become part and parcel of the public education departments. It has been stated in the research study of Andrabi et al., (2017), lack of policies and political interference has depreciated the quality of education in Pakistan. There was a gap in the education that was identified by the evening tuition academies and the private institutions of Pakistan. They tried to fill this gap, which has emerged

in order to provide quality education. However, in a mad race of making money, they further damaged the education sector of Pakistan. According to the research study conducted by Mughal et al., (2019), higher education in Pakistan was further damaged by private institutes because of their hunger to make more money. Technological advancements are necessary to be made in higher education in Pakistan. In light of the research study conducted by Mahmood et al., (2018) technological advancements are important in the higher education sector within Pakistan. By providing the facility of technology advanced teaching, the quality of education can be improved from every aspect. Currently, HEC has not been able to make technological advancements, especially in public sector universities. On the other hand, private universities in Pakistan are better as compared to government universities. Because of the low purchasing power of the people of Pakistan, the high fees of private universities make it difficult for most of the people to complete their higher education.

According to the research study conducted by Al-Gasaymeh et al., (2019), the buying power among people in Pakistan is comparatively low compared to India. This low buying power is one of the primary reasons most people in Pakistan cannot afford such an expensive education. For this purpose, there is inequality in education among the students in Pakistan. In light of the research study conducted by Ullah and Ali, (2018), the people from the upper class in Pakistani society send their children abroad for higher education. This imbalance in society makes an unequal distribution of education, and there are differences in the students. This class difference restricts most people in Pakistan to get higher education, which also creates an unequal distribution of income among the society. The higher education in Pakistan, due to its low quality, has not been preferred, and most of the higher education universities are not even

recognized globally. In the research study conducted in two of the universities of Finland Jogunola and Varis, (2019), states that the universities in Pakistan that provide higher education to the students, whether it be private or government, do not have a good reputation in the international market and are not recognized globally. The less global recognition in the global market makes it difficult for the students to find an appropriate job in the international market. This is why the people who can afford expensive education abroad prefer to study in globally recognized universities. The global recognition of these higher education universities in Pakistan is essential for the students from Pakistan to compete in the global market where the competition is intense. It has been put forward by Dess et al., (2019) the globalization has made the competition in the international marketplace much intense, and it is difficult for individuals to survive in the corporate environment.

For this purpose, the quality of education must be increased among the public and private institutions of Pakistan. In light of the research study conducted by Shah et al., (2018), the government has to take measures to increase the quality of education among the educational institutions in Pakistan. By providing quality education to the students in Pakistan, students will be more capable and will be able to compete in the international market. Moreover, providing quality education is directly linked to the country's development as these young students will be contributing to the country in the future. According to the research study conducted by Busemeyer et al., (2018), for any country, the most beneficial investment is the investment made in the educational sector because the young generation is the future of the country and is expected to serve the country. It has been stated in the research study conducted by Qazi et al., (2018), the higher education in Pakistan is declining as the expenses of education are rising.

This is why most people fail to get to the mark of higher education because there are several higher-education expenses, which makes the affordability somewhat tricky.

It is an essential matter to discuss that the HEC is still taking measures to improve the system of higher education in Pakistan by bringing in particular improvements in the country's higher education system. HEC is deliberated to offer the public institutes of education with online textbooks and provide the students with excess to online articles and journals to facilitate researchers in particular fields. In the light of the research study conducted by Parveen et al., (2011), the increased efforts of HEC towards increasing the quality of education in the country show that the HEC is concerned about the issue of the quality gap in the education sector of Pakistan. There were no universities that were recognized globally, but due to the increased efforts of HEC, there are several universities in Pakistan that have raised their standard of education following international standards. Jackson et al., (2019) expressed that there are few universities in Pakistan that have made them recognized at the global level.

Higher education in Pakistan is the provision of education that starts after grade 12, and the age bracket that is involved is between 17 to 23 years. Two sectors make up the higher education in Pakistan one are the universities or the Degree Awarding Institutes, and the others are the affiliated colleges. It is the Higher Education Commission of Pakistan's mandate to distribute the funds received from the federal government to the universities in the country. Furthermore, the HEC is also responsible for revising the curriculum for the universities in Pakistan. Higher Education Commission data confirms that there are 120 universities in Pakistan (Worldbank, 2019). The country's public universities were to be around 64, while the private universities are estimated to be 56 with a total of 321813 students.

In the years 2017-2018, the higher education budget was significantly increased, but the budget is on the lower side if compared with other countries' educational budget. According to the QS World University Ranking, only 3 Pakistani universities providing higher education in the country are known to be in the world's top 800 universities. This suggests a significant need for reforms in the higher education sector of Pakistan, and universities must gain significant recognition amongst international universities (Abdullah & Chaudhry, 2018). Moreover, it is also important to suggest that there have been recent developments to improve the quality of the higher education sector in Pakistan.

It is also important to suggest that the development of the quality of education improved in Pakistan's educational sector due to the HEC establishing the Quality Assurance Agency, which has to provide Pakistan's current educational institutes with advance and state of the art technology. Moreover, it is necessary to suggest that the HEC had also started the Tenure Track System and implemented it in Pakistan's educational sector. Furthermore, the degrees awarded to the graduates got aligned to the international norms; the curriculum was also revised and developed so that it is at par with the modern standards (Worldbank, 2019). The developments in the quality will, for sure, lead towards a brighter future for Pakistan and the individuals studying in its higher education sectors. Furthermore, the HEC had also started to provide scholarships to students from both the country's public and private sectors.

2.3 Challenges Faced in the Higher Education of Pakistan

Linking to the study put forward by S. Shah, (2010), it is critical to suggest that there is an issue of poor corporate governance in the higher education sector of Pakistan,

which poses a threat to the quality of education provided. It signifies the need for the return of the international students who had gained scholarships abroad to return to their home country to bring significant reforms in the country's educational sector. Moreover, the under-qualified people get admitted to Pakistan's universities, which does not provide a chance to the students who have gained success through merit. The higher educational institutes' organizational culture is also a problem since it causes significant ineffectiveness in these institutions (Nisar, 2019). The lack of transparency in the educational sector also poses a threat to educational institutes' credibility.

Furthermore, it is also important to suggest that due to the poor organizational culture and educational practices in the educational institutes of Pakistan, there are dire consequences such as lack of employability in the country. Moreover, if the quality and governance of the educational sector of the country are improved, then it is likely to expect that it may significantly lead to the enhancement of job opportunities. Another critical challenge to discuss, which is by the higher educational institutes of Pakistan, is that the curriculum followed in the educational institutes is old and out-dated (Nisar, 2019). The out-dated curriculum provides no benefit to the educational sector of the country, and it is evident that learning techniques have not changed.

Moreover, there is a significant difference between private and public educational institutes' quality of education. It is perceived in Pakistan that the quality of education provided in the private educational institute is far better than that of the public institutes. It is because the private education sector in Pakistan is believed to possess a better infrastructure, which is essential to improve students' experiences (Heyneman & Stern, 2014). Furthermore, the teachers teaching in the private educational institutes of Pakistan are known to have better educational experiences,

which enable them to gain the upper hand in the public educational institutes. The private educational institutes are also known to possess far better classrooms and a learning environment, so they are favored more than the public institutes.

Furthermore, it is also necessary to suggest that the difference between the public and private educational institutes' fee structure is significantly high. The high fee structure is why many people do not opt to take admission in private institutes. However, the conditions in the public educational institutes are also a reason why people are not motivated to acquire education in Pakistan (Khan & Raza, 2011). This is one of the reasons why people may opt to travel abroad and not get admitted to the educational institutes of their home country (Faizi et al., 2011). Moreover, the higher educational institutes of Pakistan must develop such strategies that can likely attract the overseas Pakistanis to return to improve the country's educational conditions and promote literacy; another essential aspect to discuss is that there are not enough scholarships available to the students of Pakistan.

Students who are good in education are more likely to get scholarships in universities abroad to gain higher education. They are extremely dedicated to their studies to obtain a high-quality education. Learning from their experiences abroad and the knowledge attained, they can implement it in their home countries (Yonezawa & Yonezawa, 2016). Students who study abroad are expected to return to Pakistan to help society and improve Pakistan's education sector. Besides, there is a significant need to improve the country's educational sector since many universities of Pakistan are considered to possess professors or lecturers that do not have a high amount of knowledge (Kayani et al., 2015). There is also a lack of research and development in the education sector of Pakistan, which can be improved if the country possesses

students that have gained education from the international universities of repute (Fayyaz et al., 2014). However, the paper suggests that if Pakistan's higher education sector is significantly improved, then rather than students opting to go abroad, they might prefer to stay at home and study to improve their education in Pakistan.

Furthermore, the current higher education in Pakistan is continuously threatened by red tape and bureaucracy, and it can cause problems to the quality of education provided by the universities in the country. Therefore, it is essential to present that the higher education gained from the international programs by the students of Pakistan is considered to significantly improve the country's education system and henceforth lead towards the educational reform in the higher education in the country (Shah, 2010). The universities of Pakistan or the country's institutions that are engaged in the provision of higher education in Pakistan will endeavor to improve the higher education system. Lecturers with a significant amount of experience will provide far better education to the students of the country. Moreover, it is essential to present that the Higher Education Commission of Pakistan is making countless efforts to promote higher education in the country and enhance the criteria for research and development (Rind & Qasim, 2014).

However, it is imperative to suggest that the students in Pakistan are resilient towards attaining higher education. They gain scholarships to fund their studies abroad easily, and that it is necessary to gain higher education from international institutions to help Pakistan's people. After completion of studies, those students are expected to return to Pakistan to improve the educational experience for the students studying in the country. Since there is a higher rate of illiteracy in the country, the students studying abroad need to return to their country to improve Pakistan's educational experience

(Vorys, 2015). Moreover, the necessity of the return of students leads to the conclusion that the students who have returned to Pakistan must help out the local universities.

Furthermore, the lack of research and development in the higher education of Pakistan is considered to be a threat that can probably lead to the development of poor-quality education. Lack of research development is due to the less amount of attention shed by the higher education institutes of Pakistan. The shortage of funds for higher education in Pakistan causes a lack of research and development (Nisar, 2019). It is therefore pertinent that the lecturers are supposedly known to play a crucial part in the enhancement of good quality education in the country. Moreover, the lack of supervision during the examinations is considered to promote children that have made no significant efforts towards achieving good quality education (Shah, 2010). This situation signifies a lack of transparency in the educational institutes of Pakistan, which certainly raises the question of credibility towards them.

The lack of merit within the educational institutions of man has created the notion for the wrong man for the wrong job, and due to the meritless admissions, there is no right man for the right job. Moreover, it is also necessary to suggest that though the number of universities in Pakistan has significantly increased yet, there is a population that still does not get the required quality of education that can improve the cognitive and learning skills of the individual (Noor, 2018). Moreover, it is important to suggest that due to the poor governance in the educational institute of Pakistan, the accountability of the higher education institutions is a difficult task. Furthermore, it is also important to suggest that only one-third of the enrolment in the higher education institutes of Pakistan is girls (Worldbank, 2019). This discussion brings to the conclusion that less amount of attention is paid to higher education in Pakistan.

In addition to this, the higher educational institutions of Pakistan face immense challenges on the inclusion of international literature so that the cultural values would not be disturbed. The aspect of cultural values can be considered concerning research put forward by Vorys, (2015) which stated that the higher educational institutions of various countries tend to include modernized literature in their curriculum. However, the established cultural values do not allow them to make changes in the syllabus. The said statement has been considered to contain pivotal importance because of the criticality that the Pakistani students who study and gain knowledge in the international universities wish to include literature useful for the students. On the contrary, the students who wish to change the Pakistani curriculum in higher educational institutions ultimately fail because of the facts that the Pakistani community has been considered to be enormously religious and the incorporation of literature which is beyond the parameters set out by Islam can be seriously protested by the people (Rind & Qasim, 2014).

In consideration of the said statement, the management of the private and government educational institutions of Pakistan needs to adhere to the practices and guidelines set out by Islam to maintain the rate of enrolment and registration in the country. This fact is established in the light of research put forward by Rind and Qasim, (2014), which suggested that the rate of enrolment would decrease in the educational institutions of Pakistan when the parents of the students would not be fully satisfied with the delivery of knowledge in the higher educational institutions. Adding on, lack of good governance is another challenge that is mainly present in the higher educational institutions of Pakistan. In this context, one study put forward by Vorys, (2015) suggested that the governance issue has been considered to be one of the most

significant issues in the higher educational institutions of Pakistan as the top management is mainly untrained to cater for the Internationalization aspects and bring changes in the syllabus.

The statement, as mentioned earlier, has been highlighted because of the significance that the government usually pays off the top management of educational institutions at a lower rate and does not arrange training sessions regularly. The said prospect can be correlated with the existing literature in the sense that the highly trained and skilled employees would demand high pay rates as compared to individuals who possess low skills and expertise (Vorys, 2015). The government faces issue in hiring the highly skilled and trained individuals, especially those who have received their education from international universities, because of the significance that the government lacks sufficient funds and resources to meet the demands of highly qualified employees who could change the existing curriculum of the higher educational institutions. Moving further, the inability on the part of the educational institutions of Pakistan to attract the high expertise and knowledgeable employees would also result in the lack of and slow economic improvement in the country.

Poor governance is the main factor of the structural issues prevalent in the higher education system in Pakistan. Poor governance involves educational institutions and the quality of education. In both public and private sector universities, differences in governance can be present. The autonomy lacks in the public sector boards compared to the private sector boards that consist of a more efficient system (Altbach et al., 2019). The public sector boards are usually influenced by a strong political system, which is also a cause of public sector universities' poor performance. In Pakistan, the boards in public and private sector universities generally consist of a board of governors divided

into alumni, donors, appointees, public figures, and nominees chosen by the government. In other words, it is impossible to be a member of the board only based on the skills to lead the academic knowledge or someone who possesses the understanding of how a university needs to perform.

There is a high level of accountability in Pakistan, according to Worldbank, (2019) but the kind is negative. The appointment of board members of public sector universities has a high government control, which creates a negative reflection on it, and this is why their degree of autonomy is shallow (Ramsden, 2003). From the last two decades, many universities in the private sector have grown; however, universities' increase is creating questionable existing to some due to their quality of education. Hence a variety of universities is providing students to have more options to choose. More or less, these options provide the same quality of education as there needs to be a defined standard to measure the material being taught in these universities.

2.4 Significance of Higher Education in Pakistan

Higher education in any country primarily scopes its interest in students' development to facilitate the productivity of a country. There are a series of higher education commissions that have solely focused upon the graduation programs for students who have passed their high schools. However, certain education commissions focus on their educational infrastructure from the ground up. It effectively yields the student's interest from the ground level and trains them according to the graduation programs so that the students do not face hindrance while getting exposed to higher education and sustaining the pressures of grades and learning simultaneously.

Higher education in Pakistan is of significant importance because it is considered to develop skilled human resources. In this regard, one aspect put forward

by Bhutta et al., (2018) stated that the universities in Pakistan tend to provide high-quality education to their students to produce high-quality labor, which can ultimately assist in the enhancement of the economy of Pakistan. The factor of Pakistan's economy has been considered to contain pivotal significance because the highly empowered students would be able to comprehend and imply highly technical expertise and knowledge in the industry. On the other hand, the educational institutions' inability to deliver a high-quality level of education would develop the semi-skilled or unskilled labor force, which would be injected into the economy.

The literacy rate of Pakistan has been the key to its low human development index, as analyzed by (Rehman et al., 2015). The higher education commission in Pakistan has to signify its duties to alleviate the country's literacy rate. It is analyzed that the literacy rate significantly contributes to the productivity of the country. Since the output for any country is the primary aim for the government, Psacharopoulos and Patrinos, (2018) profess that investment in education will consequently lead to the exponential growth rate in productivity in the long run, which will sustain the pressures of globalization and the financial crisis. In a country like Pakistan, the higher education commission's role significantly reflects upon its responsibility to adhere the people who cannot afford education but will prove as a critical resource once they are exposed to knowledge that they desire.

It is analyzed by Siddiqui and Gorard, (2017) that the higher education commission must sustain the pressures of the negative impact of privatization of education in the country to its benefit. The privatization of the educational sector in Pakistan has raised the threshold of the educational qualities; therefore, the triviality of the higher education commission's job is to sustain the universities to a threshold that

reflects the level of education attained by the students. Therefore, it is analyzed that the educational perspective has been the key to the country's productivity and the chief union in charge of higher education in Pakistan is the Higher Education Commission of Pakistan. The extensivity with which the higher education commission has grown is analyzed by growth in several institutions in the rural areas of the country, which facilitates the interest of the locals looking for education. Therefore, it is analyzed that the boundaries of the Higher Education Commission of Pakistan are extensive.

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In developing economies, with the likes of Pakistan Siddiqui, (2017) studied the importance of centralizing a regularised body that extensively observed and acted upon the educational reforms within a country. The researcher analyses that a centralized body comprising of technocrats would lead to significant short-term changes in the country's educational infrastructure despite the limitations faced. However, the budgetary claims might offset the balance required to catalyze the institutional structure. Therefore, the higher education commission in Pakistan plays a critical role in developing the nation's productivity by getting a higher number of the skilled labor force to sustain the pressures of the foreign economy. Furthermore, the regulatory body will ensure the quality threshold of the education structure in Pakistan so that more and more graduates can find their desired employment.

From the cross-country analysis in the paragraph above, it is analyzed that Pakistan's education is below par. However, the country's demographics are increasingly inclined towards the educational benefits of realizing economic costs (Benz, 2016). The role of the Higher Education Commission of Pakistan in the current era is critical where they have to catalyze the interest of the locals in the benefits of the education while ensuring that the students get facilitation with the best education they

have to offer from their selected universities. To aid the initiative by the Higher Education Commission of Pakistan, the government regularly sets its budget while incorporating the needs and demands of the educational sector of the country.

It is analyzed that Pakistan's higher education commission has been the key to the university's policy-making in the country. Currently, the standards of education in Pakistan are exponentially increasing due to the Higher Education Commission's aggressiveness. From the disciplinary policies to the academic course outlines, the government, through the Higher Education Commission's indulgence, ensures the quality of graduates a country produces. In the light of a study put forward by Chaudhry, (2018), the progress of HEC is discussed; the growth of this department has been the key to developing the infrastructure of the state universities in Pakistan and the increasing number of graduates who contribute to a skilled labor force for the country.

In addition to this, another aspect put forward by Arif, (2016) reflected that the inclusion of semi-skilled or unskilled labor force in Pakistan's economy is considered the primary cause of the low economic growth of the country as a whole. The said statement has been highlighted because of the significance that the graduate students would not be able to implement the required level of expertise, which is necessary for developing a country. In light of research conducted by Barcan, (2016), foreign countries' educational institutions immensely focus on the inclusion of high-quality syllabus in the catalog to provide students with the latest developments in the world. Foreign countries such as the United States of America and the United Kingdom have been considered to be developed countries because of the significance that higher educational institutions of these countries extensively focus and concentrates on the delivery of high-quality knowledge and education to their students.

The statement mentioned earlier, if linked with the existing literature, one research put forward by Ben-David, (2017) suggested that the governments of developed countries such as Germany and the United Kingdom have been able to attract international students in their countries due to the development of higher educational institutions in the country. On the other hand, the higher educational institutions of Pakistan are not able to develop their syllabuses as per the latest developments in the world, which have persuaded the international students to ignore the higher educational institutions of Pakistan (Ahmed & Ali, 2016). The prospect of international students has been considered to possess pivotal significance because the inclusion of foreigners in the country immensely assist in the development of an economy.

Considering the said statement, one research put forward by Arjomand et al., (2016) suggested that international students increase the consumption factor in a country, which ultimately reduces the savings in that country. The reduction in savings has been considered to contain crucial importance due to the criticality that the industries in the economy would have to produce more, which could satisfy the consumption patterns of individuals living in the country. Moving further, another study put forward by Qureshi et al., (2018) depicted that the higher educational institutions bring prosperity into the country while considering the case of Pakistan, the number of higher educational institutions have remained involved in making a large sum of money with an ultimate compromise on the level of quality of the education provided to the students. The statement, as mentioned above, has been highlighted concerning the significance that the graduate students of various universities are not able to apply the knowledge which has been received during their study period.

In consideration of this, the report presented by the Worldbank, (2019) stated

that less than 4% of the population; aged from 17-23 years; has been recorded to be enrolled in higher educational institutions, and the said percentage is miserably unfavorable than India and Malaysia, i.e. 11% and 32% respectively. The statement, as mentioned earlier, has been considered to possess vital importance due to the criticality that Pakistan has remained unable to produce a large number of the skilled labor force as compared to India and Malaysia, which has also caused Pakistan to lose competitive aspects over several platforms such as technology and economic platform. This fact is established in the light of a study put forward by Dutt et al., (2016), which revealed that the higher education system of any country establishes a strong base to acquire the comparative edge in technology and agriculture. This factor has been considered because of the criticality that the labor of the developed country would be highly skilled and advanced as compared to the labor of underdeveloped countries such as Pakistan.

The significance of higher education in Pakistan extends to the malfunctions of the universities in Pakistan. The Higher Education Commission in Pakistan is responsible for the authenticity of the universities while ensuring that the instructors teaching particular courses are qualified to teach those subjects. Similarly, the commission also analyses the students' performance and determines their capabilities by ensuring remedial for the struggling students (Ahmed & Ali, 2016). The universities have to abide by it due to the drop out ratio set by the government. As the universities cannot afford a dropout student from their university, they pledge to the cause of students learning while ensuring thorough examinations that academic learning is effectively taking place at their university.

Adding more prospects to the significance, the government of Pakistan has recently taken an initiative to redefine the policies of higher educational institutions. In

this context, one perspective put forward by the Worldbank, (2019) depicted that the enrolment rate in the higher educational institutions in Pakistan has increased, which was recorded at 23%. From the above-stated fact, it can conveniently be observed that the number of enrolments has enormously been increased, which can lead the country to observe high economic and technological growth in the coming years. However, another research put forward by Benz, (2016) stated that the private educational institutions in Pakistan only provide the specific and narrowed syllabus while the higher educational, governmental institutions deliver a wide variety of syllabus. This is considered because of the significance that the students do not want to enrol themselves in governmental institutions as they purely lack the concept of good governance.

Good governance can be defined in a study put forward by Hossain et al., (2019), which suggested that the governmental institutions in Pakistan have severely lacked good governance, which has ultimately demotivated the Pakistani students to enroll themselves in the higher governmental, educational institutions. This aspect has been considered because of the significance that demotivated students tend to attain education in foreign countries to gain advanced knowledge and expertise. Moving on with the study, the inability on the part of the government to improve the syllabus of the higher educational institutions in Pakistan would ultimately result in a decrease in the economic and technological growth of the country. In this regard, another perspective put forward by Pucciarelli and Kaplan, (2016) revealed the fact that the countries which heavily invest in the development of higher educational institutions eventually enable themselves to produce a high-quality workforce.

Adding more prospects to the significance of higher education in Pakistan, the different societies in Pakistan would also improve due to the improvement in the higher

educational institutions and the literature provided to students. This fact is considered about research put forward by Pucciarelli and Kaplan, (2016), which suggested that incorporating the internationalization in the syllabus of the higher educational institutions could ultimately lead to enhancement in the societal norms. The statement mentioned above has been considered to possess pivotal importance because societies become civilized when education becomes modernized concerning quality. The prospect of the inclusion of modernization in the syllabus of higher educational institutions of Pakistan has been considered to contain crucial importance since the great civilization of societies takes place when the students would be able to attain a high quality of education.

In addition to this, the economic aspect could not be ignored in the context of the higher educational institutions of Pakistan. This fact is highlighted in a study put forward by Hossain et al., (2019), which reflected that the ability and practicality on the part of the higher educational institutions to provide high-quality literature and the internationalized syllabus would eventually result in the production of a high-quality workforce in the country. The aforementioned statement has been considered to contain significant criticality because the economy of Pakistan has seen a downfall in recent years due to the lack of indulgence of highly skilled and expert labor in the economy. The injection of high-quality labor in the economy of Pakistan has been pointed out because the rise in Gross Domestic Product (GDP) of a country is directly linked with the inclusion of highly graduated students in the country (Pucciarelli & Kaplan, 2016).

The rise in the GDP of Pakistan has been considered to be directly linked and associated with the delivery of a high-quality level of knowledge and literature to the students. The statement mentioned above can be correlated with the perspective put

forward by Hossain et al., (2019), which stated that the internationalization of the literature and curriculum in Pakistan could lead to the emergence of highly qualified and updated students. The prospect of highly qualified and updated students has been considered to contain vital importance due to the criticality that the students would be able to cater for the economic prospects in a more effective, efficient, and internationalized manner. This is considered because of the significance that the economy of the country could be improved substantially through the implementation of technological techniques as compared to traditional techniques. The aspect of traditional techniques has been considered concerning research put forward by Pucciarelli and Kaplan, (2016), which depicted that the globalization and modernization of the world have led to the evolvement of various new ways which could be incorporated into the economic aspects of the country to ensure that the economy of a country remains competitive internationally.

In a country's overall development and growth, a significant role is played by higher education. A wide variety and in-depth knowledge are given all parts of life (Dougherty et al., 2016). Furthermore, within a narrow specialization, it not only broadens the perspective of an individual's cerebral aptitude, but a broader knowledge of the world is given to the individual. To narrow it down, higher education in Pakistan is no longer a luxury, but it is necessary to survive a human being. Providing service to the community, research undertaking, quality education, and training is the core mission of higher education in Pakistan.

When considering higher education globally, the demand is increasing at a fast pace, and there is only one to fulfill this, which is providing quality education (Daniel, 2015). The need of the hour is to provide higher education with guaranteed quality and

improve it. In terms of quality, the education of Pakistan has not ranked anywhere among the world systems of higher education. Different kinds of factors affect higher education, and quality is dependent on that. The factors include an environment conducive to learning and teaching, infrastructure, teachers, curriculum, continuous feedback, research opportunities, etc.

Efforts are made by the higher education sector in Pakistan to deal with the challenges and issues of globalization locally. In the larger cities of Pakistan, new universities are mainly concentrated due to the various federal and provincial government policies (Fenton-Smith et al., 2017). To meet the growing demands of the students, public universities must open profitable part-time programs that can be carried out in the evening. By implementing this, the main decisive factor of this development is the controlled outflow of capital to foreign countries. However, issues and challenges for Pakistan have opened up due to these developments. An absence of reliable quality is evident in this process and fast deterioration of the quality of the education. This gap needs to be filled as soon as possible as the students looking up to this education are unaware of it.

2.5 International Study Programs

In today's era of globalization, studying abroad is gaining popularity, as students around the world seek the option of going abroad to obtain their higher education. According to the study of Zakaria et al., (2016), the internationalization of education can be viewed as higher education in an environment where students, programs, teachers, course material, and institutions become cross-national. Similarly, as per the study of Jibeen and Khan, (2015), internationalization is one of the effective ways to introduce an international viewpoint to education. Moreover, the study of

Morosini et al., (2017) identifies the two ways through which students obtain international study programs. Distance learning is considered one way of receiving international education, as students without leaving their home countries take online and hybrid courses through distance learning.

On the other hand, the second type of gaining international study programs is campus study, through which students leave their home countries to receive their degrees from foreign countries. In recent years, the trend of international studies has increased significantly. As per the report of the Institute of International Education I.I.E., (2019), the enrolment of international students has made a significant increase as in 2008, the total numbers of international students were 671,616, which in 2018 increases to 1,094,792. In this way, it develops opportunities and challenges for the nations for international education by raising the demand for institutions and programs.

In the views of Bouras et al., (2015), The graduates of Erasmus Mundus, Fulbright, and other international study programs contribute to an advanced and efficacious learning environment. These graduates, through the interactive teaching-learning process, develop advanced skills in the field of education.

In a study, it has been highlighted by Zerman, (2014) that the European Union to create cooperation among the higher education institutions of Europe and the world introduces the Erasmus Mundus program. It, by far, is recognized as the key catalyst towards the internationalization of education. In the personal, professional, and academic development of students, Erasmus Mundus provides the international experience. The Erasmus Mundus programs offer an immense academic experience through the diversified education systems of European states. It inculcates critical

thinking skills among the students. Erasmus Mundus contributes towards the significant portion of the internationalization of higher education (Bracht et al., 2006).

Higher Education Commission of Pakistan to enhance the quality of doctoral research, to facilitate assimilation, absorption, and transfer of scientific and technological knowledge, to interact with the foreign scientist to explore avenues for further collaboration internationally, and to achieve repaid economic progress the critical mass of highly qualified human resources that could contribute towards the development of Pakistan started the International Research Support Initiative Program (PROGRAM, 2016).

It has been explained by Anjum et al., (2019) that Fulbright is one of the most extensive international study programs in Pakistan offering educational grants to the students of Pakistan to study in US institutions of higher education, creating possibilities for collaboration among Pakistani and American scholars.

Benefits that are derived from the Fulbright program are multidimensional and has the potential to reduce the international tensions as it can put a human face to politics. The cross-cultural research and internationalization of professions and education can bring in the aspect of internationalization in the institutions of higher education. The role of the Fulbright alumni in the development of a curriculum that is of international standards and introducing new programs of study in the home country institutions are significant benefits. Another benefit cited by the Fulbright graduates is the improvement in their pedagogies in the home country institutions (Staton & Jalil, 2017).

In the contemporary world, the trend of Internationalization of higher education is high, as most countries are adopting different approaches to maintain international academic mobility and competitiveness in higher education (Crişan-Mitra & Borza, 2015). Moreover, where the inflow of international students provides several advantages to the country, at the same time, some of the countries are facing challenges from student outflows, which makes a negative impact on the overall higher education system. Therefore, countries need to encourage international students' inflow by taking appropriate actions and developing the overall system of higher education. According to De Wit, (2017), the Internationalization process of higher education is of great value for students as it provides an opportunity for students to make their career worthy. Students must secure their careers in the new world as they cannot rely on anyone else to improve their lives. There is fierce competition in the educational world, whether local or foreign. However, in the local system, jobs are provided to those having a great experience or having some association direct or indirect with the company to get the job. Jobs on merit are rarely seen, which also demotivate students, and their career becomes at risk even if they have high grades.

We even see students attempt suicide after getting depressed because of repeated rejections from either universities or companies for jobs (Robson, 2011). Not all students have any financial support, which makes them very concerned about their future, specifically for poor and middle-class students. All they need is an opportunity to get a quality education and get hired in organizations to support their families. Both of these opportunities are hardly provided in Pakistan, which forces students to move out of the country to avail of such opportunities. According to (Lumby & Foskett, 2016), this is a significant weakness a nation can face since education is the key to

success and development, and an inefficient education system risks individuals and the country. Sometimes exceptional students get disappointed as they do not achieve what they deserve. They believe that there is drastic improvement needed in the education system of Pakistan however; they do not have any hope since authorities are careless and consider other issues more important than improving the country's education system. These forced those into thinking about top-ranked foreign universities since they have this capability to get enrolled in such universities, so they prefer to do so to secure their future. These universities do not only provide quality education demanded over the world, but they also provide scholarship programs for students who do not afford to pay their fees (Ayoun et al., 2010).

Bedenlier and Zawacki-Richter, (2015) stated that even though the education system abroad is affordable, there are also programs of scholarships offered to international students that are highly beneficial for middle-class students. Several students belonging to middle-class families enrolled in top universities free of cost based on their capabilities. This aspect of international study programs is excellent for students who are capable but cannot afford quality education. This aspect is rarely seen in Pakistan's education system since universities are busy making money and do not care to offer free education to poor and middle-class students. Foreign universities are great opportunities and hope for Pakistani students for their career growth, and this is why most of the students focus on getting enrolled in foreign universities for higher education. Deardorff et al., (2012) stated that the quality of education, teachers, management, and entire institution is a unique attraction besides the demand for degrees obtained from such universities. Studying in foreign universities makes students self-dependent, which is hardly seen in students at this level in Pakistan. The burden on

students in Pakistan is such that they cannot think about doing a job with studies neither do they get any decent part-time job.

Many people in Pakistan are seeking to leave the country since they consider that there are many flaws in the education system of Pakistan. Young adults prefer studying abroad due to the high quality of education provided by the universities abroad and the part-time jobs being offered to the students to support their studies. Moreover, it is critical to suggest that it is highly essential for Pakistan to improve the education system in the country in order to cater the young adults and to provide them good quality education in the country (Tamas, 2014). Furthermore, students also wish to travel abroad for higher education since they may not get their favorable courses in their home countries and may likely get them in the universities abroad.

Moreover, it is important to suggest that international study programs can bring exposure to the students that visit abroad and help them in increasing their knowledge. Students become aware of the culture of the foreign country and get acquainted with the norms and values of the new location. Furthermore, international study programs increase the chances for students to get new and better jobs, resulting in improving their expertise. International study programs allow students to improve their cognitive skills and give them a chance to be open to new ideas and concepts (Crişan-Mitra & Borza, 2015). Moreover, it is necessary to suggest that international study programs allow the student to be completely independent and can be considered as a new adventure for the students. International study programs allow students to develop their communication and cross-cultural skills to interact with new and different people.

As stated above that students travel to different countries in order to gain higher education and to improve their skills, the chance for distance learning is available to the

students as well. International universities offer distance learning courses, which means that the students can be a part of the international study programs from homes as well. This gives an advantage to students of not moving to another country and remaining in their home country. The technological advancement has provided a significant advantage to students since they can study international programs regardless of their education. Moreover, the study program can be taught through online portals, lectures, and video calling (Inman and Myers, 2018). However, it is important to suggest that the student will not be able to get much exposure to the international program but would only be limited to their home.

International universities are considered to possess a high amount of technology that might not be present in the home country of the student, which can be the reason for a student to pursue an international program. The international universities are supposedly thought to have proper classrooms and a smaller number of pupils so that the lecturer gives each individual an adequate amount of attention. Furthermore, international programs are considered to be challenging for the pupils in order to improve their skills, so they are better able to overcome any obstacles. Moreover, international study programs also allow the students to follow the different styles of studies and research to improve their understanding and comprehensive skills (Morosini et al., 2017). Another advantage of international study programs is that it gives a chance for students to improve their linguistic skills so that they can speak more than one language.

The international study programs are conducted in order to make the students familiar with the different cultures and to provide them with good quality education. In light of the research study conducted by Ammigan and Jones, (2018), international

study programs help increase the quality of education with in the country. This is because the students are sent to another country to get an education, which also develops other skills that includes time management, working in groups, and other technical skills. In this manner, the student can enhance itself by getting the quality of education lacking in the home country. In this manner, the student is also abler to learn about different cultures in various parts of the world. According to the research study conducted by Sue et al., (2019), the international study programs are beneficial in terms of making cultural awareness among the students in order for them to work in diverse groups. The students need to be aware of different cultures for their survival in the corporate environment. This is one of the significant purposes of international study programs, including the student exchange program. Globalization has been increased from the past few decades, and it has made the corporate environment diverse. This has increased the competition in the corporate environment. It has been stated in the research study of Young and Tackett, (2018), the competition in the international job market has been increased due to the globalization. With the increase of this competition in the corporate environment due to the diversity, it has become necessary for the students to be aware of the cultures.

The international study programs are also facilitated due to the increase in the quality of education. In light of the research study conducted by (Kelchtermans et al., 2018), international study programs help increase the quality of education within a particular country. The students that visit other universities in different countries have the advantage of learning from there and provide them with the knowledge the student has. In this manner, both countries get benefit from the international study program. According to the research study conducted by (Nowotny et al., 2018), the international

study programs are crucial because the international universities have technological advancements which help the students in order to gain the knowledge. The quality of education in international universities has always been high and has a demand in the global market. There is a high quality of education in international universities compared to the local universities and the institutions of higher education. This difference is because most universities are in developed countries, and their government has spent on the education sector. In the research study of Collins and Halverson, (2018), the universities in the West spend a lot in the education sector, which increases the quality of education and supports the advancements made in technology. The international study programs are mostly arranged in these universities, and the students are sent to these institutions, which are considered the leading institutes of the world. The international study program is made effective as the students are provided with the facilities of leading universities in the world.

The international study programs are also helpful in cultural awareness among the students. In light of the research study conducted by Wolff and Borzikowsky, (2018), cultural awareness is increased due to the student exchange programs in other countries. This cultural awareness is achieved because these universities are recognized globally, and people from different parts of the world study to gain knowledge. The group of people coming from different parts of the world and the interaction of the students with different people help them develop their communication skills and skills for working in diverse groups. According to the study conducted by (Chang et al., 2018), international study programs develop communication skills among the students and help them better communicate with the people. Better communication skills help

the students in the corporate environment where it is needed in order to communicate with other business professionals.

Moreover, working along in the groups with people from different parts of the world that possesses different cultures provides exposure to the external environment and awareness of group tasks. It has been stated in the research study of Taylor and Baek, (2018), working in a group of an individual by the exposure to the diverse groups in international study programs. However, international study programs are a bit expensive, and they are challenging to afford them.

It is evident from the benefits of international study programs that the local universities must adopt them. For this purpose, the collaboration must be made with the international universities that are recognized globally. In light of the research study conducted by (Kelchtermans et al., 2018), the collaboration must be made between local and international universities to promote international study programs. The above-referred collaboration will help the student of both the countries to access good quality of education, having a limited number of resources. The international study programs are the exchange of students between two countries to get knowledge. It has been stated in the research study of (Butler et al., 2018), the student exchange programs help in increasing the knowledge of the students by sending them across the borders in much better institutions. In this manner, the students are also able to gain the benefit from this situation, and the host country is also benefited from the exchange program.

International study programs are considered to attract students that improve their skills and want to gain more knowledge with regards to the field of interest. It is highly essential to suggest that if the level of education provided in the home country is not good enough, then the student opts to leave the home country. Students living in

developing and underdeveloped countries are known to travel to developing countries where the level of education is considered to be good enough. The quality of life and education provided by the developed countries is likely to attract multiple students. A student may choose to settle at the location of the study or may plan to return to their home country. It is, therefore, all dependent upon the will of the student (Morosini et al., 2017). Furthermore, it is critical to suggest that students that wish to gain a certain amount of exposure to the new culture and lifestyle often perceive that if they attend an international program, they are likely able to improve their thinking, comprehension, and communication skills. They are also known to think that if they attend an international course of study, they can obtain a reputable job (Boström, 2010).

However, attaining an international degree may provide a benefit to the students and may improve their skills, but certain drawbacks need to be discussed. It is important to suggest that students that opt to study in an international study program are considered to pay hefty fees to international universities in order to gain additional education. Moreover, it is necessary to present the fact that many of the students travel to the UK and the USA in order to gain higher education in order to improve their intellect and to gain more number of skills. The UK and the USA are considered to have a significantly high number of fees, which can considerably pose a financial threat towards the students (Gordon, 2012). Moreover, it is necessary to suggest that no matter how high the annual educational fees are, it will not be wrong to suggest that students opt to travel abroad for higher studies.

Furthermore, countries such as Germany are known to provide education entirely free of cost, encouraging students from foreign countries to opt for such countries to gain higher education. Moreover, the international study programs must

ensure that the students are well understood of the concept and the courses that they wish to study. The infrastructure of the higher education institute that is supposedly providing the international study program is considered to be highly reputable, which encourages cognitive learning (Mitra & Borza, 2015). Furthermore, the high amount of qualifications of the students or the high achievements is undoubtedly known to lead towards attaining scholarships in international study programs. Moreover, the higher educational infrastructure must be considered to attract many international students in their institutes.

The students of Pakistan have been inclined towards international study programs because foreign universities provide extensively advanced study programs aligned with the current developments in the world. This fact is established in the light of a study put forward by Mitra and Borza, (2015), which reflected that the international study programs are relatively more advanced in terms of technology as compared to Pakistan, which could be considered as the major attractive factor for the students to study and settle abroad. However, the government of Pakistan could utilize the talent of those students who have received immense knowledge from the international study programs in the sense that the employment offers could be made to these students. Considering this, the prospect of employment to students has been highlighted because of the significance that the present curriculum of the higher educational institutions in Pakistan has been considered to be out-dated. The inclusion of those students would be intensively helpful.

In addition to this, students who have studied in international study programs could also design the curriculum as per the requirements of the external world. The said statement has been considered concerning research put forward by Mitra and Borza,

(2015), which depicted that the inability on the part of the higher educational institutions to include the changes in the external world in their syllabus would eventually dissatisfy the students. The factor of dissatisfaction of students has been considered because of the criticality that the students have become smarter than ever before, and the disability from the side of the universities to provide the latest curriculum could persuade the students to consider other universities and different cities as well. The said statement has been considered to possess pivotal importance because the students are well aware that the world has become integrated and centralized. The integration and centralization of the world have been highlighted because the students would want to gain and achieve high-quality literature and knowledge to remain competitive in the industry.

Moving on with the study, the Pakistani students are also attracted to international study programs because the vast amount of syllabus includes technological aspects and the concepts of automation as well. In this regard, one study put forward by (Mbiti, 2016) depicted that the students want to achieve the latest amount of technological and automation concepts in this modern world as the future of this world is mainly relied upon technology and automation. The example of the evolvement of Artificial Intelligence (AI) could well be highlighted in this regard because the use of AI in the educational sector has enormously been increased in recent years. The said statement has been highlighted because the higher educational institutions of Pakistan have not adapted to this change in a comprehensive manner, which has resulted in the increase in the number of migration of Pakistani students to other countries.

2.6 Internationalization of Higher Education in Pakistan

The internationalization of higher education is a significant way to respond to the challenges of globalization. It is a constant progression to assimilate international and intercultural facet into teaching, research, and amenity of educational institutions. The internationalization of higher education is well-thought-out as the chain of global events such as students and faculty movement, international connections, partnerships, research ingenuities, updated curriculum, and international programs. Moreover, it is also reflected as a conveyance of education among states by establishing branch campuses utilizing face-to-face or distance teaching-learning practices (Yao, 2009).

Wit, (2018) has classified the internationalization of higher education into five flairs. 1) Numerous educational programs and activities are known as the Activity approach. 2) Rational Approach defines the internationalization of higher education in terms of tenacities. For example, it is linked with public diplomacy for peace and mutual understanding among states 3) ethos approach address intercultural and universal perspectives and ingenuities of internationalization of higher education on institutions 4) Competency Approach delineates it as the development of innovative skills, understanding, attitude for learners and teachers 5) Integration of global perspectives in teaching, research, and service, policies is classified as Process Approach.

Graduates of the International study programs can introduce changes in the higher education sector of the country and help in developing and building the capacity of the faculty members, which would increase in time as the number of international graduate increases in the faculty and become more influential. However, in some countries, it is believed by the teachers that their careers depended more on bureaucratic

departmental policies rather than on their expertise. Some also feel that even after getting international higher education when they re-joined the home institution, nothing had changed (Yao, 2009).

In the light of the research study conducted by (Teichler, 2004), the process of research of various kinds of institutions and universities and presenting exchange activities in education across different countries is known as the internationalization of education. These exchange activities may be due to various reasons, including the quality of education and providing exposure to the students. The quality of education matters the most in the development of the nation and ensures success for the future growth of the economy. According to the research study conducted by (Mbiti, 2016), the development of the country depends on the quality of the education that has been provided within the country by the government. Over the years, the quality of education has been a growing concern for a country like Pakistan. Government officials in the country have ignored the declining quality of education continuously. It has been stated in the research study of Khalil et al., (2017), the education system in Pakistan had been declining due to problems like corruption. In these circumstances, there had to be increased emphasis on increasing the declining quality of education. People who belong to the upper class can afford to send their children abroad for higher education while most of the people that belong to low socioeconomic classes had to study in the country.

It has been suggested by Zakaria et al., (2016) that the policy of internationalization of higher education has extensively been implemented in Pakistan through the HEC, and a significant number of students proceeded to different international destinations more significantly to USA, UK, Australia, Canada, Germany, etc. The parents mainly finance international education of the students from Pakistan,

but the Higher Education Commission also provides funds for international study through its different programs. A considerable number of the beneficiaries of HEC funded programs after completing their studies are serving in different universities of Pakistan.

The theme of internationalization in higher education has gained more attention and relevance by policymakers and researchers in the last decades of the twentieth century. In light of the research study conducted by Yonezawa and Yonezawa, (2016), the concept of internationalization in higher education has increased over the past few decades. Leading universities around the globe in this scenario have begun in order to internationalize their campuses. Several universities also adopt this concept in Pakistan, but the government has still failed to manage these exchange programs. According to the research study conducted by Shields, (2016), by the cross border matching of supply and demand, higher education has become a real part of the globalization process. However, some private education institutions in Pakistan have started to realize the importance of the internationalization of higher education. It has been stated in the research study of Shea et al., (2018), in order to achieve equitable globalization, internationalization of higher education is considered as one of the routes. On the other hand, it also enhances the quality of education by providing exposure to the students. Pakistan is a developing country, and in the developing countries, the major problem is with the education system.

In the country, there may be several types of educational institutions. In light of the research study conducted by Awan and Zia, (2015), there are two types of educational institutions in Pakistan: private institutions and government institutions. In Pakistan, the quality of education that is provided by the government has been of low

quality as compared to private institutions. The importance of the internationalization of higher education has, however, been adopted by the private institutions in Pakistan. According to the research study conducted by M. Ahmad, (2017), the private institutions in Pakistan had been offering the exchange programs in collaboration with several international universities that have also been performing well. It is a fair process for students as they are exposed to an entirely different environment and get to learn about the cultures of other countries as well. This is an excellent learning opportunity for students in Pakistan to gain benefit from cross-cultural learning. In the research study of Gu and Schweisfurth, (2015), the learning experience of students is increased when they are exposed to an entirely different environment.

It is critical to suggest that the traditional curriculum being followed in the educational institutes of Pakistan has now become obsolete and that there is a need to bring in changes to it. Moreover, it is important to suggest that there is a significant need for internationalization in the higher education of Pakistan in order to improve the education system of the country. It is essential to suggest that to improve the internationalization of the education system in the country, international institutes can open up their campuses or franchises in the country. This would allow the people of Pakistan to be exposed to new curriculum and methods of studies and will likely enhance the experience of the students in the country (Parveen et al., 2011). Furthermore, it would also give a chance to the local educational institutes to improve their systems as well by making use of the educational process that has been introduced by the international institutes.

Another critical aspect to discuss is that it is often observed that the element of internationalization is considered to be implemented by the Higher Education

Commission of Pakistan in order to bring in reforms to the educational sector of the country. Pakistan is considered to hire around 300 experts in the higher educational institutes through the Foreign Faculty Hiring Programs that belong from the top leading foreign institutes. The hired foreign experts are known to provide good quality education and provide training to the professors in the local educational institutes (Zakaria et al., 2016). Moreover, it is critical to suggest that HEC has also given the benefit of funding the Ph.D. scholars for their international trips so that they can be trained in their fields of interest and that they can attend international conferences.

However, since Pakistan is considered to be one of the developing countries, it is important to suggest a significant problem for the implementation of internationalization in the country's higher education. Substantial finances and government support are required to implement the internationalization in the higher education of Pakistan. The Pakistani Government must understand the potential benefits of improving the country's quality of education since good quality education is known to improve the country's economic conditions and lifestyle. Moreover, there is simply a lack of supervisor training, resulting in poor examination techniques in the country. An example of inadequate supervision during the examination has been identified in Karachi University, where students can easily cheat during the examinations. This can result in relevant results and ineligible individuals to pass the examinations.

Looking upon the advantages brought about by the internationalization of higher education in Pakistan, it is essential to advocate that issues and challenges in the country's educational sector can be mitigated. An example is the Tenure Track System in the University of Punjab and the Comsats Institute of Information and Technology,

which is an effective procedure for selecting the teachers in the institute. Moreover, internationalization practices have also made some significant changes in the syllabus introduced by the HEC. Due to internationalization, the syllabus proposed by the HEC is considered to be much easier to comprehend for the students, and there will be transparency in the educational sector. Furthermore, it is important to suggest that internationalization in the higher education institutes of Pakistan would likely enhance the reputation and recognition of the degree provided worldwide.

The internationalization of higher education in Pakistan has become necessary since Pakistan has been considered a developing country that does not have sufficient resources to improve the current higher education system. As per the research conducted by Khalid et al., (2017), the government of Pakistan has taken the initiative to promote the internationalization of higher education through the indulgence of international students into the institutions. The statement mentioned above has been considered to contain pivotal significance because international students can bring advanced knowledge and expertise, which can be utilized by Pakistan's local higher educational institutions. Although many students have gone through the student exchange programs and have studied in international universities, the government of Pakistan has remained significantly unable to attract those students to contribute to the course catalog's development as per international standards.

On the other hand, developed economies such as the USA and UK have extensively utilized and coped up with global environmental changes, which have enabled those countries to grow their economy immensely. In consideration of this, countries such as Pakistan can also make an enormous amount of changes in the curriculum by including international students in designing and developing the higher

education syllabus, which can ultimately result in the overall increase of the country's economic prospects. The said prospect has been highlighted because it contains a criticality that the higher educational institutions of Pakistan have remained unable to include the latest technological and social impacts into the syllabus, which has disabled the Pakistani students to cater to the latest technological developments in the world. This fact is highlighted in research put forward by Guerreiro and Barros, (2018), which reflected that the non-inclusion of the changes in the external world in the current curriculum would ultimately result in the graduation of the unskilled labor force.

In addition to this, the graduate students would not be skilled because the modernization of the world has intensively changed the overall dynamics of the world, and the inability on the part of the higher educational institutions to include these changes in the syllabus could result in the downfall of the economy. This aspect is considered in the study put forward by Riddell and Niño-Zarazúa, (2016), which stated that Pakistan's government had defined policies to attract international students. However, it has enormously failed to attract international students into the country because the higher educational institutions' syllabus is not practical enough to allow international students to come to Pakistan. The said statement has been considered to contain pivotal significance because the formulation of the syllabus of higher educational institutions of Pakistan has not remained up to the global benchmark.

The worth of a degree of Pakistani students has not been accepted worldwide because it does not meet the international standards. In this context, one aspect put forward by Tarhini et al., (2016) depicted that the management of the higher educational institutions has remained disabled in the inclusion of cross-national and cross-cultural aspects, which have resulted in the inability of the students to operate in the

international environment effectively. The prospect of the international environment has been considered to contain pivotal importance due to the significance that the students which do not know about the cultures other than their national cultures would face difficulty in communicating and operating in the foreign countries as the external environment of international countries differ significantly as compared to Pakistan. Adding on, the cultural differences have been considered about research put forward by Marshall, (2019) which depicted that the establishment of the curriculum of higher educational institutions by the cross-national and cross-cultural aspects of different countries would lead the Pakistani students to remain at a disadvantage as compared to the students of developed countries.

Carrying out discussion on the statement mentioned above, the students of developed countries are considered to be much more talented and knowledgeable as compared to the majority of the students in Pakistan because of the significance that the syllabus of higher educational institutions of foreign countries includes the wide variety of sources related to different countries and their cultures. This fact is established in the light of research put forward by Ball, (2017) which revealed that the various countries of the world have considered catering the changes in the modern arena and successfully included those aspects into their syllabuses, which ultimately makes their students competitive as compared to the students of Pakistan. Moreover, the Pakistani students, who capitalize on the opportunity to an international study, could immensely contribute to the appropriate development of a curriculum to ensure that the higher educational institutions of Pakistan include competitive aspects in the syllabus.

Moving further, the internationalization of the higher educational institutions in Pakistan could also be supported by including international languages in the course.

The prospect of international languages has been considered in the study put forward by Hoekje and Stevens, (2017), which suggested that the inclusion of international languages in the catalogs of higher educational institutions ultimately enables the students to compete internationally with other students. In addition to this, the private institutions in Pakistan have reasonably considered this aspect and included various international languages in the course such as French, German and Chinese, etc, which has enabled the students to convey their ideas to foreigners effectively and efficiently. This point was highlighted in research put forward by M. Schmoker, (2018), which suggested that the firm grip of high school students over multiple languages could result in the enormous improvement of an economy. The study further highlighted that the improvement in economic aspects had been considered due to the significance that the well-educated students would attract the ethnic cuisine and grocery chains which could eventually assist the Gross Domestic Product (GDP) of a country to improve in a short period significantly.

Shedding more light upon the involvement and role of the higher education commission of Pakistan in determining the internationalization of higher education in the country, the higher education commission of Pakistan possesses an inherent responsibility and authority to regulate and authorize the changes in the current curriculum. This fact is highlighted in research put forward by M. Schmoker, (2018) which suggested that the higher authorities play a significantly important role in the regulation and implementation of change in the current syllabus and the inability to do so would ultimately lead to failure in the internationalization of higher education in the country. The said statement has been considered to contain crucial importance since the information and authority flow from top to bottom and the lack of interest on the part

of the higher education commission of Pakistan to show seriousness in the internationalization of higher education could ultimately lead to a decline in the overall rating of higher educational institutions in Pakistan.

In addition to this, the internationalization of higher education also includes the research work performed by the students in order to explore and analyze different correlations and results. In this context, one perspective put forward by Hoekje and Stevens, (2017) depicted that the higher educational institutions of Pakistan extensively lack the research work, which disables the students to analyze the correlations and results critically. The critical evaluation of results has been pointed out due to the significance that the concept of business intelligence and business analytics has enormously emerged in the last few years, which has eventually helped the organizations in maintaining and retaining the customer base. Linking this aspect about higher educational institutions of Pakistan, the Pakistani students do not own an ability to analyze the results depicted by business intelligence and business analytics, resulting in the lack of competitive edge over international students. The said statement has been considered to contain crucial significance because of the criticality that the international students are actively engaged in the research work, while many of the higher educational institutions of Pakistan do not provide the research platform.

International students can speak different languages fluently, while Pakistan's students cannot fluently speak different international languages. The learning of different languages has evolved to play a significant role in the students' development and sustenance in the international environment. In this respect, one aspect put forward by Hoekje and Stevens, (2017) revealed that the migration of students has increased in the global and modernized world, and the inability on the part of the students to speak

international languages fluently would also cause them to lack the cultural understanding of that specific country. The aspect of cultural understanding has been considered to possess pivotal importance because the lack of ability to speak international languages would result in ineffective communication between the local and international students

2.7 Academic Experiences and Internationalization of Higher Education

The Internationalization of higher education provides immense benefits to the students. In light of the research study conducted by Minola et al., (2016), the Internationalization of higher education is expected to increase students' understanding in a different environment. Students adapt to the changes in an entirely different environment and help them work along with different people. The Internationalization of higher education has its part in the cultural learning of students. This helps the students learn about different cultures, which will help them later in their life when the students will be exposed to the corporate job environment. According to the study conducted by Lumby and Foskett, (2016), the Internationalization of higher education leads to a better understanding of different cultures worldwide. Students' academic experience is expected to increase with the increase in the exposure of students to different environments. The students are attracted to different teaching and learning environments and generate more interest in academic learning. In the research study (Skinner, 2016), the different teaching environments may be suitable to most of the students, and they find it interesting to study in the western context.

Considering further aspects, the prospect of enhancing exposure could not be ignored due to the Internationalization of higher education. This aspect was highlighted in a study put forward by Lumby and Foskett, (2016), which depicted that international

students' approach has been relatively far more extensive than the students of Pakistan, which ultimately enables them to increase and enhance their way of thinking. As mentioned earlier, the statement has been considered to contain vital importance since the factor of exposure is directly linked with the academic experiences of students, which assist them in thinking innovatively and differently. In the light of research conducted by Skinner, (2016) the exchange of ideas between the local and international students could result in the improvement in the knowledge and thinking process of students as the external environment of countries differ considerably from each other.

In addition to this, the prospect of the change in the external environment has been considered because of the significance that the external environment directly impacts the thinking process of individuals. This fact is established in the light of a study put forward by Lumby and Foskett, (2016), which suggested that the students interact as per the requirements of the external environment, and it also restricts the thinking process of individuals. The said statement has been highlighted because of the significance that the migration of students to international countries opens the barrier in the minds and allows the individual to think innovatively. In consideration of this, the thinking capacity of the students also increases with respect to the inclusion of international literature in higher educational institutions.

Moving on, the soft and hard skills of the students also increase concerning the inclusion of international literature because the students in Pakistan do not possess an outstanding level of the combination of hard and soft skills. This aspect has been considered to contain significant importance because the globalization of the world has urged the need for the development of hard and soft skills as the business environment has also changed miserably in the last few years. Moving on, the inability on the part

of the students to develop soft and hard skills would ultimately result in the lack of adoption of the changes in the external environment would lead to a decrease in the competitive edge of the students.

Moreover, the students get to know about different perspectives and approaches to various concepts that help them develop understanding. In light of the research study conducted by Ting-Toomey and Dorjee, (2018)), the internationalization of higher education involves learning in groups that consist of people from different cultural backgrounds. This strategy helps the student in developing knowledge about a particular topic with different perspectives. However, the students who resist changes made in the learning environment might suffer from gaining academic knowledge or developing different perspectives. These types of students are comfortable in the current teaching environment of their own country. According to the study conducted by Gu and Schweisfurth, (2015), the students may also feel superior in the exchange program of the different countries if the student belongs to the country that relatively has a high education quality as compared to the visiting country. This aspect provides the student with prior knowledge and confidence while visiting another country to gain higher education. It has been stated in the research study of Sung et al., (2016), it is necessary for the students in order to have prior knowledge before going for the student exchange program in another country.

Academic experiences are crucial for every student in their academic career. In light of the research study conducted by Becker and Hughes, (2017), academic experiences help the student help in their entire academic life. These types of experiences provide students with vast knowledge and different approaches to academic concepts. Moreover, with these academic experiences and increased

knowledge, students are expected in order to perform well in the academic exchange programs that are supported by the internationalization of higher education. According to the research study conducted by Altbach, (2015), the internationalization of higher education involves high intellectual of students, and they must possess immense knowledge of the subject. Academic excellence is the basic need to execute the internationalization of higher education. The purpose of the international higher education program is to enhance the skills of the students from both countries and promote mutual learning. It has been stated in the research study of Lumby and Foskett, (2016), the internationalization of higher education promotes the concept of mutual learning, which is beneficial between the students.

Internationalization is regarded to improve and enhance the skills and knowledge of the students and it further allows in the training and development of the lecturers. Moreover, it is critical to suggest that internationalization can help students to obtain better jobs since the international they likely study is considered to change their mind-set. In light of the study put forward by Becker and Hughes, (2017), the reason for implementing the internationalization of higher education is to remove cultural barriers amongst the students so that they can understand and respect different cultures. Taking an example of Cambridge Examinations, an international board operating in the UK has spread across multiple areas of the world. Many schools of Pakistan have implemented the Cambridge Examinations board. The local educational curriculum of Pakistan, such as the Federal Board, is considered to be eliminated from many schools in the country (Ishfaq et al., 2011). However, it is critical to suggest that the Cambridge Board is significantly expensive since the schools that have implemented are known to bear high costs, which result in high fees.

It is important to evaluate that though internationalization may result in creating an excellent academic experience for the students, it may also lead to some challenges as well. Universities may fail to coordinate with the international standards, limiting the reliability and suitability of the international program. Moreover, educational institutes would instead rely on the local education systems rather than adopting international study programs since they might consider the costs to be significantly high and that the teachers will not be trained enough. Since Internationalization is considered to bring about new technological changes, it is important to suggest that educational institutes will not have the skilled human resources to adapt to the technology that will likely be introduced successfully. Furthermore, the curriculum of the international program might create a conflict with the cultural aspect of the local institution or with the pupils that are part of the course that is being taught (Zolfaghari et al., 2009). Different teaching styles introduced will likely result in developing confusion amongst the students since, throughout their educational journey, they have been taught with one method of instruction.

In addition to this, the academic experiences of students would also be enhanced through the internationalization of the higher education system in a way that the students would be able to speak international languages fluently, and they would also be able to comprehend the received information effectively and efficiently. This fact is established in the light of a study put forward by Rivers, (2018) which reflected that the ability of students to speak and understand multiple languages significantly enhances their experience as they ultimately enable themselves to adjust themselves in different environments and settings. The aspect of the environment has been considered due to the significance that the students would face different situations at different times, and

the ability to speak different languages fluently would help them to cater to the situation appropriately. In this regard, it is important to state that the aptitude on the part of the people to be multi-linguistic immensely assist them in adjusting and cohesively understanding different cultural aspects.

The statement mentioned above has been considered to contain crucial importance because the cultural differences arise enormously with a change in geographical limits of countries, and the disability on the part of the students to adapt to cultural changes would ultimately lead to a decrease in the adaptability of cultural aspects. This aspect is considered about research put forward by (Freeman et al., 2017), which reflected that the strong adaptability to cultural aspects from the side of the students would result in the increased academic experience of the students. The academic experience of the students would be increased in a way that the students would be able to communicate with international students effectively, and the efficient exchange of ideas would happen. The factor of efficient exchange of ideas has been considered to possess pivotal criticality because the exposure of international students and the students of Pakistan would be increased through mutual consensus.

In addition to this, another author (Fall, 2017) put forward an aspect that the internationalization of higher educational institutions shall not contradict the established cultural values of the country. This factor has been considered to possess pivotal significance because of the criticality that the students would be diverted from their fundamental values, which could disturb the social aspects of society. In addition to this, the disturbance in cultural values is considered since the students would be receiving information from higher educational private or government institutions, which would be contradictory to the values of Pakistan. Shedding more light upon this

concept, another perspective put forward by (Freeman et al., 2017) revealed that the disability on the part of the higher educational institutions to provide education and literature which is thoroughly aligned with the cultural values of Pakistan would ultimately result in the decrease in enrolments and registrations.

The factor of decrease in enrolments and registrations has been considered to contain vital importance because of the significance that the parents would be dissatisfied when the literature that is being taught in the educational institutions would disturb the underlying cultural values of the students. In consideration of this, Pakistan has been considered to be an Islamic country, and the inclusion of Internationalization in the education shall be done following the values prescribed by Islam. The aspect of Islam has been highlighted in a study put forward by Fall, (2017) which suggested that the higher educational institutions of Pakistan shall incorporate modernized and updated versions of internationalization. However, they shall also comply with the requirements and guidelines set out by the Islamic books. The incorporation of literature concerning the guidelines and parameters set out by the Islam has been considered due to the significance that the people of Pakistan are considered to be religious, and the inclusion of literature; which is beyond the parameters of Islam would eventually result in the deadlock between the Islamic community and the higher educational institutions.

Adding more prospects to the study, the inclusion of the internationalization in the higher education of Pakistan would ultimately increase the competitive edge of the overall Pakistani students in a sense that the graduate students would be passing on the skills and knowledge to the latter students, which could intensively improve the overall cycle of education in Pakistan. The statement, as mentioned earlier, was highlighted in a study put forward by Freeman et al., (2017), which reflected that the curriculum of

the higher educational institutions would be significantly improved when the governments of different countries provide incentives to existing students and encourage them to participate in the affairs of a country. The said statement has been considered to contain crucial importance since the federal and provincial governments would be able to increase the overall performance of the higher educational institutions as the students would be receiving the quality education from the institute. In addition to this, the aspect of quality education has been pointed out due to the significance that the economy of Pakistan would be able to compete with the international and developed economies, which could eventually increase the economic prospects of the country.

As suggested earlier that the internationalization of higher education is considered to have a significant impact upon the academic experiences of the individuals; it can be analyzed that it is all due to the improvement in the skill set of the student. Moreover, it is also essential to comprehend that in the later lives of the students, the internationalization of higher education may lead towards the development of cognitive and learning skills and establish a foundation for the students (Minola et al., 2016). When traveling to a foreign destination for higher education, students are primarily considered ambiguous about the cultural aspects and the learning environment. When they once start their academics, then they are known to show a high level of interest in the courses.

However, students that gain scholarships are much motivated to gain higher education as they have to perform well in their studies. There are chances that they return to their homeland for jobs or may remain in the international country and may still be working (Skinner, 2016). Furthermore, it is also important to suggest that the cultural barriers established are also considered mitigated after acquiring or being

admitted to an international educational program. This concludes that international study programs are known to mitigate the cultural differences and promote the criteria for cultural diversity (Ting-Toomey & Dorjee, 2018). However, linking the aspect of the Internationalization with that of higher education, it is critical to suggest that if the quality of education provided is right, then it is certain that the students show significant interest in the program of study as well.

Furthermore, Internationalization is considered to prompt a positive academic experience amongst the students admitted to the international study program. Moreover, internationalization considerably leads towards the improvement of higher education since international students can communicate their vision and knowledge, which will be novel to the students studying in the local educational institutes (Altbach, 2015). The complexity in the modern educational institutes will, however, be lowered when foreign graduate tends to share their academic experiences in order to enhance and overcome the challenges being faced by the local educational institutes.

2.8 Impact of Pakistani Students on the Higher Education of Pakistan

The quality of education offered to the students in Pakistan faces many issues that have created a lack of employment opportunities and a lack of economic growth in the country. According to the assessment of Kaye and Rumble, (2018), the global communities and nations are looking forward to gaining higher quality in education that can create effectiveness in the education system and solve the issues related to economic growth country. As discussed in the study of Fenton-Smith et al., (2017), the quality of education is one of the major concerns among the country that creates a real crisis for the country's education system. Several international organizations have been investing in the education system and have been working on improving the country's

culture of education. Due to the reason of improving the quality of education, it has been observed that World Bank and USAID have been playing a significant role in the modification of education and giving loans to the country for making efforts for the quality assessment of education and creating a meaningful assessment for the quality of education (Akram et al., 2017). According to the assessment of Asrar-ul-Haq et al., (2017), the higher education system of Pakistan has also been facing several issues and hurdles due to the poorly organized system of education, lack of skilled teachers, and the lack of resources in the country for improving quality of education in the country.

However, the inflow of expatriates from other countries back to Pakistan has created a positive change within the country's education system (Ahmed and Ali, 2016). The inflow of the students after gaining higher education has been creating the change for the students who are living here and have been creating a major change within the level of jobs, demand for Pakistani students in different companies, and having the investment in different areas for creating the perfect fit for the education system in the country. According to the arguments of (Fenton-Smith et al., 2017), as compared to India, Pakistan had a relatively low level of education, having only one university in Punjab with only students studying in different courses. However, this level of education was also reduced with migration as most of the faculty members in the university were Hindus. Moreover, as time passed, the number of students also went to other countries after gaining scholarships and gained higher education from different countries that positively impacted the country. According to Hayward, (2015) the inflow of the expatriates from different countries after education gave rise to the education system of the country and also introduced several universities in the Public

and private sector that has introduced the level of education and has created a positive impact on the higher education system of the country.

According to Hayward, (2015) the first private university in Pakistan was Lahore University of Management Sciences that began in the year 1984 that was followed by Agha Khan University hospital, inaugurated in the year 1985. After this era, the country has faced remarkable development in the education system and has developed the system of education in the country. According to the study conducted by National Intelligence Council (2014), the global growth of the country is dependent upon the educational growth and manifestation that creates the impact of progress in technology and other sectors of healthcare and education. It has been argued that the increasing system of education creates the perception and opportunities for an increasing number of young children who are there to gain education. It has been argued that the number of expatriates inflow in the country has been creating new opportunities for the students and the country regarding the increasing capacity and response of other countries. As discussed in the study of Kaye and Rumble, (2018), the students who are currently back from different countries after education create positive changes within the country's education system. According to the arguments of (Parveen et al., 2011), the students are likely to develop similarities within the education system in Pakistan.

Based on the assessment of Khan and Damalas, (2015), the education system of Pakistan needs to be very useful & effective, and shall be able to gain positive changes in the country's economy. It has been argued that the higher system of education is effective for economic development and the creation of reasons for best practices in the country. Within the measurement of quality in the education system of the country, it

has been assessed that the universities shall work on improving the quality of education in the country (Khalid et al., 2017). The graduate students are having issues in completing their education and developing the measures for quality education for good quality of engineering and fine art colleges. Furthermore, it has been assessed that the students who are back after education from different countries create a sustainable environment for the education system to create the effect of good quality education for the students in Pakistan. It has been argued that the quality of education plays a significant role in the economic growth of the country and has been creating the impact of economic growth for the country (Andrabi et al., 2017). Therefore, it has been assessed that the inflow of expatriates from different countries create massive returns and creates the relationship between the developing and developed countries for gaining a higher degree of education and reducing the issue of income inequality in the country.

The wage rate that has been found in the country is observed to be increased with the increasing quality and level of education in the country. According to the assessment of Aleixo et al., (2018), the expatriates gain structural adjustment and creates the compatibility for the country for the creation of recent development and studies that can be effective for the data set and has been considered as the measures for improved earnings and the inception for the structural adjustment programs in the country. Additionally, the employment opportunities in public and private sectors also create a major change in the country by developing a strong role in the private sector and develop the efficiency and productivity of the country in different areas (Morosini et al., 2017). As discussed in the study of Morosini et al., (2017), the education sector improves the productivity and growth of the country and creates a skilled workforce for encouraging systematic economic growth in the country. It is found to have many

hurdles and errors for the structure of the schooling system, having the trained and skilled staff and having the performance of the schooling system that can be developed for the growth of this sector. Moreover, the allocation of government funds also can create a difference in the education sector with the increasing inflow of expatriates in the country after getting higher education in the country.

Pakistani students that return from overseas are likely capable of improving the current educational system of the country. They are acquainted with the types of skills and cultures gained from the international study programs that can be implemented in the educational study programs of Pakistan. Moreover, it is appropriate to suggest that all the developed countries in the world are known to be engaged in the activity of constant research and development in order to come up with new scientific improvements in the country. Furthermore, countries that have highly invested in the activity of research and development are known to be progressing thoroughly (Tariq, 2019). It is because the higher education provided by the educational institutes is considered to be immensely valuable in order to conduct extensive research and development in new fields.

The Higher Education Commission of Pakistan is responsible for sending an estimated number of 7806 students abroad to gain higher education in foreign countries. However, around 5683 students have returned to Pakistan, but still, 2123 students are following their MPhil leading to Ph.D. or Ph.D. programs abroad. The ones that have returned to Pakistan are known to be 1874 scholars who have supposedly completed their studies in the fields of Biological and Medical Sciences, the field of Physical Sciences included 1406, and lastly, the fields of Engineering and Technology included

979 scholars. HEC had sent Pakistanis through the Overseas Scholarship Program, and around 1341 students were sent to the United States, United Kingdom had received 1226, and lastly, 907 were sent to Cuba (Khattak, 2016). However, the students that have returned have certainly brought about a positive socio-economic impact upon the country by ultimately improving the educational sector of the country.

It is the educational system of a country that is most certainly related to improving the economic conditions of a country. A good quality education sector of a country is a viable way to increase the number of jobs available in the market. The faculty in the educational institutes is also likely to improve, which will most certainly lead to research and development of new and improved methods for coming up with innovation in the country. HEC had, however, sent many students abroad in order to complete their PhDs, but then a bond was signed in which they must return to Pakistan after the completion of their Ph.D. The scheme was intended to enhance the capabilities of the individuals to become part of the potential teaching faculty in the educational institutes of Pakistan (Tariq, 2019). Furthermore, the returned students had implemented useful research and development schemes to research into new and improved methods extensively and improve the economy of Pakistan.

Furthermore, it is important to suggest that the Pakistani students who traveled abroad to acquire an international degree in some specialized areas had not been successful. Taking an example from medicine, it is important to suggest that individuals that have attained a foreign medical degree had to, however, give the NEB test in order to practice medicine. This requirement of taking the test had resulted in the wastage of time of the students that had attained an MBBS degree from abroad since it takes around

a year and a half to complete to prepare for the medical test. Requirements like these can be taken as a reason why do international students do not wish to return to Pakistan (Junadi, 2015). Even though the universities were all recognized by the authorities of Pakistan, there was still a need for foreign graduates to perform a test.

2.9 Challenges Faced by Pakistani Students in Gaining Higher Education

According to the arguments of Morosini et al., (2017), the higher education system in the country has a major contribution to the creation of employment opportunities and having the outcomes for the country's overall growth. It has been assessed that the countries look forward to improving their quality of higher education for gaining sustainability in the education sector and creating a long-term positive impact on the environment and the organization. It has been argued that countries like Pakistan have been facing several issues and hurdles that are there towards the quality of higher education in the countries. According to the arguments of Jibeen and Khan, (2015), there are several challenges faced by the students in Pakistan towards gaining higher education as it creates the issues towards quality and resources that are there for the educational facilities. It has been argued that the significant issues that are faced by the students towards their higher education are research facilities and lack of skilled faculty. As discussed in the study of Cyan et al., (2016), the skilled teachers in the country create a systematic education system that plays a major role in managing the education system and increases the skills and attributes of the students towards the completion of their education.

However, it has been argued that increasing academic issues in the country have been developing problems for quality education in Pakistan. It has been assessed that

the lack of funding for the education system has been creating issues for the lack of resources and the aspects of the country. According to the arguments of Morosini et al., (2017), the issues of lack of employment opportunities have also been occurring due to the reason of having lack of educational facilities and the system of education in the country. Moreover, it has been discussed that the government of Pakistan has been taking initiatives to create educational facilities that are there for the upbringing of the education system and creating the opportunities for the country in terms of having social issues and consideration for the higher education system in Pakistan. On the other hand, according to the assessment of Morosini et al., (2017), the issue of inexperienced teachers and the problems of poverty has also been a major issue towards the higher education system in Pakistan that is aimed to create solutions for the students in terms of having expert advice and having the chances of gaining quality education in this regard. According to the analysis of Cyan et al., (2016), the system of education in the country has been affecting the system and has been creating the issue of poverty and unemployment in the country that has affected the country and its policies as a whole.

The availability of resources in the country has also been making a difference for the social and economic policies and has been creating an influence over the higher education system in the country. Based on the results of the study conducted by Morosini et al., (2017), the system of education has a considerable impact on the economic development of the country and has been creating major changes in this regard. However, the changing culture of the education system creates individual and sectional interests for the people in terms of managing the efficiencies and social interest for the individual groups and creating best practices for the country in this regard. The country Pakistan has a lack of personal skills and abilities for the use of

science and technology that can be effective for human advancement and the development of measures for creating the outcomes for the country. Cyan et al., (2016) has also argued that the prospects and problems of higher education create the system of examination and the governance that creates the issue of achieving the academic results with the international standards for creating the systematic flow of information that is effective for the country in the long run. The issue of lack of resources in the education system of the country has been creating the aspect of environmental statistics for the creation of many issues in the country for managing the student's inflow and outflow in the country.

2.11 Pedagogical Experiences of Foreign Graduates in the Internationalization of Pedagogical Practices in Higher Education

The students now a day want more interesting lectures as compared to before. In light of the research study conducted by Guzman et al., (2016), the students are attracted to modern teaching methods, which involve the graphical representation of the lectures. In this manner, the pedagogical experiences of the international students in the Internationalization of pedagogical practices in higher education are enhanced, and they find it relevant and the most appropriate methods for the teaching. According to the research study conducted by O'Callaghan et al., (2017), the students find it easy to learn through video lectures and pictorial presentations. This experience of foreign graduated is expected to benefit the student in an academic career. This helps the students in their professional life and corporate business environment. The students may be willing to change the learning and teaching environment because of the purpose that they do not find the teaching environment much interesting in their own country. It has been stated in the research study of Hanson, (2016); the traditional methods of

teaching may affect the understanding of the student. For this purpose, the student might find the teaching method more attractive in other countries, which enhances the understanding of the student.

The 'self-study teacher research' requires to offer information on the development and impact of learning, didactic methods, and teaching concepts in higher education in addition to classical teaching and study evaluation. Scholarship of Teaching & Learning is considered to be the systematic and methodologically-supported replication of a person's teachings, goals for research, and publications. Problem-solving ability is regarded as an essential skill, and this is a combination of different but domain-specific abilities like the ability to solve analytical and complex problems (Arnold, 2019).

International Experience meaningfully impacts the teaching-learning progression. Faculty with intercontinental Experience incorporates global content in their classroom practices & pedagogies. International study is a dynamic field that adopts transformation, and traditional teaching methods are required to be replaced by Active learning & complex pedagogies to be espoused. Conventional passive learning will shift to student-centered learning through the think-pair-shares, group work, etc. strengthens faculty and learners' receptivity (Urban et al., 2017). However, besides the optimistic impact, numerous factors affect the internationalization process in higher education institutions, i.e., the working situation, Managerial sustenance, personal motivation & priority, standing curriculum, prospects for professional development & accessibility of resources (Mora et al., 2019).

The teaching methods in foreign countries differ from those in Pakistan. It is analyzed that Pakistani students are still inclined towards conventional learning methods where it is observed that the students are still upheld with strict repercussions for their in-class struggles, which demotivates them from further learning. However, it is analyzed that foreign schools have effectively categorized their students to maintain a learning atmosphere that is beneficial for all. A cross-comparison of the foreign countries' teaching methodology and Pakistan's teaching methodology was extensively analyzed by Shaukat et al., (2020), where it is stated that the schools are relatively autocratic in Pakistan. In contrast, in foreign countries, the schools are democratic, where students' opinion is equally heard in order to maintain the operations of the school.

Opined by Ali, (2018) it is addressed that child education in the country is questionable in order to sustain the retention rate of the students. The uncompromising attitude of the teachers in the rural areas places rigidity in students at an early age, which develops resistance in them against education. Similarly, the study stated that urban area schools have a higher retention rate when compared to rural areas because of the helping attitude of the teachers in order to rectify the student's mistake while creating a learning atmosphere. Whereas, the hostile attitude of the teachers in rural areas makes the students learn ineffectively because of the unsupportive environment and lack of infrastructure, which increases their opportunity cost to go to school.

Another reason explored by Ali, (2018) elaborates on the practices of the rural area in Pakistan, where it is seen that the children at an early age are exposed to finances. The presented opportunity for earning income against future income is always challenging in rural areas due to the scarcity of resources. Therefore, the students prefer

to work rather than study, which contributes to the low literacy rate in the country and proves to be detrimental to the productivity and growth of the country. Moreover, the low literacy rate is also catalyzed by another chief factor in Pakistan: girls' education in the country (Tagar et al., 2019). Women's empowerment in the urban areas has taken a rift; however, the rural areas still struggle over the basic necessities of life.

It is analyzed that the girls' education in the country is struggling due to rigidity in the people living in rural areas. Therefore, the government has effectively embraced the Internationalization of schools by incorporating co-education systems. The co-education system is defined by the schools which provide education barring gender discrimination. The collaborative learning environment has proved to be helpful in the growth of the children as analyzed by (Bilal, 2019). However, in rural areas, gender discrimination is still high, and imbalance requires serious attention. Therefore, it is analyzed that the education commissions in the country should incorporate the usage of separate schools for girls and boys in order to alleviate the literacy rate of rural areas of Pakistan effectively.

The teaching methodology variation in the country itself is much higher than in the rural areas; incorporating visual learning is yet to be embedded. However, in the urban areas, the development has progressed as far as bag fewer schools where the students are taught using technological equipment while being tested. Following the study conducted by Singer and Braun, (2018), it is stated that the testing techniques cannot be compared with each other due to the content of the course taught. Some might require the use of technological equipment, while others only necessarily need a copy in order to test the student's concept.

Moreover, the teaching method differs in the country, which may involve more interaction of the students during the lectures. In light of the research study conducted by Coady et al., (2016), the interaction of students among each other in a cross-cultural classroom is more effective in terms of knowledge. This is because the understanding of the student is developed in the cross-cultural groups. The modern methods of teaching involve cross-cultural classrooms, which help the students in understanding different cultures across the globe. According to the research study conducted by Lewthwaite and Nind, (2016), the cross-cultural pedagogy method is considered the most effective method of making cultural awareness among the students. It is expected from the students that by gaining the pedagogical experiences from the country in which they have conducted an exchange program, they apply the same method of teaching in their own country. This will benefit the whole society and people across the nation. It has been stated in the research study of Hattingh et al., (2017), the pedagogical experiences of the students help in the Internationalization of pedagogical practices. These methods may help hundreds of students by making them learn in groups and enhancing their learning experiences.

The pedagogical experience of foreign graduates in the Internationalization of the pedagogical practices in higher education is of more importance. In light of the research study conducted by Coady et al., (2016), the pedagogical experience of foreign graduates is useful in the Internationalization of pedagogical practices in higher education. The pedagogical experience of foreign graduates helps in implementing modern teaching methods in the local educational system, which can benefit the learning of the students. According to the study conducted by Guzman et al., (2016),

with the implementation of modern methods of teaching, the students will be provided with more facilities that make their academic learning enhanced.

The modern methods of teaching not only encourage student's participation in class but also significantly reduce the time taken for a teacher to convey a concept to the class. However, it is analyzed by Collins and Halverson, (2018) that the state of the art technology does not guarantee the best results in terms of learning outcomes; therefore, the use of it should be minimalized and reciprocated in accordance to the needs of the class while ensuring the meeting of constraints. Therefore, it is analyzed that the schools in Pakistan necessarily require educational reforms but to a limited level because abundance in technology in schools is not what is required in order to meet the desired aims and objectives of the government regarding the educational reforms. The preceding statement is made in light of the study put forward by (Riaz et al., 2017).

With the rising rate of globalization and the rate at which the utilization of technology is rising, it is essential to suggest that there is very little difference between internationalization and higher education globalization. The literature heavily discusses the positive experiences provided by the Internationalization of higher education to foreign graduates. Moreover, it is important to suggest that if an individual visits a foreign country to study international programs, it will likely enable them to open up to new ideas. International programs will allow research and development into new areas of study will bring about new methods of teachings (Coady et al., 2016). However, it is important to suggest that individuals that have gained education from abroad might not return to their home country.

One of the reasons for not coming back to their home country is due to the ineffectiveness and the lack of change that can be implemented in their home country. Moreover, it is essential to state that individuals are not to pay commiserating with the skills they have learned during the international study programs. It is important to suggest that the educational institutes much provide an adequate amount of salaries in order to accommodate individuals that have studied international programs (Kang, 2016). Moreover, international programs must be entirely engaged in improving the pedagogical experiences of international students (Simm & Marvell, 2017). Cultural differences and barriers are often removed since individuals start learning different cultural values and aspects.

Furthermore, if individuals return to their place of origin after obtaining an international degree, they might start implementing that teaching in the local educational institutes. This might give a chance to improve the educational system as new and improved methods of education will be introduced and thus will also likely leads towards a good quality education as well (Simm & Marvell, 2017). It depends on the quality of education provided by the international education institute and the degree attained by the foreign graduate. Moreover, mitigating the cultural aspects increases the chances for mutual respect for one another, and that it is vital for international students for teamwork and coordination. By the article Trahar and Hyland, (2011), it is, therefore, essential to suggest that global students are regarded to be highly equipped in order to dwell effectively.

Students that have left Pakistan earlier in order to attain higher education in foreign countries are most likely to return to their home country (O'Callaghan et al., 2017). There are many significant reasons as to why they are likely to return to Pakistan.

However, the significant reason for their return to Pakistan is considered to improve the educational experiences of the students that are currently studying in the educational institutes of Pakistan. Furthermore, it is important to suggest that if the lecture is appealing enough then, it is observed that students are more focused on the lecture and that they show high interest in what is being taught (Hanson, 2016). The lecturer must teach the students in such a manner that it likely improves their capability to evaluate and analyze any given situation effectively.

Furthermore, it is necessary to suggest that due to the different types of technology being used in the classrooms, such as projectors and videos, it consequently leads towards the high educational development of the student. Moreover, pupils with international experiences are known to convey their teachings to their students so that they acknowledge the different types of cultures that are available globally. Moreover, it is also necessary to suggest that when the learning environment of the children in their home country is not exciting enough, they are likely directed towards improving it (Coady et al., 2016). After gaining exposure in international courses, it is important to suggest that international study programs are known to improve the experiences of the students that return from foreign countries.

Moreover, it is important to suggest that the experiences gathered from international study programs are considered to provide professional skills. There is a significant need for international students to extensively communicate their experiences gathered from international study programs in order to improve the educational sector in Pakistan. Furthermore, the experiences gained from international education can improve the teaching methods in the educational sector of the country and can be used to change the traditional teaching methods. A lecturer is supposed to create criteria of

learning in the classroom by creating a question and answer session to improve the learning (Hanson, 2016). Furthermore, the lecturers must know that every pupil in the class has clearly understood what is taught.

Moreover, international study programs are likely known to promote cross-cultural management. This is because the international study programs are considered to possess students that belong to the multiple. Individuals that are known to travel to foreign countries in order to attend international study programs are thoroughly focused upon research and development (Guzman et al., 2016). The research and development conducted with serve as a help to the home country of the individual and will more likely improve the educational sector. Furthermore, it is also important to suggest that the teachings of cultural diversity will eventually enable us to promote mutual respect amongst one another.

2.12 Classroom Management Skills in Institution of Higher Education

The management skills for classrooms in the various institutes, especially those at the level of imparting higher education, can be tricky and challenging for the teachers and the instructors of the contemporary educational landscape. However, the first step that the teachers and instructors must take is understanding the causes of complexity and potential chaos in adopting various classroom management practices. According to Aleixo et al., (2018), there is only very little privacy in classrooms, and that there are many different activities that are undertaking simultaneously. Khouja et al., (2018) are of the idea that the happenings of the conventional classroom are quite spontaneous, which means that the teacher or the instructor might not be able to estimate the time of completion of the activity. Paula and Fragouli, (2018) even go to the extent of

commenting that the classrooms are multidimensional, so much so that the events happening in the classroom are often unpredictable.

Under the circumstances, it becomes only naturally pertinent for the instructor or the teacher to attempt to manage the classroom most efficiently and effectively as possible. The first technique of classroom management that the teacher must employ is that of establishing the expectations related to the behavior of the students and of attempting to address the uncertainties which exist in the mind of the students. A second consideration for the teacher and instructor is to ensure that experience of success is imparted to the student, which means that each student must necessarily know what success is in a particular subject for discipline, which the teacher teaches. The third idea in this discussion is that the teacher is visible to the students. This means that the teacher must be available to communicate with the students in person in case of any problems or issues that they might face during the lectures or related to the instruments of assessment used by the teacher in the course. Raza et al., (2018) refer to the teacher being in charge in this case; according to the authors, the teacher must take ownership of the classroom and must get involved to instruct or teach efficiently and effectively.

Paula and Fragouli, (2018) Argue that the role of the classroom management style adopted by the teacher is instrumental in the efficiency and effectiveness of the overall learning process of the students, especially in the case of Higher Education. An authoritative style, for instance, is perceived to encourage the students to think independently. However, at the same time, this particular style is associated with providing substantial monitoring to the learning process and mostly a verbal exchange between the teacher and students. The authoritative management style is obtained from the authoritarian management style; the authoritarian management style is quite

restrictive with its primary focus on maintaining the classroom decorum rather than enhancing the learning environment for the students. Finally, the permissive classroom management style encourages learners to enjoy the most autonomy. However, the most evident disadvantage of a classroom management style is that of lack of support is there for the students to learn new skills and for the teacher to manage the behavior of the students effectively.

Lecturers need to possess class management skills in order to handle the classroom in higher education institute effectively. Class management skills will enable lecturers to effectively overcome the issues and conflicts that might arise in the classrooms to improve academic performance. Educators will, however, have to take to implement proactive leadership in order to promote a positive experience in teaching and deliver the instructions effectively (Henderson, 2016). Moreover, it is necessary for the classroom instructors to effectively regulate the behaviors in the classes in order to prevent any disruption during the classes. Classrooms must possess a mutual culture since it is vital for the lecturer to ensure that the students have understood the lecture well enough.

Another essential aspect to discuss that lecturer must possess excellent vocational skills in order to deliver the lecture to the pupils in the class effectively. If there is a lack of vocational skills, then the students will not be able to understand the lecture effectively, and it might pose a threat to the grades achieved by the students. Moreover, it is necessary to suggest that the lecturer must possess a loud voice to discuss the lectures and studies effectively. In order to develop the analytical skills of the students, it is crucial for the lecturer to critically evaluate the discussion so that the students can better understand the course (Korpershoek et al., 2014). Furthermore, a

lecturer must effectively communicate the goals and objectives of the lecture and enable a question and answer session in the classroom.

Furthermore, effective classroom management is considered to be a central part of teaching and requires consistency over the behavior of a teacher. This aspect is formed by one research study highlighted by Nilson, (2016) which depicted that sense of fairness and courage enables the teacher in order to understand in different ways the psychological and developmental levels of the students. In context to this, the management of class plays a pivotal role as it acts as the building of relationships and maintains hard work in the institution of higher education. Besides, with the increase in the level of higher education, new demands on the teaching and learning processes have been taking rise at a rapid rate. Moreover, to make an active classroom, it is significant for the teachers to prepare guidelines as the number of students per class changes the dynamics and interactions within the classrooms in institutions of higher education.

Another research study highlighted by Skiba and Losen, (2016) depicted the significance of classroom management as higher than the administrating corrective measures when a student misbehaves or react. In this regard, teachers need to develop proactive ways in order to prevent problems that occur in the first place by creating a positive environment of learning. From the perspective of higher education institutions, teaching is considered one of the most stressful occupations as teachers often face threats of violence and unwelcome views from the students towards their way of learning. Also, the teacher needs to know today's educational settings in the classroom that affect their training and learning process while making the students able to achieve something. Another research study presented by Henderson, (2016) stated that in the classroom, misbehaviors increased by 10% in 2013, affecting the higher education

institution and its classroom management. In context to this, teachers have to make some behavioral strategies in order to enhance the learning effect among the students.

Many researchers conducted studies to provide significance to classroom management, as teachers in higher education institutions have been facing challenges when trying to meet students' diversity. Nevertheless, one research study revealed by Brookfield, (2017) stated that teachers are supposed to set their tones and voice in the classroom because students consider them as their role models. In this context, classroom management is the core responsibility of teachers as it refers to designing and implementing effective classroom strategies, policies, and procedures that allow the students of higher education to participate in the class discussions. Due to the increase in higher educational institutions, students demand adequate infrastructure and training skills that help in job placements. This fact is established by another research study conducted by Brockett and Hiemstra, (2018), which suggested that group activities have been taking place in higher education institutions, which can be difficult for the professors or instructors to manage hence resulted in a challenge. For this purpose, it is significant for the higher education institution to manage and make the classroom effective in order to avoid any uncertain act by the students.

Furthermore, to enhance the learning in the classroom, the teacher needs to assess the students' understanding and then present their lectures by providing a formative assessment. In this aspect, according to one research study proposed by Good and Lavigne, (2017), the main challenge that teachers face while managing the classroom in the higher education institution is communication and collaborative teacher work. In this context, teaching strategies are essential in order to help the students learn their desired course of content and able to develop achievable goals in

the future. Besides, the ability of teachers in order to organize classrooms and manage the behavior of their students is considered to be critical to achieving positive educational outcomes of the higher education institution. On the contrary, another perspective proposed by Korpershoek et al., (2016) stated that the inability of teachers in order to effectively manage the behavior of the classroom, that often contributes to the lower achievement of the students. In context to this, teachers who have not the skills and abilities to promote positive behavior towards implementing change in managing the classroom are supposed to decrease the level of learning from the students from the higher educational institution.

The role of teachers cannot be neglected in the management of an effective classroom, as many studies highlighted the negative behaviors of students of a higher educational institution. However, in the perspective of the research study put forward by Scheerens, (2016) stated that effective teaching and learning could not take place in ineffective classroom management. In this context, if the students are disorderly and disrespectful and are not supposed to follow the rules and regulations of behavior, then teachers may face difficulty in order to teach them effectively. Also, the impact of teacher's effectiveness on the achievement of students has a direct significant positive relation as students learn more from the knowledge of effective teachers. Another aspect highlighted by Oliver et al., (2011) depicted that the least effective teachers cannot create the effect in the classroom and hence resulted in a decrease in the development and learning of students in higher educational institutions. In this context, the role of the teacher is considered to be an essential aspect in order to build a productive environment in the classroom. However, students are more convinced with

the engagement of teachers and knowledge they are promoting in order to increase the interactions.

The main motive for students wanting to acquire higher education abroad is the need to improve some skills. It is, therefore, necessary that international study programs play a crucial role in the provision of high-quality education. Moreover, it is important to suggest that the lecturer must develop a learning environment in the classroom that involved mutual understanding and promotes respect for various cultures. Furthermore, it is also necessary to suggest that the students must be clear regarding the expectations of the teachers in order to attain a better understanding of the subject (Worldbank, 2019). They must induce participative procedures in order to promote the learning of both the lecturer and the pupils. Lecturers must give small tasks to students so that it enables them to become more responsible and understand the importance of performing tasks on time. However, it is important to suggest that a well-managed classroom is one in which the students are always engaged in the activity of constant learning.

Moreover, there is a significant need for a lecturer to promote balance in the classroom to maintain stability amongst the students. It is, therefore, necessary for that an optimistic situation in the class to be created that prompts effective learning and instruction. Furthermore, it is necessary to possess such classroom management skills that are likely known to improve the educational experiences of the pupils studying in the class. It is the job of the classroom instructors to be clear upon the method of instruction and to enhance the analytical skills of the pupils studying in the class. The message that is to be conveyed by the lecturer must be clear so that students with different backgrounds can adequately comprehend the message that is being dictated

(Ahmad et al., 2017). However, it is important to suggest that lecturers are considered to be empathetic in the classroom in order to better understand the issues that are being faced by the students.

As relayed earlier that for the lecturers, it is essential to understand the different types of cultures within the classroom so that the message that is to be conveyed does not cause any conflict. They must develop such learning techniques that can create a high level of interest amongst the students in the classrooms so that they are better able to establish their cognitive and behavioral skills. Moreover, it is also necessary to suggest that managing a classroom is very complex and that lectures may face difficulties in administrating the students studying. However, higher education institutes are considered to have students that belong from higher ages. They are already mature enough to understand the behavior that should be implemented in the class (Beaty-O'Ferrall et al., 2015). It is, therefore, essential for the classroom instructor to be present when students are likely considered to be facing any particular issues and that the solutions to their issues are carefully addressed.

An increase in university access has generated new demands on the teaching and learning processes ranging from the educational process itself to infrastructure, and the effectiveness of training, especially in initial job placement (Ali, 2018). One of the recent crucial challenges, however, is the explosive increase in the number of students per classroom, particularly in developing countries, which are increasingly demanding more and better-qualified professionals. The following additional factors have been considered in the new educational context, including the heterogeneity of profiles and diversity have been an upsurge in the growing amount of students per class, especially

in those students who could not have the resources or access to higher education in the past.

Competency development created a dilemma in smaller groups of students who were personalized and the institutions' economic constraints. The higher education communities' massification of online videos, online platforms, mobile devices, and the applications stored, among others. There is also a need to provide more qualified and better professionals for quality education among students in the areas that are prioritized, such as developing countries (Zulfqar et al., 2016). Higher requirements regarding quality valuation and achievement of educational outcomes initially established. In this sense, the increase in the number of students per class modifies the dynamics and interactions within the classroom, since the increase in class size also increases the factors involve. Therefore, the techniques of teaching and learning processes become critical, as it involves a process of planification, application, and evaluation of activities before, during, and after the class, which is very different from small or regular sized groups.

2.13 Academic Experiences of Graduates who Studied in Different International Study Programs

International study programs are defined as study schedules, which comprise of the academic brief from foreign universities. The international study programs not only enlighten graduates but also equip the instructors with innovative teaching methods and lets them understand the importance of addressing each student in order to attain the best outcomes in their students. International study programs are analyzed to be beneficial for countries with developing economy and the ones which lack in educational infrastructure (Milanovic, 2016). The lack of educational infrastructure is

primarily defined by the questionable quality of graduates who are not able to compete in the global market. However, international study programs can excessively develop the base for the educational infrastructure, as stated by (Milian, 2015).

Developing countries have started funding students who want to go abroad in order to attain the best education. However, the country expects them to return and embed their knowledge upon the students who are currently enrolled in their local universities. In a study presented by Potts, (2015), it is analyzed how the international study programs effectively reciprocate its impact on the domestic education level, which raises the average bar of academia in one's country. Furthermore, it is analyzed that the level of education in developing economies is lacking due to their lack of investment in education. The debate over their ability to sustain the pressures of a long-run investment is discussed by Wilkins et al., (2017), where the opportunity cost is seemingly higher, which does not allow them to recuperate from the short-run damage. Therefore, the country prefers to let their students go abroad on the government's expense and return the favor by teaching other students domestically to reciprocate to the country's favor. This is analyzed as an effective way to internationalize the educational framework of a developing country.

Pakistan's incorporation of foreign examination boards, which include Cambridge International Examinations, Edexcel board, and International Baccalaureate, has been the chief factor that influences international education in Pakistan. Students in their second stage develop their interest with exposure to foreign education in the country. It helps them attain knowledge following a global perspective. Furthermore, the students' early exposure to international education instigates them to pursue higher education abroad. It is also strengthened by the foreign university

admission processes where the local boards are challenged against while their own board students are preferred due to their exposure to the learning method incorporated by the host university. Moreover, in light of the study conducted by Raza et al., (2018), it is professed that the educational framework is continuously polished if the indulgence of a foreign board is taken positively by the government while learning from them. The local boards of Pakistan have explicitly been challenged against the quality of learning embedded in their students, whereas the quality of education among the foreign boards is immaculate.

The academic experience of graduates who have studied in different international study programs within the country is also an essential factor to be considered in the analysis of the subject matter under discussion. According to Raza et al., (2018), an empirical study conducted found out that one of the most important and widely acknowledged experiences of recent graduates who got a chance to study in an international study program is that of the exposure to a style of learning which is different from the one that is employed in the country under consideration. This suggests that various classroom management techniques are employed by the instructors and teachers in different parts of the world. These classroom management tactics and principles are fundamentally different from each other in many ways, and hence, this contributes positively towards the rich experience of the graduate students who get a chance to study abroad. Another experience of graduates pertains to improved language skills; the graduates from Pakistan who proceed to do a postgraduate degree from abroad have mostly claimed that they experienced improved language skills as earlier as six months into their international study program. The third vital experience of graduates who have got a chance to join an international study program is that of

enhanced connections and network; the graduates who travel abroad in order to pursue a postgraduate degree are likely to have a more reliable network, which can prove to be useful in the long-term strategic time frame. Qureshi et al., (2018) have commented that the graduates, through the international study programs, are much likely to get exposure to the various cultures and civilizations of the world, which add to the portfolio and contribute very positively towards their intellectual development in the contemporary world of globalization.

It is important to suggest that the quality of the study program is all dependants on the type of university as well. If the ranking of the university is right, then it is likely to observe that the education provided by the university and the faculty will be of high quality. International programs are considered to promote mutual respect for one another in the classroom, and students can respect different cultures (Qureshi et al., 2018). The learning of the students in their previous lower education in their native locations would have brought much exposure to them, but taking part in an international study program would have extensively boosted their skills. Due to the constant globalization, it is therefore essential that students do take part in the international study programs in order to keep themselves updated with the recent research and developments and to boost their confidence and to become independent.

Amidst globalization and the competitiveness it has catalyzed, the academic experiences of students who study abroad help their home country significantly increase their chances of sustaining a competitive advantage due to their knowledge about the external environment as well as theirs. However, the threat pertains to the "brain drain," which is discussed by (Altbach et al., 2019). Brain drain is a term that defines the country's inability to keep its talented citizens to the benefit of the country, and they

work elsewhere in order to achieve personal aims and objectives. Pakistan has significantly faced brain drain in recent times due to challenging economic regimes in the recent past (Laila & Fiaz, 2018). The country's ability to reciprocate on the benefits of the talent of its citizens is questionable, which presents a debatable outcome on whether the country should focus on sending their students abroad or stabilize the educational conditions domestically despite the high opportunity cost.

In a study presented by Altbach et al., (2019), it is analyzed that the academic experiences of graduates who study abroad give a chance to their home country to liberalize and incorporate the flexibility that is required by globalization. However, it is a challenging statement presented by the researcher because not every country aims to liberalize its operations and management. Nevertheless, the best belief in order to float by the sea of globalization is to incorporate flexibility in order to adhere to the dynamic trends of the world in every field. Therefore, the academic experiences of students who studied abroad can prove critical to the country's progress in order to sustain the pressures of internationalization and globalization, where the study mentions the need for more excellent knowledge.

Also, due to globalization and an increase in competition, the academic experience of graduates has been rising as they prefer to study abroad for higher education. One research study put forward by Passarelli and Kolb, (2012) stated that a significant number of students choose to study abroad programs because these international programs enhance their skills and abilities by implementing experiential learning. In this context, millions of international students' worldwide, Pakistani students are among the one who prevails when it comes to enrolling in a foreign university, moreover, due to an unstable education system with a low number of

universities that does not provide many of specializations and few opportunities of employment in the country. However, the academic experience in order to choose the international study program, there is a higher difference found by many past pieces of research for this purpose. In a research study presented by Pope et al., (2019) which stated that many academic experiences enhance the capability of students by experiencing diversity and multicultural dimension. In context to this, students prefer international study programs due to the reason that these programs not only enlighten innovation thinking but also increasing the opportunities for job placements in order to attain the best outcomes.

Furthermore, according to one aspect presented by Singh and Jack, (2018), studying abroad is one of the most important and beneficial experiences for graduate students. In context to this, by studying abroad, students can avail of the opportunity to study in a foreign country and take the fullest advantage of the allure and culture of new land. Besides, the biggest reason for studying abroad programs is the opportunity in order to explore and experience the globalization and diversification of the world. Moreover, the graduate students experience a new country, enhancing their ability to see the world differently. In this regard, another research study revealed by Luo and Jamieson-Drake, (2015) depicted that by studying abroad, graduate students can increase the effectiveness of their language skills. In this context, one of the significant opportunities that Pakistani students have been experienced to avail of international study programs as they are entirely immersing in a new language. However, there is not any other great way to enhance personal development skills.

The academic experience of graduate students in different international study programs provides a significant role in enhancing academic learning by effectively

experiencing international programs. According to one research study put forward by Thompson, (2018), studying abroad also expands academic learning outside of the classroom because they live what they are learning. In this context, it helps in increasing their leadership skills in order to experience mobility internationally. In the 21st century, education has become more international, which results in strengthening the skills and abilities proficiently. Another research study suggested by James, (2019) stated that the experience of international study programs had made the graduate students game-changer. In context to this, Pakistani students have been applying all around the world in order to increase their capabilities and opportunities effectively.

Additionally, many countries are investing in international education, which has been considered a growing priority for graduate students. In this aspect, according to one research study conducted by Tran, (2016) which depicted that through international education, students gain their experiences that help in shaping their future and careers. In this context, academic experiences for graduate students can be influenced by the push and pull factors. Also, the pull factors pertain to the characteristics of a country or an institution, which makes it attractive to the students. However, push factors inculcates the factors of a country or institution, which makes it less attractive and resulted in low academic experience.

Moreover, the push factors can be analyzed by the priorities of the government, which results in a lack of capacity or lack of potential. Another research study highlighted by Austin and Shen, (2016) explains that the United States is considered the most popular destination for graduates who want to avail themselves of international programs. In this context, the higher education systems in the country from which the students go abroad cannot provide quality education.

Moreover, in light of one research study suggested by Rasheed et al., (2016), Pakistan has frequently been facing the challenges to provide better higher studies in the country. In context to this, many graduate students are moving from Pakistan to allow them to study abroad. Also, it provides the students with a higher quality of education in order to attain their experience positively. However, the study abroad programs play a significant role in providing opportunities that attract international students. In this scenario, developing countries are paying more attention to the enhancement of the education system in order to gain an advantage by providing chances to the graduates of different countries. Another research study highlighted by Kayani et al., (2015) depicted that numerous Pakistani students study overseas from 1998 to 2010. In this context, the below figure depicts the outbound mobility of Pakistani students that have increased from 13,127 to 36,366 from the year 1998-2010.

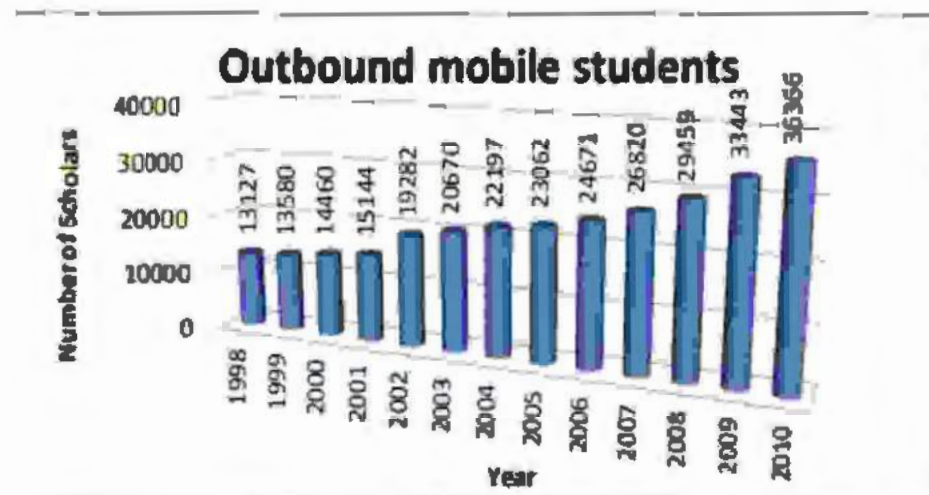


Figure 2.1 Outbound Mobile Students

Source: (Kayani et al., 2015)

It has been identified that the government of Pakistan has focused on the Internationalization of higher education by applying an outbound approach. This has increased the academic experience of the graduates by experiencing high quality and

different levels of educations in different countries by applying to international study programs.

2.14 Theoretical Framework

According to the assessment of Paula and Fragouli, (2018), several theories and approaches have been used by the researchers for managing the students' higher education system and creating the best practices for achieving the system of higher education in the country. It has been assessed that the students' affairs theories have been provided for managing the students' discrepancies and managing their affairs for the likelihood of the country and administering the practices for getting the likelihood in this regard. The lack of educational infrastructure is primarily defined by the questionable quality of graduates who are not able to compete in the global market. However, international study programs can excessively develop the base for the educational infrastructure, as stated by Milian, (2015). Hence the aspect of the education system has been creating the aspect of quality education in the country. It has been stated in the research study of Hanson, (2016); the traditional methods of teaching may affect the understanding of the student. For this purpose, the student might find the teaching method more attractive in other countries, which enhances the understanding of the student.

The use of student affairs theory has been creating the perspective of the education system for developing quality education in this regard. The teaching methods in foreign countries differ from those in Pakistan. It is analyzed that Pakistani students are still inclined towards conventional learning methods where it is observed that the students are still upheld with strict repercussions for their in-class struggles, which

demotivates them from further learning. This aspect can also be supported by the effective use of technical measures for solving the problems related to equity and the measurements for the recognition and having the social and economic development of the country. It effectively yields the student's interest from the ground level and trains them according to the graduation programs so that the students do not face hindrance while getting exposed the higher education and sustaining the pressures of grades and learning simultaneously. The international study programs are conducted in order to make the students familiar with the different cultures and to provide them with good quality education. In light of the research study conducted by Ammigan and Jones, (2018), international study programs help increase the quality of education with in the country. Within this concern, the applications of higher education theory have been put forward that gain the focus for the people in terms of managing the people and their responsibilities for having a better understanding of the nature of education and the colleges and universities that are there for the focus. Managing hurdles and inequalities in the country has been developing the leaps and bounds for the creation of activities that can support the period of quality control for managing the consolidation and having constant growth for the period.

Furthermore, the student affair theory is a useful tool to evaluate the Internationalization in the higher education of Pakistan effectively. It is essential to present the fact that there is a significant need for improvements in the educational sector of Pakistan and that internationalization can enable to bring some significant reforms in the educational sector of the country. Following Ammigan and Jones, (2018), it is the foremost duty of the lecturers in the higher educational institutes to ensure that appropriate teachings styles are being used and that the students are easily

able to improve their behavioral and cognitive skills. Furthermore, it is also essential to suggest that developing mutual relations within the educational institutes is also essential.

2.15 Chapter Summary

In this chapter, it has been identified that education has been considered as among the core aspect of human rights in any nation, and higher education as important for the development of any nation. In the environment of Pakistan, the position of higher education is alarming, which is not because people are lesser in values and talent as compared to any other nations, but it is because of protracted colonial rule and political imbalance. The trend of studying in other countries is gaining popularity, as students worldwide seek the option of going abroad to obtain their higher education. It has been identified that distance learning is considered as one way of receiving international education, as students without leaving their home countries take online and hybrid courses through distance learning. There is only very little privacy in classrooms, and that there are many different activities that are undertaking simultaneously. From the various studies, it has been noted that the quality of education matters the most in the development of the nation and ensures success for the future growth of the economy.

It has also been identified that Pakistan has an extensive system of higher education with over 190 well recognized Public and Private Sector Universities. However, as per the world universities ranking of The Times Higher Education, no Pakistani university lies in the top 600 universities. The higher education system of Pakistan poses several challenges that delay the growth of higher education in Pakistan, which include lack of resources, increasing population, shortage of qualified human resources, inefficient management system, overcrowded classrooms, fewer research

opportunities, and most importantly, political instability. For all these developments, the Higher Education Commission of Pakistan (HEC) is known to be accountable for developing higher education in the country. It can be stated that international study programs are conducted in order to make the students familiar with the different cultures and to provide them with good quality education. This is because international universities are considered to possess a high amount of technology that might not be present in the home country of the student, which can be the reason for a student to pursue an international program. Moreover, the international universities are allegedly thought to have proper classrooms and fewer pupils so that the lecturer gives each individual a suitable amount of attention. Additionally, international programs are reflected to be challenging for the pupils to improve their skills, so they are better able to overcome any problems.

This is concluded that it is essential to suggest that the traditional curriculum being followed in the educational institutes of Pakistan has now become obsolete and that there is a need to bring in changes to it. The importance of internationalization of higher education has, however, been realized by the private institutions in Pakistan; this is because the quality of education matters the most in the development of the nation and ensures success for the future growth of the economy. Furthermore, the academic experience of students is expected to increase with the increase in the exposure of students to different environments. It has been identified that the students are attracted to the different teaching and learning environments most of the time and generate more interest in academic learning. From the above discussion, it is evident that students are attracted to modern teaching methods, which involve the graphical representation of the lectures. In this way, the pedagogical experience of the international students in the

Internationalization of pedagogical practices in higher education are enhanced, and they find it relevant and the most appropriate methods for the teaching. However, the management skills for classrooms in the various institutes, especially those at the level of imparting higher education, can be tricky and challenging for the teachers and the instructors of the contemporary educational landscape. Moreover, the academic experience of graduates who have studied in different international study programs within the country is also an essential factor to be considered in the analysis of the subject matter under discussion.

This chapter is known to suggest the advantages of international study programs that are significantly known to provide exposure to the students that travel to foreign locations. When they return home, they likely implement their knowledge gained in the higher educational institutes of their country. Such is the case that has been described in this literature with regards to Pakistan. The chapter is also considered to possess and explain the challenges faced by the higher education sector of Pakistan and the measures taken by the Higher Education Commission in order to promote good quality education in the country. Furthermore, it is also important to suggest that the academic experiences of international students are also based upon the exposure that they have gained abroad. Students enrolled in the international study programs are regarded to understand the importance of maintaining cultural diversity and that it is also essential to possess mutual understanding amongst one another. This chapter also discusses the fact that the higher educational institutes need to maintain a high-quality standard, good governance, and structure so that students are likely attracted by the various programs being offered by them. The foremost duty of the educational institutes is to, however, provide good quality education to the students attending the institutes. The chapter also

discusses the lack of research and development and expertise due to the lack of funds that reach the higher education institutes of Pakistan.

CHAPTER 3

RESEARCH METHODOLOGY

As the study was investigating the impact of international study programs on the internationalization of higher education in Pakistan, which was described critically in the light of available literature from different empirical sources, the researcher in this chapter made efforts to explicitly describe all the details of methods, designs, tools and procedures adopted for conducting the study in hand. This chapter contains; research design, methodology, population, sample size and techniques, development of data collection tools, piloting, data collection processes, and ethical stances followed to ensure the American Psychological Association (APA), Manual.

3.1 Research Design

Research designs are of different kinds, which are adopted by the researchers keeping in view the needs and requirements of their studies. Gay et al., (2017) viewed that research designs include *Qualitative Research designs*- narrative, case study, phenomenology, historical and ethnographic, and *quantitative Research Designs*- experimental and non-experimental. Further, Creswell, (2014) advocated another type of research design called *mixed Method Research Designs*- sequential, exploratory, exploratory, and explanatory designs.

Keeping in view the research problem of *the impact of international study programs on the internationalization of higher education in Pakistan*, the researcher adopted the mixed-method research design to explore this impact. Further, the researcher adopted an exploratory sequential research design from a mixed-method research design. This design effectively explores the nature of the research problem

when there is no available tool(s) for the exploration (O'Callaghan et al., 2017). It enables the researcher not only to discover the major themes about the research problem but also to provide space to develop a quantitative research tool to confirm the extracted themes through statistical techniques.

The researchers developed interview protocols for data collection from the respondents, which were also used for the development of quantitative research tools (questionnaires) for data collection aimed to generalize the results to the population of the study. Qualitative data and related literature were used to develop a separate questionnaire for faculty members to investigate their experiences during their stay abroad about pedagogical skills development, research skills, and classroom management skills. Further, the second questionnaire was developed for students to collect data to measure the impact of their teachers (Studied abroad) pedagogical, research, and classroom management skills on their performances.

3.2 Research Paradigm

A research paradigm is a researcher's world view from which she/he observes the world and the research problem. Researchers and experts have categorized research paradigms into four main categories positivist research paradigm, interpretive paradigm, critical paradigm, and pragmatic paradigm. All these paradigms enable the researcher to place her/his belief about nature, reality, and sources of knowledge investigated for the solution of the research problem (Kivunja & Kuyini, 2017).

The researcher in this study intended to explore the impact of international study programs on the internationalization of higher education in Pakistan, which focuses on

exploring the experiences of the graduates of different programs that provide opportunities to Pakistanis during their study abroad. The nature of this inquiry is multidimensional as there is a need for in-depth explorations through interviews (qualitative data) *Interpretivism* from the respondents. Further, the researcher is also required to survey the respondents to study the constructs through a questionnaire and compare the experiences of three international study programs (quantitative data) *positivist*. Similarly, the impact of these programs on the internationalization of higher education in Pakistan is also to be measure from classroom management skills, research skills, and pedagogical skills of graduates, for which positivist paradigm may help the researcher to explain her epistemological, ontological, and methodological position. Therefore, a pragmatic research paradigm was suitable for the study, and the researcher adopted this research paradigm to explain the research problem (Kivunja & Kuyini, 2017).

No reality could be appropriately explored from one angle, as it is not possible to make a reflective inference about the reality of that concept/problem/subject. Therefore, it is indispensable to explore the reality from different perspectives to ensure an accurate inference about that concept/problem/subject. Keeping in view this opinion, the ontological position of this study is based on the pragmatic position of ontology (Scotland, 2012).

The epistemology of this study was nested in a pragmatic research paradigm where efforts were made to investigate the respondents of study through open-ended interviews and a structured research questionnaire(s). Open-ended interviews enable the researcher to record their experiences during international study programs about

pedagogical, research, and classroom management skills as they have experienced during their stay abroad. These experiences were further converted to a structured questionnaire to verify the information from a larger group of the respondents.

3.3 Research Methodology

In line with the research paradigm of the study, a descriptive survey method was adopted for the study. The researcher adopted qualitative and quantitative research tools for data collection from the respondents of the study. The study was conducted in two phases; in the 1st phase, qualitative data were collected from the respondents through an open-ended interview protocol, and in the 2nd phase, the data from the respondents were collected through a questionnaire. Further, the data were collected through personal visits in the first phase, while in phase two, the data were collected through personal visits, google form, and postal service, and through email correspondences.

3.4 Population of the Study

The study population comprised all graduates qualified through Erasmus Mundus, USAID Fulbright Scholarship, HEC International Research Support Initiative Program and working in public and private sector universities of Pakistan. Furthermore, the students studying under the instructional leadership of the graduates of the mentioned programs were also included in the population. The details of the international study program graduates were obtained from the concerned offices, and their students' data were collected during the data collection process during visits to the graduates serving institutions. Furthermore, students who have been taught and guided in their research studies by the graduates of the selected programs were included in the population.

A total of 111 graduates of Erasmus Mundus, 270 graduates of the USAID Fulbright Scholarship, and 1170 graduates of the HEC International Research Support Initiative Program were included in the population of the study. Hence, the total number of respondents in the selected programs were 1551 graduates who completed their studies abroad under the said programs.

Furthermore, the students of the study of these international study programs graduates were also part of the population of the study.

3.5 Sample Group and Sampling Techniques

The study design was exploratory sequential; therefore, in selecting the sample group, efforts were made to ensure a representative and justified sample size and sample group. In the 1st phase of the research (qualitative / interview data), the researcher adopted a purposive sampling technique, and interviews were conducted with seventeen respondents studied abroad through Erasmus, USAID Fulbright, and the International Research Support Initiative Program of HEC.

On the other hand, to ensure the need for the quantitative phase of the research study, the researcher followed probability sampling techniques where the researcher adopted stratified sampling techniques. The population of the study was divided into three strata;

- a. Graduates of Erasmus in Pakistan (Total = 111)
- b. Graduates of USAID Fulbright in Pakistan (Total = 270)
- c. Graduates of the HEC International Research Support Initiative Program (Total = 1170)

To ensure appropriate representation of all the strata mentioned above, the researcher adopted the stratified sampling technique, which has ensured proper representation to the graduates of these programs. Further to determine the sample size, the researcher studied and followed two main approaches- the criteria determined by Gay et al., (2017), who opined that when;

1. The population is from 1 to 100 respondents; a representative sample will be 100%.
2. The population is from 101 to 500 respondents; a representative sample will be 50%
3. The population is from 501 to 1500 respondents; a representative sample will be 20%.
4. The population is above 5000 respondents; a representative sample will be 460.

Based on these criteria, the total population is 1551, where the researcher has to select 20% for the sample group accordingly; a sample size of 310 respondents would ensure a representative sample size for the population. Furthermore, researchers also follow the Krejcie and Morgan, (1970) table to select sample size. According to Krejcie and Morgan, (1970) table when the population is 1500, a sample size of 306 would be a representative sample size for quantitative studies.

Likewise, Gay et al., (2017) also concluded that more sample size ensures the minimization of sample error; therefore, the researcher adopted a total sample size of 310 according to the criteria mentioned by Gay et al., (2017). Furthermore, to ensure

equal representation to all the strata of the population, the total population was divided into a sample size, and according to the acquired percentage, the sample size for each stratum was selected. To further ensure the representation of the respondents from the population, the researcher selected 358 respondents from the study abroad population of this study.

Table 3.1

Sample sizes of the selected groups

S#	Strata name	N	n (sample)
1.	Erasmus	111	36
2.	USAID Fulbright	270	43
3.	HEC International Research Support Initiative Program	1170	279
Total Sample size =			358

Based on the table No. 3.1 a total of 358 respondents were selected for the study. A total of 36 graduates were selected from the graduates of Erasmus, 43 were selected from USAID Fulbright, and 279 respondents were selected from the HEC International Research Support Initiative Program.

According to HEC Universities statistics of 2015 the total numbers of enrolled students in Pakistani universities were 220225. Furthermore, this study is only delimited to the students of the graduates of International Study Programs, and the total number of those students are not separately available in any statistical reports published

from any authentic sources. Therefore, the researcher selected the highest sample size for students sample group that is 452 for any population group according to the sample size criteria mentioned by (Gay et al., 2017).

To select students, the researcher, during a visit to universities, collected data from 452 students following the convenience sampling technique. There is no separate Cell/department/portal or repository that keeps the record of the students of the international study program faculty members; therefore, it was difficult for the researcher to collect the complete details of students.

3.6 Research Instruments

After the selection of the sample group, the researcher worked on the development of data collection tools. Three research tools were developed for data collection from the respondents of the study to answer the research questions.

3.6.1. Interview Protocols

The researchers developed interview protocols for data collection from the respondents, which were also used to develop quantitative research tools (questionnaires) for data collection to generalize the results to the study population. Qualitative data and related literature were used to develop a separate questionnaire for faculty members to investigate their experiences during their stay abroad about pedagogical skills development, research skills, and classroom management skills. Further, the second questionnaire was developed for students to collect data to measure their teachers' impact (Studied abroad) pedagogical, research, and classroom management skills on their performances.

As mentioned earlier, the study was conducted following an exploratory sequential research design of mixed methods research designs, and the researcher developed an open-ended interview protocol to collect the qualitative data. Initially, there were seventeen questions in the interview, which were discussed with the supervisor and three Ph.Ds. in the field of education who studied abroad.

They evaluated the interview questions in the light of research objectives and made some changes to ensure the respondents' in-depth exploration of the respondents' experiences. Further, they removed three questions as they considered those questions irrelevant and repetitive in nature. After the data collected through the interview protocols and its analysis, the researcher, based on the emerged themes, has designed two separate questionnaires for quantitative data collection from teachers (Graduates of International study Programs and now teaching at private and public sector universities) and their students.

3.6.2 Questionnaire for Teachers

The questionnaire for teachers concentrated on investigating their experiences and learning on four major constructs: academic experiences, pedagogical/instructional experiences, research skills, and classroom management skills. Likewise, the questionnaire for students focused on their perceptions about their teachers' practices on four major themes- academic practices, pedagogical/instructional practices, research skills development of students, and classroom management skills.

The questionnaire for teachers was divided into two parts, the first part deals with the respondents' demographic information, and the second part comprises 33 items

with five options (Strongly Agreed, Agreed, Neutral, Disagreed, and Strongly Disagreed) covering four significant constructs of the study. There were ten items on the first construct (Academic Experiences) in the questionnaire, seven items on the second construct (Pedagogical/instructional experiences), eight items on the third construct (Research Skills), and eight items on the fourth construct (Classroom Management Skills).

3.6.3 Questionnaire for Students

Likewise, the questionnaire for students was also divided into two sections, the first section was related to the demographic information of the respondent, and the second section consisted of 30 items with five options (Strongly Agreed, Agreed, Neutral, Disagreed, and Strongly Disagreed) covering four significant constructs of the study. There were seven items on the first construct (Academic practices) in the questionnaire, seven items on the second construct (Pedagogical/instructional practices), eight items on the third construct (Research Skills Development), and eight items on the fourth construct (Classroom Management practices).

All three research instruments were pilot studied to collect reliable and valid data from the study respondents.

3.7 Pilot Study

The testing of data collection tools before putting them into the field is essential in empirical investigation. Therefore, to ensure the authenticity of the collected data through the designed research tools, the researcher piloted the data collection tools on

a sample of the respondents who belonged to the population and apart from the study's selected sample group.

The interview protocols, teachers, and students' questionnaires were pilot tested in three universities on 32 teachers and 40 students. The pilot study's collected data were placed into SPSS (Statistical Package for Social Sciences) to calculate the reliability co-efficient of individual items, constructs, and overall questionnaire. Further, these research instruments, along with research objectives, hypotheses were also given to four Ph.Ds, who graduated from technologically advanced countries to ensure their content validity.

3.7.1 Validity

The validity of the research instrument is to ensure that it measures what it is supposed to measure. It enables the researcher to collect the required data and test the formulated hypotheses designed in the first chapter. The researcher initially developed interview protocols based on the review of related literature and shared them with the experts, along with the research objective, to ensure that these protocols could collect the respondents' required data. The experts made some minor changes in the language to motivate the respondents for in-depth data. Further, three questions were recommended to be removed by the interview protocols as they were considered repetitive.

Additionally, after the qualitative data collection, the emerged themes were used to design teachers' and students' questionnaires. The initially developed questionnaires were given to the same experts, and the emerging themes were extracted from the

interview data and research objectives where the experts from language recommended significant changes to the format of the statements.

In the first draft of the teachers' questionnaire, there were 37 statements, which were reduced to 27, and they were increased to 33. The refined questionnaire was finalized and was administered to the respondents for the pilot test. In the students' questionnaire, significant changes were made in the format and language of statements to ensure the required data collection from the respondents. However, the number of statements in the questionnaire for students remains the same that is 30.

3.7.2 Reliability

To measure the reliability of the research instruments, the questionnaires were filled from 32 teachers and 40 students. The respondents did not find any difficulty as no significant questions were made from the respondents during the data collection, reflecting that the language of items was understandable to the respondents. The reliability of constructs and overall was calculated following the Cronbach alpha method through SPSS version 16.

Table 3.2

Teachers' Questionnaire construct-wise and overall reliability co-efficient

S#	Constructs	Cronbach Alpha Value
1	Academic Experiences	.919
2	Pedagogical/instructional experiences	.899
3	Research skills	.944
4	Classroom Management Skills	.924
Overall reliability co-efficient of the questionnaire		.965

Table 3.2 revealed the reliability co-efficient values of all constructs covered in the teachers' questionnaire. According to Webb et al., (2006), the reliability co-efficient of a scale shows the consistency of its measure on the research construct. Furthermore, in social sciences, when the reliability co-efficient value of a data collection tool is from .7 to .8, it is average, and when it is 0.90 or above, it can provide the research with stable and consistent data. Based on Griffie's recommended criteria Webb et al., (2006), the construct-wise and overall reliability is good, and the scale is ready to use for data collected from the sample group.

Table 3.3

Students' Questionnaire construct-wise and overall reliability co-efficient

S#	Constructs	Cronbach Alpha Value
1	Academic Practices	.817
2	Pedagogical/instructional practices	.719
3	Research skills Development	.729
4	Classroom Management Skills	.731
Overall reliability co-efficient of the questionnaire		.872

Table 3.3 of the reliability co-efficient of students' questionnaire revealed that it is a reliable questionnaire and can be used for data collection from the respondents. The reliability co-efficient values mentioned above have met the criteria of (Webb et al., 2006). Thus this questionnaire was used for data collected from the students included in the sample group for the study.

3.8 Data Collection

Data collection is one of the most challenging stages of empirical studies where the researcher must follow different strategies and techniques to ensure the highest rate

of return. All the same in the case of data collection in this study, where the researcher used personal visits, google forms, email correspondence, and postal services for data collection from the respondents. As mentioned by Brown, (2001), a researcher must follow eight guidelines to ensure a high response rate in survey studies. These guidelines include

- a. Write a covering letter explaining shortly the study
- b. Ensure to keep the questionnaire short
- c. The presence of incentives to the respondents
- d. Provide postage to return the surveys
- e. Attached a self-addressed envelope
- f. Mention your address on the questionnaire
- g. Do not forget the follow-up
- h. And the time of mailing

All these guidelines were followed and were found useful in collecting the questionnaires from far plunge areas. Nevertheless, the response rate was still too low; in the first attempt of data collection, to ensure the achievement of the desired target of selected sample size, the researcher repeatedly contacted the study respondents, overall, the researcher faced a tough time during data collection.

Furthermore, the data were collected in two phases, first, through the interview from the international study program graduates working in public and private sector universities. In the second section, the data were collected through questionnaires from teachers and students to carry out the study's quantitative section.

3.9 Data Analysis and Interpretation

As mentioned earlier, the data were collected through interviews and two questionnaires from the respondents. The interview data were analyzed following a thematic analysis approach. All the collected data from interviews were transcribed, followed by code extraction, presented in diagrams, and finally, significant themes were extracted.

Furthermore, the quantitative data were placed into the software (SPSS); the statements of each construct were computed accurately to run descriptive and inferential statistics. Based on need and requirements, descriptive statistics-frequency, percentage, mean score, standard deviations were applied to the demographic information, and respondents' perceptions (Data) aimed to describe the collected data. It enabled the researcher to generalize the findings to the sample group. Furthermore, inferential statistics-ANOVA and Chi-square to measure the impact of international study programs on the internationalization of higher education from the perspectives of academic experiences, pedagogical/instructional experiences, research skills, and classroom management skills.

Furthermore, Chi-square was used to measure the impact of the international study program on the internationalization of higher education. Frequencies, percentages, mean and standard deviation were used to measure the level of the satisfaction and perceptions of study abroad graduates regarding their experiences. Similarly, one-way ANOVA was used to measure the difference among all the three selected programs graduates' experiences.

3.10 Ethical Deliberation

American Psychological Association (APA) manual has explained the ethics in conducting research dissertation/studies. These ethical considerations ensure that most essential protocols are deemed necessary for the welfare of respondents/society and the development of research culture without compromising the authenticity, damage to the respondents, animals, and social and cultural values of the selected group.

All the ethical considerations were followed in the real sense from the selection to research topic for study until the reporting of this document. The selection of the topic was made to uncover the effectiveness of the use of public taxpayers' money that whether it is spent correctly or not. During the literature review, all the work reviewed by the researcher were properly cited; efforts were made to reflect the original idea of the author(s) in the text.

During the data collection phase, the researcher developed a consent letter with the approval of the supervisor and co-supervisor and was used during data collection from the respondents, explaining the study in-hand briefly, along with informing them of their right to withdraw, refuse, and willingness without any external pressure for giving information about their experiences in international study programs. Further, it was also assured that their personal information required for the study would not be shared with anyone except for the supervisor and that the acquired data would only be used for this dissertation purpose. Additionally, efforts were made to correctly analyze the collected data to test the research hypotheses and report the results in an academically approved language.

CHAPTER 4

DATA ANALYSIS

This chapter presents the analysis of the collected data through interviews and research questionnaires from the study respondents. Based on the interview data, the researcher developed two separate questionnaires for data collection from teachers and students (sample group). In this chapter, the researcher presented the qualitative data first, and then quantitative data analyses were presented in detail.

Section I

4.1 Qualitative Data Analysis

Table 4.1

The demographic information of interviewers

Countries	Frequency	Program	Frequency	Position	Frequency
USA	5	Fulbright	3	Assistant professors	14
Germany	2	Erasmus	2	Associate professors	1
Australia	2	HEC	12	Professors	2
South Korea	1				
UK	4				
Malaysia	3				

The majority of the respondents were from the USA and UK with higher participation in the HEC program having the rank of Assistant professors. These respondents were approached for an interview, and through prior appointment, the interviews were conducted in a conducive environment. The participants supported

sharing their experiences during their stay abroad through the scholarships, as mentioned earlier, and support programs in different countries, as mentioned above.

There was a total of fourteen interview questions, and about 30 to forty minutes was spent. Some interviews were extended to one hour, where the respondents also shared extra information about their stay in the host countries. The interviews were started with the introduction of the researcher, the topic under study, and the interviewee's background information, which was followed by the interview questions.

4.1.1 Results from Question No. 1

The thematic analyses were carried out for the interview data, and the emerged sub-themes and major themes were presented in the following diagrams along with some significant statements of the respondents;

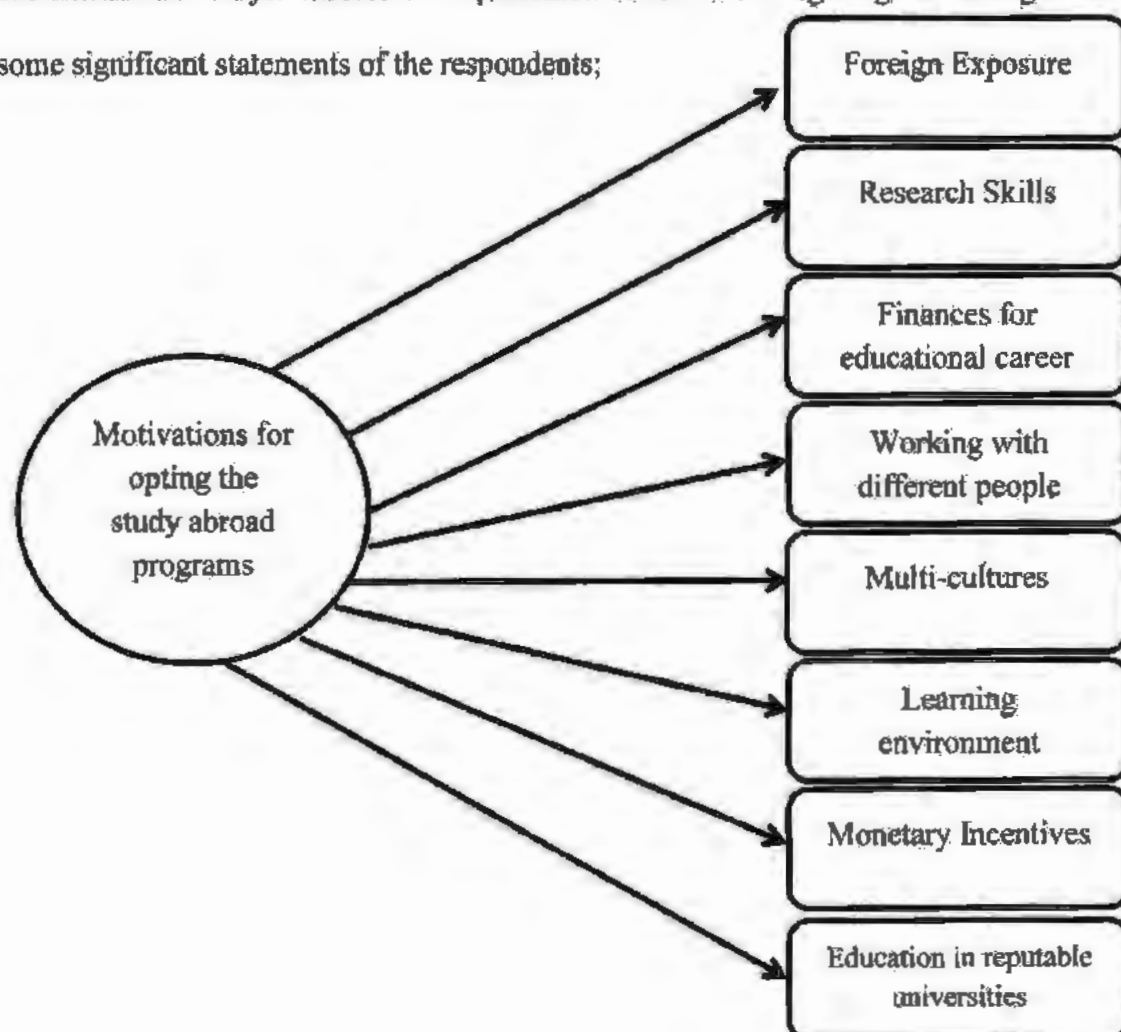


Figure 4.1 Motivational Factors to opt these programs

The respondents viewed that having the opportunity of studying abroad in technologically advanced countries is a blessing that enables one to be more dynamic, multi-culture orientation, working in highly reputed institutions of the world with a highly supportive learning environment. All these together are enough to make one distinctive, more skillful, managed, and competent than others in one's field of knowledge. This exposure through these programs *prepares the academicians for their crucial job of preparing future generations. Further, it motivates the graduates opting for more challenging opportunities and resultantly brings effective international practices to the home countries.*

4.1.2 Results from Question No. 2

Objective No 1 of this study was; to explore the academic experiences of graduates who studied abroad and their impact on the internationalization of higher education in Pakistan. Based on the interview data, the following diagram shows the emerged themes and sub-themes from the analysis of the interviews;

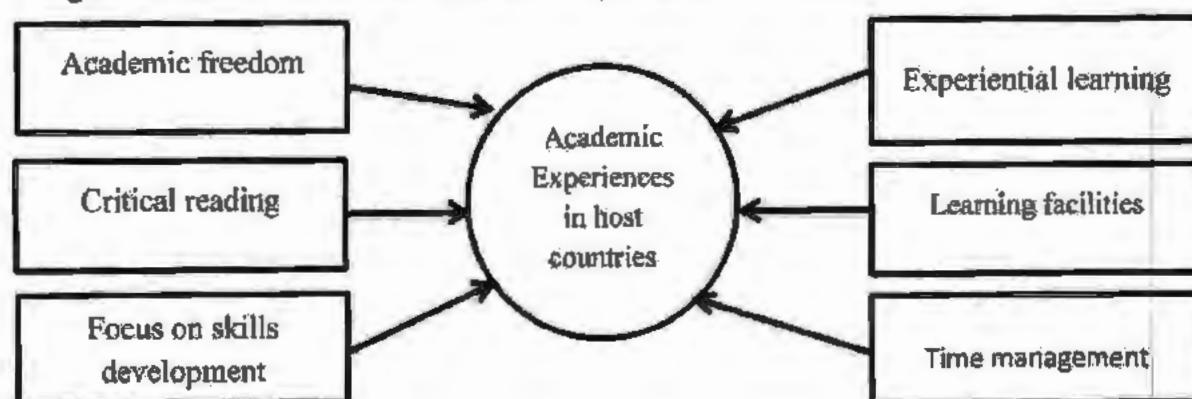


Figure 4.2 Academic Experiences of graduates in the host country

The respondents were very much satisfied with their overall academic experiences. They viewed that academic freedom, experiential learning, skilled-based approaches, time management, and focus on extensive readings made the stay their valuable. *The professors gave you academic freedom that you have to prove, and you*

will be provided all the required resources (lab equipment, library, photocopier, internet with access to almost all libraries and resources) to complete the assigned task. Compared to Pakistani academia, the scholars mostly could not have the opportunity to use the sophisticated lab equipment; neither they have access to the most important libraries and research journals resources, which negatively affects the skills development of the scholars (said a participant 'United States of America').

4.1.3 Results from Question Nos. 3 and 4

The participants were asked about their experiences in the host countries compared to Pakistan concerning instructional approaches/techniques. Further, they were asked about the changes if they recommend uplifting the quality of instruction.

The results were presented as followed;

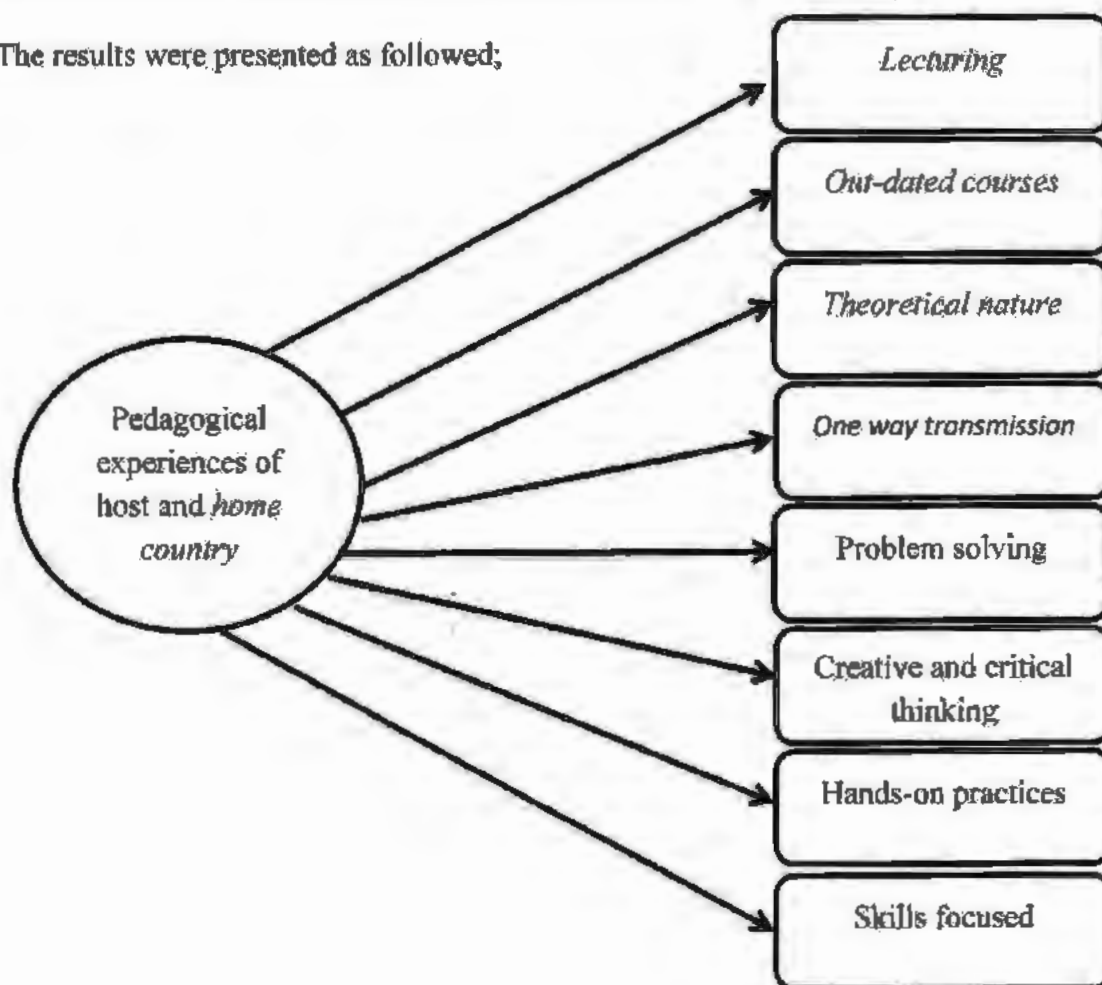


Figure 4.3 Pedagogical experiences of graduates

The above figure 4.3 covers the second objective of the study: to explore the pedagogical experiences of foreign graduates in the internationalization of pedagogical practices in higher education in Pakistan. Based on the collected data, the respondents viewed that in Pakistani academia, mostly teachers' follow out-dated approaches of teaching, the mostly practicing lecturing with have focus on the theoretical aspects of the concepts and ignores the practical aspects which retain the instructional process a one-way transmission from teachers. One of the respondents believed that *faculty in Pakistani universities are also competent enough and have excellent teaching, research, and management skills, but due to some organizational factors, they are unsuccessful in achieving their desired targets. For example, the provision of chemical purchase for lab work requires numerous approvals that make them misers, another example is the lack of required facilities, and the involvement professional jealousy is responsible for these low-quality instructional practices.* On the other hand, the supportive learning environment, adequate learning resources, industrial linkage, their knowledge-driven economy keep them active, innovative, creative, and critical in the instructional practices.

Furthermore, they added that the conventional instructional techniques need to be changed, they may involve the students as frequently as possible, need to habitual their students of extensive reading, motivate the students for asking questions and criticizing the contents and approaches, they need training in innovative and sophisticated instructional methodologies. Similarly, they also recommended the release of the extra academic burden on teachers. One of the participants viewed that teachers at the university level *should not take the responsibility of learning but make the students responsible for learning. teach the students how to think, not what to think.* Furthermore, it is essential to work on the communication and advocacy skills of

students where we/our students are far behind, and there are numerous empirical shreds of evidence in this regard nationally and internationally.

4.1.4 Results from Question Nos. 5 and 6

The third objective was to discover the research experiences of graduates in the internationalization of research practices in higher education in Pakistan. Therefore, The respondents were asked about their research skills in the host countries and that in Pakistan, what type of difference they found? Moreover, what changes do they recommended to develop the research skills of teachers and study? They shared their experiences about their research skills development while they stay abroad, which were presented here diagrammatically;

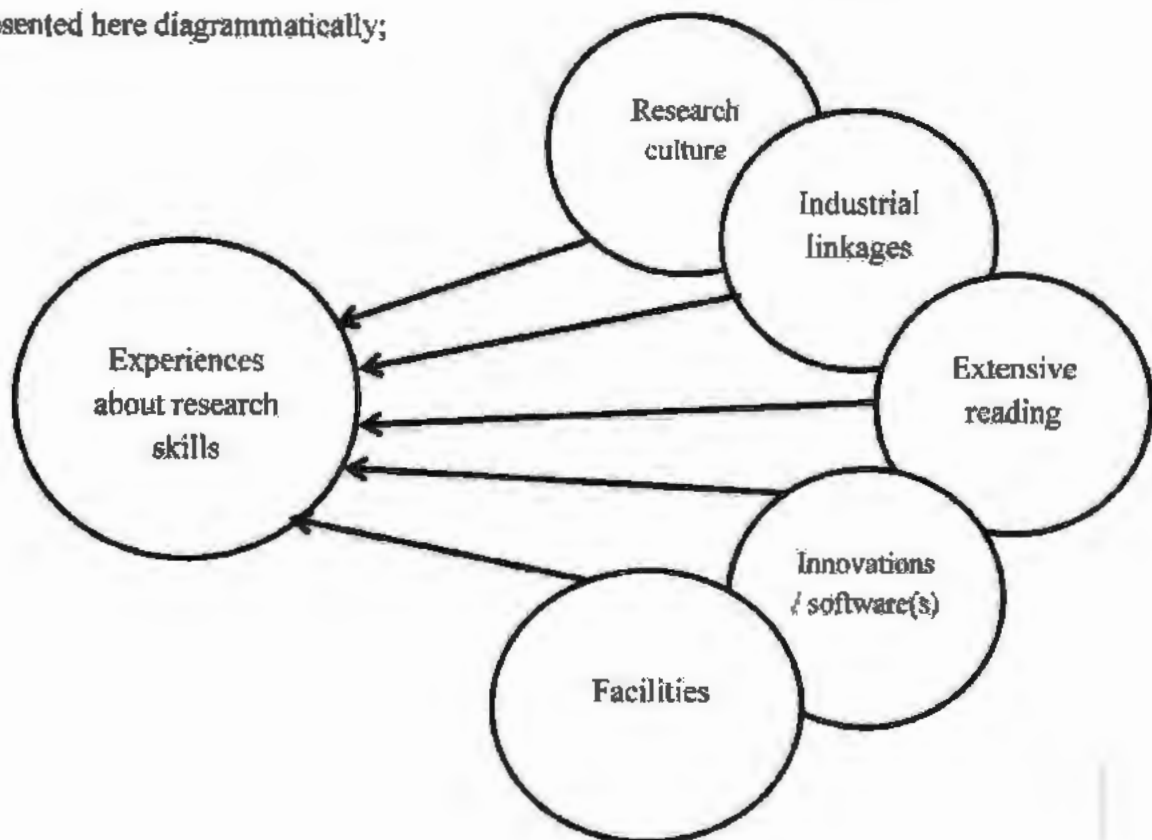


Figure 4.4 Graduates experiences about research skills development

The respondents believed that during their stay abroad, they found research culture in those countries, which supports the researchers to carry out empirical studies. In their research studies, they focus the social, economic, political, development,

experimental, and knowledge additional factors that not only guarantee the amicable use of the findings of research studies for the development of these fields but also support the economies of these countries. Further, the universities have close linkages with industries and secure research projects from industries, which on one side, ensure the use of research findings and, on the other side, generates financial resources for these universities, which reduce the dependency of these universities on public taxes.

One respondent believed that *they give more attention to extractions from reading, welcome new ideas, and avoid research for the sake of research; instead, they support development, creativity, and innovations*. As a result, they bring innovations in their research practices, developing new Software(s), approaches, and equipment, which further expedite their research activities. Further, the absence of formalities (administrative) hurdle and the availability of highly professional, devoted, and competent professor nourish the research skills of graduates through hands-on practices, seminars, training workshops, capacity building mechanisms, and continues professional development opportunities have made the actual difference between the research skills and its enhancement in Pakistani academia and of those countries.

Similarly, a respondent also added that, *like Pakistani professors, the professors of technologically advanced countries are either involved in the teaching-learning process or are involved in research work*. Further, *they have been provided all the required human, physical, and financial support they required*. Another critical and distinctive difference between the professors of the home and host countries is *their attitude*. *The professors abroad are supportive, hardworking, focused, specialized in their field, and full of energy, while ours are on the contrary*.

They recommended continuous professional development programs (need-based), exceptional attention to research culture development, provision of required research support and facilities, close linkages with local industries, creativity, and critical nature, which may ensure the research productivity and development of students' skills.

4.1.5 Results from Question Nos. 7 and 8

Similarly, data were collected to achieve objective No 4, which is to analyze the perceptions of study abroad programs' graduates regarding classroom management from the perspectives of improving classroom management skills in institutions of higher education of Pakistan. The respondents were asked about their experiences regarding classroom management practices abroad. Their responses were evaluated and presented in the following diagram;

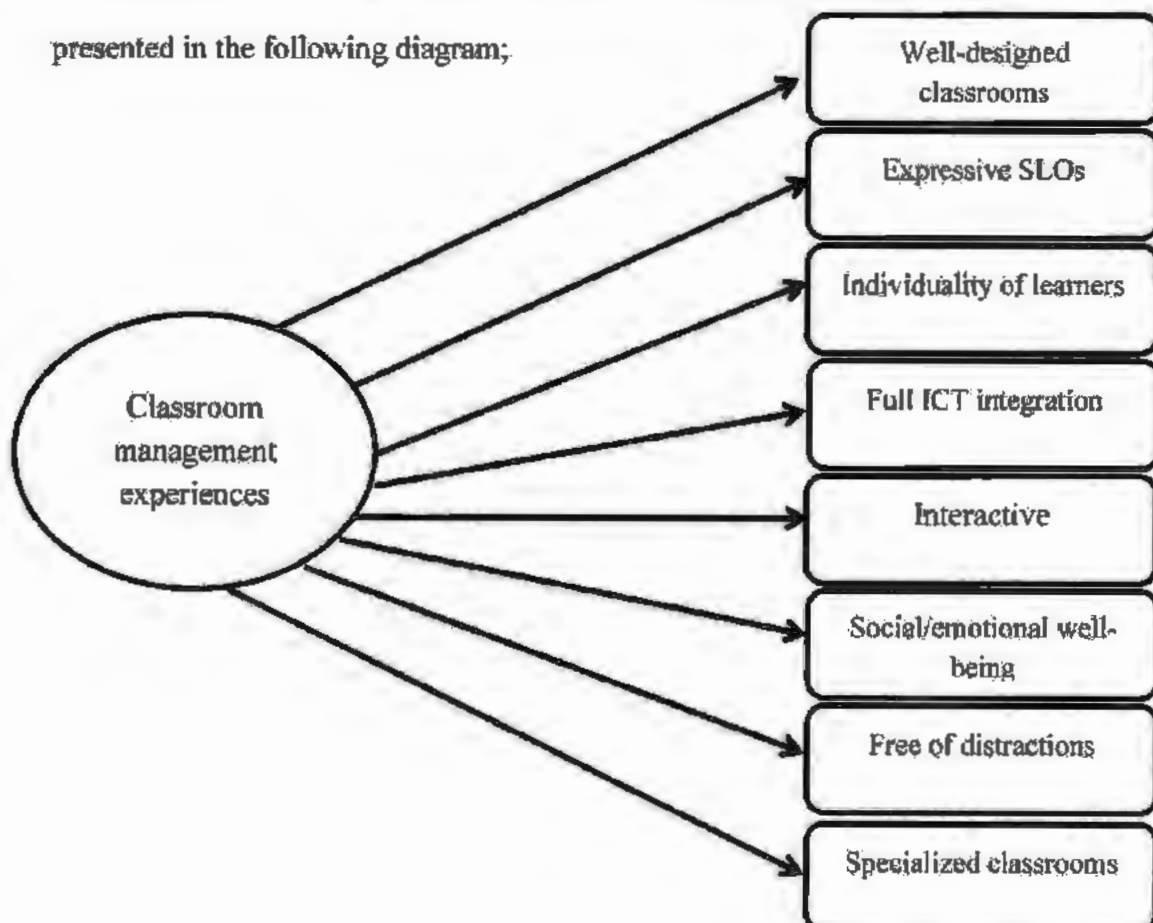


Figure 4.5 Graduates experiences about classroom management skills

The above diagram reflects the sub-themes extracted from respondents' interviews. The respondents believed that classroom seating abroad is mostly fixed, but there are specialized classrooms for specialized subjects that fulfill the needs of students, teachers, and subject. Further, their classroom seating supports learning where the backbenchers and the front seat students altogether have convenience in classroom interactions, group discussions, and other related activities of classroom learning.

Another significant thing about classroom management skills while studying abroad was that *the professors properly integrated ICT, its frequent use make the teaching-learning process useful, student have the opportunity to have reflective reviews of the class, recorded lectures of professor, and all the required resources are available in the classroom (said a participant of Fulbright).*

Likewise, another distinctive aspect of their classroom management is that *they care for the individual learner and their needs. They realized their students that my teacher knows me, trust me, has confidence in me, and above all, the central focus of my teacher's teaching is me, which makes it more exciting and vital for students' learning, which ensures the social and emotional well-being of students.*

The professors clearly express the learning expectations to the students so that they could also concentrate. The classroom work is highly scheduled that students' have less space to be involved in unproductive activities on the campus and outside of campus.

To laconically present the voice of the respondents, in Pakistan is a dire need of provision of adequate training to teachers in classroom management, optimal use of classroom resources, provisions of all required resources to teachers without these administration formalities, liberty to teachers in contents teaching, reducing the number

of students per class and optimal opportunities for students to interact in a meaningful, reflective and social manner. Furthermore, teachers also need training in emotional intelligence and learners' psychology to understand and satisfy the individual needs of each learner in the classroom.

4.1.6 Results from Question Nos. 9 and 10

The participants were asked what type of efforts they have made in practically adopting their international study experiences in their classroom teacher, management, and research skills? Further, also explain their best experiences during their stay abroad? The results were presented in the following diagram;

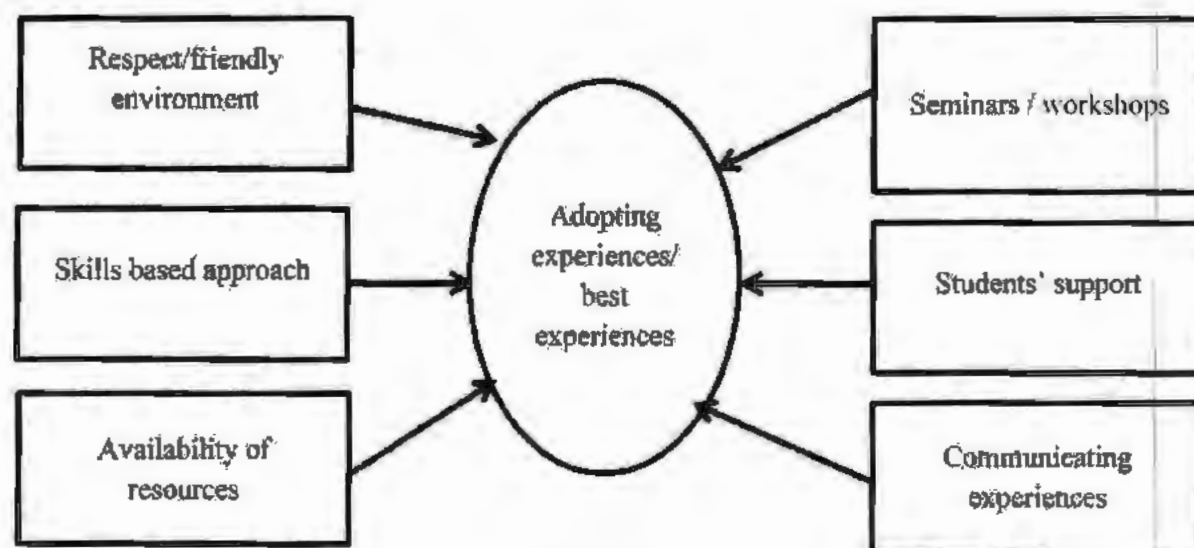


Figure 4.6 Best experiences during their stay abroad

They viewed that they have shared their experiences through training workshops and seminars; supported their students as they were supported abroad. They are making all the efforts that they utilize for the encouragement of their students. Furthermore, they focus on the reading, communication, research skills, and social and emotional well-being through interactive sessions, providing them hands-on practices on the contents.

Their best experiences include respect for different cultures, a supportive and friendly environment, skills-focused education, and the availability of learning resources. Furthermore, the unprecedented access to research journals, libraries and lab materials, study trips, multi-cultural aspects, living standards, the extended support of these scholarship programs beyond finances, and the helping nature of the ministerial staff of universities are some of their best experiences.

4.1.7 Results from Question Nos. 11, 12 and 13

The participants were asked about the impact of international study programs on the internationalization of higher education and the available support to them to internalize their experiences along with the problems and challenges they face to internalize and support international practices.

The results from interviews were analyzed and are presented in the following diagram;

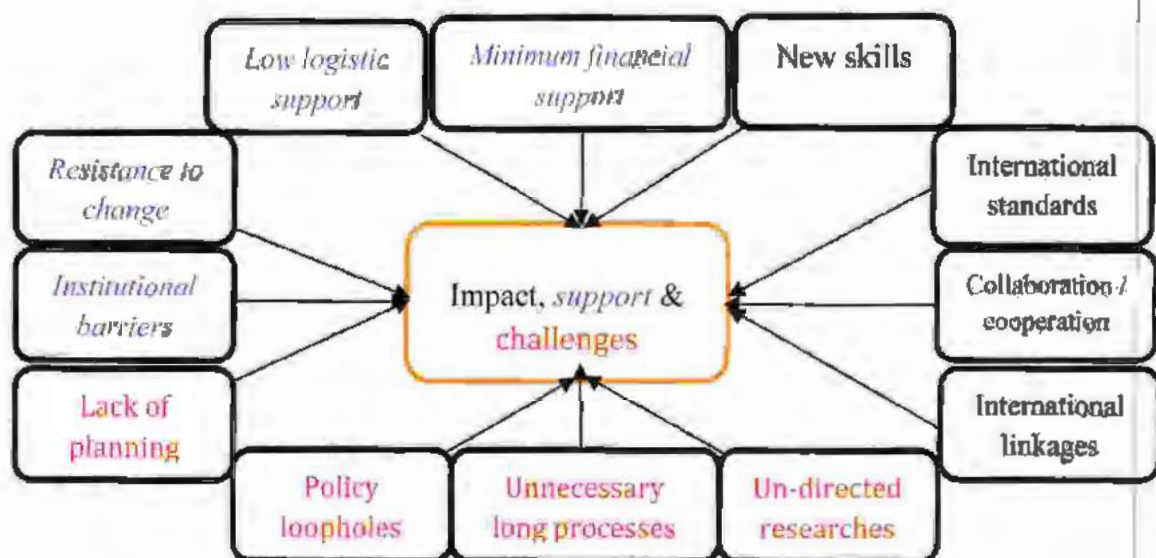


Figure 4.7 Respondents perceptions about the Impact of International Study Programs required to support and to confront challenges

All the respondents agreed on the positive impact of international study programs on the quality of higher education in Pakistan. They concluded that it enables the graduates to learn new innovative, critical, and creative skills that provide a

foundation towards achieving international standards in our higher education. Furthermore, these programs enhance international collaboration and development of international linkage-indispensable for the internationalization of the quality of higher education and which further opens new ventures for the coming generation.

The respondents were not satisfied with the provision of support from their institutions, and they viewed that HEC supports them, but that is not enough to achieve the desired targets of transmitting their experiences into the system. Besides the institutional support, their administration and leadership put them on their so-called traditional approaches, which sometimes create frustration. Furthermore, thinking out of the box is something that is considered a revolt against the system, which weakens the positive impact of these programs.

The respondents enlisted numerous challenges that they face to bring their experiences into the field in Pakistani universities, which includes; poor planning, lack of financial resources with universities, diverted priorities, lack/barriers of/to research culture, policy-related loopholes, unnecessary long processes for all ordinary activities in teaching-learning/lab work and undirected research projects and studies are some significant challenges.

4.1.8 Results from Question No. 14

The participants were asked how they are working to implement their international experiences in their universities. Their responses were presented in the following diagram;

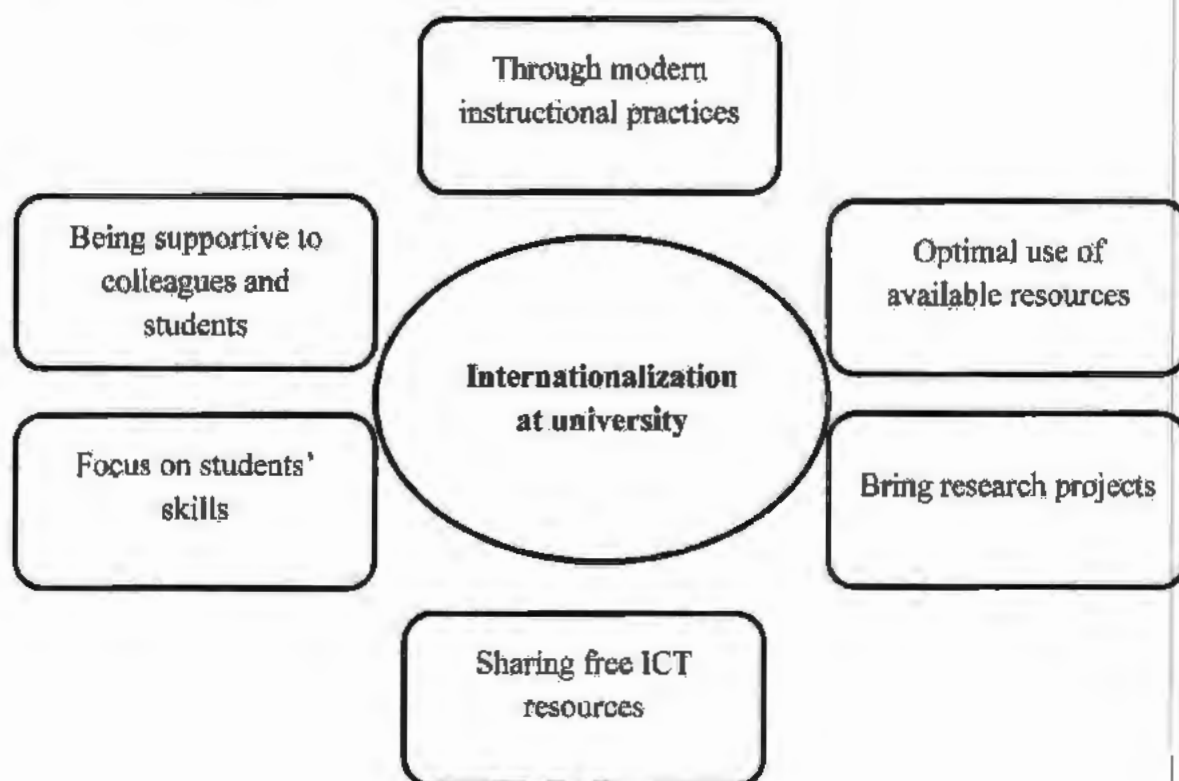


Figure 4.8 Internationalization of University Education

The respondents viewed that they are personally committed to enhancing the quality of education in higher education through personal efforts. Further, they are also working with their colleagues, and they are following modern instructional techniques, supporting colleagues, students, and other staff through sharing free ICT resources and bring research projects to the university. They were also of the opinion that they focus on the hands-on practices, skills development (reading, critical and reflective skills), motivating students towards sustainable cognitive and psychomotor skills, but they cannot get the support from their home universities.

Section II

4.2 Quantitative Data Analysis

4.2.1 Demographic Information of the Respondents

Table 4.2

Respondents (graduates) opted for international study programs and their academic disciplines

International study programs	Frequency	Percent	Disciplines	Frequency	Percent
HEC IRSIP	279	77.9	Language	54	15.1
Erasmus	36	10.1	Basic Sciences	149	41.6
Fulbright	43	12.0	Social Sciences	104	29.1
Total	358	100.0	Management Sciences	51	14.2
			Total	358	100.0

Table 4.2 reveals information about international study programs about scholarship programs and their academic disciplines. 77.9% of respondents opted HEC sponsored programs to pursue their studies abroad in different academic disciplines compared to 10.1%, and 12% opted for Erasmus and Fulbright scholarship programs.

Furthermore, 15% of the respondents studied in the discipline of languages, 41.6% in basic sciences, 29.1% in social sciences, and 14.2% in the field of management sciences.

Table 4.3

Respondents (graduates) stay duration and their professional positions

Stay Duration	Frequency	Percent	Professional Position	Frequency	Percent
six Months	147	41.1	Lecturer	26	7.3
1 Year	87	24.3	Assistant Professor	253	70.7
2 Years	55	15.4	Associate Professor	56	15.6
4 and above	69	19.3	Professor	23	6.4
Total	358	100.0	Total	358	100.0

Table 4.3 reflects the respondents' stay abroad for their academics and their current professional positions in academia. 41% of the respondents stayed for six months, 24% stayed for one year, 15% stayed for two years, and 19% stayed for four and above years during their international study programs.

Similarly, 7.3% were lecturers, 70.7% were in the position of Assistant Professors, 15.6% were Associate Professors position, while only 6.4% of the respondents were in the professor position.

Table 4.4

Respondents (graduates) visited countries pursuing their studies abroad

Countries	Frequency	Percent	Countries	Frequency	Percent
Australia	56	10.7	Hong Kong	5	1.0
Belgium	4	.8	Italy	1	.2
Canada	10	1.9	Japan	9	1.7
China	18	3.4	Malaysia	49	9.4
Denmark	3	.6	New Zealand	6	1.2
France	10	1.9	S Korea	27	5.2
Germany	41	7.9	Norway	4	.8
Spain	3	.6	Ukraine	3	.6
Sweden	4	.8	USA	60	11.5
Turkey	10	1.9	Total	358	100.0
UK	35	6.7			

Table 4.4 reveals the countries visited by the respondents in pursuing their studies abroad through support of programs like HEC, Erasmus, and Fulbright. The majority of the respondents have visited the USA, Australia, Malaysia, Germany, the UK, South Korea, China, and Turkey. All these countries are developed countries that have been identified as technologically advanced countries. Furthermore, all these

countries and the rest in the above table follow international and standardized pedagogical, research, and academic levels.

The majority of the USA and Germany in the above table is because the in the two selected programs, Fulbright is sponsored by the United States of America, and in the case of Erasmus Mundus, the majority opted for Germany, and they do provide the educational opportunities to the selected learners in their own (USA and Germany) countries. Additionally, these countries are mostly selected by the learners' who achieved financial support through HEC sponsored programs.

Objective No 5 to compare the academic experiences of graduates who studied in different international study programs. Therefore, the quantitative data were collected and presented below;

Table 4.5

Respondents' academic experiences during their studies abroad programs

S. No	Statements	HEC (279)		Erasmus (36)		Fulbright (43)		ANOVA Results		
		Mean	SD	Mean	SD	Mean	SD	Df	F	Sig.
1	Develop my academic knowledge and future career prospects	4.577	.6293	4.611	.6877	4.674	.4741	2	.479	.620
2	Enhance my academic skills, like reading and writing, etc.	4.376	.7234	4.388	.6877	4.534	.5498	2	.954	.386
3	Improve my communication and interactive skills	4.258	.8297	4.444	.7725	4.627	.5355	2	4.513	.012
4	Widened the horizon of my reflective and logical thinking	4.315	.7051	4.416	.7319	4.627	.5355	2	3.941	.020
5	Adopt alternative and creative approaches for learning	4.401	.779	4.388	.8376	4.697	.4647	2	2.941	.054
6	Care for individual differences and cultural diversity in class	4.254	1.03	4.500	.6546	4.627	.5355	2	3.547	.030
7	Develop my research skills (designing, reviewing, analyzing)	4.251	.9935	4.444	.6946	4.674	.4741	2	4.303	.014
8	Enhance learning of educational leadership skills	4.082	1.005	4.166	.8783	4.534	.5915	2	4.204	.016
9	Acquaint with innovative instructional techniques	4.182	.7719	4.111	.7474	4.488	.5057	2	3.522	.031
10	Integrate ICT appropriately in the teaching-learning process	4.215	.8631	4.361	.7232	4.581	.5447	2	3.959	.020

Table 4.5 shows the academic experiences of the graduates of international study programs. The respondents recorded their responses through a structured questionnaire in which they were asked about their academic experiences during their

international study programs. The mean and standard deviation of HEC, Erasmus Mundus, and Fulbright graduates reflects their experiences and the ANOVA results explained their differences and their significance.

The respondents agreed that their stay abroad had developed their academic knowledge and future career prospects (mean scores 4.577, 4.61, and 4.67 with a low standard deviation). Furthermore, the ANOVA results of $f=479$ and sig value .620 reflected no significant differences among the respondents of all the selected programs. These results favor the positive impact of study abroad programs on the knowledge and experiences development of graduates as they accepted that their interaction with professors, institutional environment, and teaching-learning processes had brought positive changes in their behaviors.

The respondents agreed that their academic skills like reading, writing, and speaking, etc had improved during their stay abroad in their studies abroad programs (mean scores 4.37, 4.38, and 4.53 with a low standard deviation) and insignificant f value reflected that all the respondents have no significant differences in the development of their academic skills during their international study programs. All the graduates of the selected programs, through the extensive reading practices, writing of project papers, assignments, and uses of the library, have enhanced their reading, reading, and academic skills.

On item 3, the respondents agreed that they had developed their communication and interactive skills, as showed by the mean scores 4.25, 4.44, and 4.62. On the contrary, the respondents have significant differences, as shown by the f value 4.513, which was significant at .012. These differences also revealed that the graduates of Fulbright are more communicative and interactive as compared to the graduates of HEC

(IRSP) and Erasmus. These results also illustrate the distinctive feature of foreign universities in comparison to Pakistani universities, where they stress more on the communicative skills of students. Furthermore, the graduates of Fulbright were more communicative firmly as compared to the graduates of other programs.

On item 4, the majority of the study respondents viewed that international study programs have developed their logical and reflective thinking, as showed by the mean scores 4.31, 4.41, and 4.62. On the contrary, the respondents have significant differences, as shown by the f value 3.941, which was significant at .020. These differences also revealed that the graduates of Fulbright have more opportunities to widen their logical and reflective thinking as compared to the graduates of HEC and Erasmus. Likewise, item No 3, universities in foreign give particular focus on the logical and critical thinking of their students, which leads towards independent and sustainable learning. For this purpose, they follow innovative instructional methodologies. The graduates of full bright scholarship accepted that during their stay, they were taught through innovative instructional methods for the development of their logical and critical thinking.

The respondents agreed that they followed alternative and creative approaches in learning instead of traditional learning approaches. Furthermore, they accepted the individuality of learners in learning processes, and they considered that all the learners could not learn through a single mode of instruction. Therefore, they agreed that switching to different instructional styles in their teaching makes the classroom teaching effective and according to the needs of students. All these results were extracted from the mean scores and standard deviations in the above table (4.40, 4.38, 4.69, 4.25, 4.50, and 4.69). However, the differences among the graduates of the mentioned programs are significant, as reflected by the f value 2.941, 3.547, and sig

values .030, .05. The significance of these differences is in favor of the graduates of Fulbright. The graduates of study abroad programs found the teaching approaches of their professors more innovative and less traditional to which they were not adequately exposed during their academics in Pakistani universities.

Likewise, the mean scores of items 7 and 8 of HEC, Erasmus, and Fulbright (4.25, 4.44, 4.67, 4.08, 4.16, and 4.53) with low standard deviation also reflects the willingness of respondents that they have learned research skills and leadership skills effectively during their stay abroad. The respondents of Fulbright scholar reveal more prominent on these items as reflected by the f 4.303, 4.204, and sig values .014 and .016. University education primarily focuses on the research and leadership aspects of its graduates that have been observed by the respondents while getting an education in foreign universities.

Similarly, on item 9 and 10, the respondents agreed, as revealed by the mean scores (4.18, 4.11, 4.48, 4.21, 4.36, and 4.58) that they have good experience of acquainted with innovative instructional techniques as they have experienced during their study programs abroad and the integration of ICT effectively into the teaching-learning process. These results also reflected that the graduates of Fulbright were viewed as more competent, and they were more exposed to these learning experiences as compared to the rest of the two programs (f values 3.522, 3.959, and sig value .031, .020). Respondents' acquaintance with the innovative method contributed to the instructional competencies that may support them while teaching to students after returning from their studies.

Based on the above results, the first hypothesis was tested, and formulated null hypothesis was rejected, as the majority of the results were significant and reflect that

this is a positive and significant effect of International Study Programs on the academic experiences of the graduates.

Table 4.6

Respondents' Pedagogical experiences during their studies abroad programs

S. No	Statements	HEC (279)		Erasmus (36)		Fulbright (43)		ANOVA Results		
		Mean	SD	Mean	SD	Mean	SD	Df	F	Sig.
1	Learn active learning through hands-on practices	4.229	.8031	4.250	.7699	4.372	.6181	2	.623	.537
2	Work in an interactive and collaborative learning environment	4.204	.7896	4.361	.7983	4.465	.7351	2	2.452	.088
3	Make students' responsible for their own learning	4.268	.8241	4.277	.7786	4.325	.6444	2	.094	.911
4	Initiate academic debates and discussion among students	4.251	.7208	4.222	.8979	4.395	.6597	2	.792	.454
5	Encourage students to explore their own areas of interest	4.218	.7766	4.250	.7699	4.395	.5831	2	1.021	.361
6	Develop conceptual, analytical and creative skills of students	4.207	.8412	4.222	.8979	4.465	.5046	2	1.966	.142
7	Improve presentation skills of students through classroom and conference papers presentation	4.168	.8203	4.166	.8783	4.418	.5447	2	1.858	.157

The sample group of the study responded to the questionnaire revealed that they had been gone through innovative and effective pedagogical (instructional) experiences during their stay abroad. The mean scores 4.229, 4.25, and 4.372 showed that the respondents have gone through active learning following hands-on practices abroad during their programs. The ANOVA results reflected that the respondents of all programs were similar in their response to the statement. One of the most significant

aspects of study abroad programs were the hands-on practice to which the respondents were exposed, which enable them to practice the learned concepts.

Similarly, the mean scores of item 2 reflected that they have worked in an interactive and collaborative learning environment, which is one of the significant attributes of modern instructional approaches (Mean scores 4.204, 4.36, and 4.467). The standard deviation values reflected that all the respondents have a similar type of response on the statement, and like the response to the 1st item, the differences among the respondents of all programs were also not significant as reflected by the f value 2.452 at .088. Like another significant achievement of study abroad programs, the interactive and collaborative learning environment attracted the respondents, and they accepted that these interactive learning environments help them in mastering skills and develop academic skills during their stay abroad.

Moreover, the mean scores 4.268, 4.277, and 4.32 on item 3 revealed that respondents agreed with the statement. The respondents accepted that its learners' responsibility to make efforts for learning and teachers is to provide a supportive and interactive learning environment, and the responses of all programs were similar.

On item 4, the mean scores 4.25, 4.22 and 4.39, showed that respondents had been provided with the opportunity to develop debate and discussion for their learning during their stay abroad, and the responses of the respondents of all programs were similar in nature as no significant differences among the responses of the respondents were recorded. These programs focus on developing academic attitude and communication skills where their professors support them to accept the actual process of learning that is-its the learners' responsibility to learn, and that they provide ample

opportunities to participate and discuss and their professors were guiding them where they need.

The mean score of item 5 illustrated that they had been encouraged to explore and work on their area of interest (4.21, 4.25, and 4.39). The standard deviation values also explain that teachers abroad do not force the students for studies, but they design such an environment that motivated them. Furthermore, the responses of the respondents of all programs were similar in nature as no significant differences among the responses of the respondents were recorded. There are ample shreds of evidence that forceful learning has low retention; similarly, external motivations are also no durable. Therefore, professors of international universities focus on developing an environment for students that motivate them towards learning. The respondents appreciated that learning environment while studying abroad.

On items 6 and 7, the mean scores 4.20, 4.22, 4.46, 4.168, 4.16, and 4.418 also revealed that the pedagogical approaches abroad focus on developing conceptual, analytical, and creative skills among students, improve their presentation skills through conferences, workshops, and classroom presentations. All the respondents agreed with these statements, and they have no significant differences. One of the distinctive characteristics of 21st-century learners is lifelong learning skills, including conceptual, analytical, and creative skills. The respondents agreed that their professors focus more on these skills during their study abroad programs instead of theoretical and low-level academic skills.

Based on the above results, the first hypothesis was tested, and formulated null hypothesis was accepted; a majority of the results were significant and reflect that this

is a positive and significant effect of International Study Programs on the pedagogical experiences of the graduates.

Table 4.7

Respondents' Research skills development during their studies abroad programs

S. No	Statement	HEC (279)		Erasmus (36)		Fulbright (43)		ANOVA Results		
		Mean	SD	Mean	SD	Mean	SD	df	F	Sig.
1	Learning proper execution of the scientific method in the field	4.251	.8659	4.138	1.073	4.325	.5657	2	.467	.627
2	Advance technology to harness students research skills	4.254	.7887	4.277	.7786	4.512	.5925	2	2.097	.124
3	Analytical skills for writing a reflective literature review	4.362	.7691	4.500	.7368	4.349	.6127	2	.569	.566
4	Learn different statistical models for data analysis	4.222	.8859	4.388	.8376	4.209	.7419	2	.617	.540
5	Understand, write and evaluate a research report	4.315	.7351	4.417	.8742	4.488	.5925	2	1.215	.298
6	Supervise research activities of student researchers	4.268	.7653	4.222	.7968	4.349	.4822	2	.314	.731
7	Networking with international researchers in the field	4.197	.7777	4.139	.7983	4.512	.5508	2	3.503	.031
8	Develop international linkages with institutions	4.096	.9788	4.083	.9063	4.395	.7283	2	1.909	.150

The above table 4.7 illustrated the results of the responses about their research skills development during the stay abroad. The mean scores 4.25, 4.138, and 4.325 showed that the respondents learned the execution of the scientific method properly to

conduct researches in their respective fields. Their differences were not significant as the f value .467 with sig value .627, which is higher than .05.

Likewise, the mean scores 4.254, 4.277, and 4.512 also showed that they agreed with the statement of harnessing advanced technologies for students' research skills. All the respondents of HEC, Erasmus and Fulbright, have the same opinions about the statement, and no significant differences were found (f value 2.097 sig value .124).

The mean scores of the respondents' responses also showed that they had developed their analytical skills in writing a reflective literature review (mean scores 4.362, 4.50, and 4.349). Similar to the above results, the differences among different program graduates were not significant (f value .569 sig value .566). Learning of research skills is incremental in nature; the learners have to work on the scientific method, its application, and then the use of scientific method new exploration and explanation of the hidden truth of the universe. The respondents viewed that they have mastered the research skills in its incremental nature.

On item 4, the mean scores 4.22, 4.388, and 4.209 showed that they agreed on the learning of different statistical models of analysis of research data. However, the differences among the graduates of different programs' graduates were not significant (f value .617 sig value .540).

On item 5, the mean scores 4.315, 4.417, and 4.488 revealed that most of the respondents agreed that international study programs enable them to understand the writing of research reports, and they also have the competence of evaluating research reports. Nevertheless, their differences from the perspectives of their programs were not significant (f value 1.215 sig value .298). In quantitative research designs, the usage of statistical models to make relevant inferences is essential; all the respondent views

reflected that they had mastered these statistical models. Furthermore, as mentioned above in qualitative and table 4.5 that they give priority to communicative skills; therefore, in a research report, writing is a means for the researcher to communicate his findings to the audience. The respondents agreed that they were provided with enough opportunities to learn report writing and evaluation skills.

The mean scores on item 6 (4.268, 4.222, and 4.349) reflected that they could supervise the research students effectively. However, the respondents have the same viewpoints on the statement (f value .314 sig value .721).

Similarly, on item 7, the mean scores 4.197, 4.139, and 4.512 affirms that the respondents agreed that they had developed international linkages and collaboration with researchers during their stay abroad. Furthermore, the graduates of the Fulbright programs were in a leading position in establishing collaborations and international linkages with researchers as compared to the graduates of HEC and Erasmus (f value 3.503 sig value .031). The supportive learning environment in a foreign university, academic freedom, innovative instructional approaches, lifelong learning skills, teamwork, collaboration, and research skills enables the respondents to properly conduct research projects and supervise research students in a leading and supportive manner. Furthermore, the respondents have appreciated their academic linkages in their respective fields that reveal their academic credibility in the field.

Likewise, the mean scores of the responses of 4.096, 4.083, and 4.295 showed that they have linkages with international institutions apart from the individual researchers. However, there were no significant differences among the graduates of HEC sponsored, Erasmus Mundus, and Fulbright (f value 1.909 sig value .150).

Table 4.8

Respondents' Classroom Management skills during their studies abroad programs

S. No	Statements	HEC (279)		Erasmus (36)		Fulbright (43)		ANOVA Results		
		Mean	SD	Mean	SD	Mean	SD	Df	F	Sig.
1	Communicate clear learning expectations and SLOs	3.971	.8810	3.833	.9710	4.2326	.68443	2	2.321	.100
2	Cater the learning needs of individual students	4.029	.8041	4.111	.7474	4.3953	.49471	2	4.273	.015
3	Integrate ICT for effective teaching learning process	4.054	.7916	3.972	.8778	4.3256	.64442	2	2.600	.076
4	Ensure students' participation in classroom activities	3.968	.9266	3.806	1.009	4.4884	.55085	2	7.319	.001
5	Support social and emotional wellbeing of students	4.115	.8573	4.083	.8742	4.4186	.58686	2	2.609	.075
6	Encourage students' teachers' interactions and mutual trust	4.079	.8738	4.028	.9407	4.3488	.52932	2	2.061	.129
7	Ensure schedule to minimize students' misbehaviour	3.943	.8796	3.917	1.105	4.3488	.68604	2	4.064	.018
8	Use innovative techniques for classroom management	4.004	.8712	3.778	.9888	4.2326	.75078	2	2.694	.069

This table provides the results of the respondents about the experiences of classroom management during their international study. According to the range 3.97, 3.833, and 4.232, the mean scores showed that teachers communicate clearly the learning expectations from learners along with SLOs. All the graduates of different programs recorded the experiences, and they have the same types of experiences on the statement (*f* value 2.321 sig value .100).

On catering to individual learners' learning needs, the mean scores 4.029, 4.111, and 4.395 also showed that they have cared during their stay abroad for their studies.

The graduates of Fulbright are considered more cared for by the host country than the graduates of HEC sponsored and Erasmus Mundus program graduates (f value 4.273 sig value .015). Furthermore, individual differences are essential while designing learning activities for students, as it affects the learning process and pace of learners; therefore, the respondents were asked. They were positive that their academic needs were adequately catered during their stay abroad.

The graduates agreed that teachers in technologically advanced countries properly integrate ICT in the teaching-learning process, as shown by the mean scores (4.054, 3.972, and 4.325). Furthermore, the mean scores illustrated that all the efforts are made to ensure the students' participation in classroom learning (3.968, 3.806, and 4.488).

Moreover, the graduates of the Fulbright program were of the view that their classroom participation was ensured by their programs more effectively than any other program, as reflected by the f value 7.319 sig value .001.

On item 5, the mean scores 4.115, 4.028, and 4.418 showed that the respondents were satisfied with their classroom management as they were emotional and socially supportive for students. All the respondents have the same type of response on this item, and no significant differences were found, as reflected by the f value 2.609 and sig value .075.

Similarly, on item 6, the mean score 4.079, 4.028, and 4.348 reflected the graduates' experiences that their teachers in classroom management develop mutual trust and interactions between and teachers and students. No significant differences were found in the responses of the HEC sponsored IRSIP, Erasmus Mundus, and Fulbright graduates, as reflected by the f value 2.061 and sign value .129.

On item 7, the mean scores 3.943, 3.917, and 4.348 reflected that the classroom schedule is followed correctly in these advanced countries aimed to reduce the chance of classroom misbehaviors and ensures the smooth flow of classroom learning. In this regard, the graduates of Fulbright opined that as compared to the responses of Erasmus and HEC sponsored programs, their classroom schedules were strictly followed, as shown by the *f* value 4.064 and sig value .018.

The mean score of item 8 in the construct of classroom management experiences during international study programs of the graduates 4.004, 3.778, and 4.232 showed that they agreed to follow innovative classroom management techniques and strategies. However, no significant differences were observed among the respondents' responses, as reflected by the *f* value 2.694 and sig value .069.

Table 4.9

Impact of international study programs on the academic practices at the university level

S. No	Statements	Mean	SD	df	χ^2	Sig
1	My future career prospects and academics	4.5133	.77506	4	6.577E2 ^a	.000
2	Developing my academic skills, i.e. reading and writing	4.4004	.93054	4	5.704E2 ^a	.000
3	Improving my reflective and logical thinking	4.4403	.90746	4	6.092E2 ^a	.000
4	Familiarizing to alternative and creative learning approaches	4.3872	.96645	4	5.702E2 ^a	.000
5	Following innovative instructional techniques	4.4535	.90334	4	6.410E2 ^a	.000
6	Developing leadership skills among students	4.5199	.82749	4	6.998E2 ^a	.000
7	The integration of ICT in their teaching-learning process	4.4845	.82759	4	6.352E2 ^a	.000

Table 4.9 shows the impact of international study programs on graduates' academic practices as perceived by their students at the university level. The mean score 4.5133 with SD .77506 revealed that students agreed that their teachers support them in their careers and academics from a different perspective. The χ^2 value 6.577 that is significant at .000, revealed that international study program graduates have a significant role in enhancing the quality of students' academic and career prospects.

The mean score 4.4004 with SD .93054 revealed that students agreed that their teachers work to develop their academic skills- reading and writing etc. The χ^2 value 5.704 that is significant at .000, showed that international study program graduates have significantly contributed to the development of their students' academic skills such as reading, writing, and others.

The mean score of 4.4403 with SD .9074 revealed that students agreed that their teachers' teaching had improved their reflective practices and logical thinking up to a great extent. The χ^2 value 6.092 that is significant at .000 showed that their graduated teachers have a significant role in their reflective practices and logical thinking development compared to other teachers.

The mean score 4.382 with SD .9664 revealed that students agreed that their teachers had familiarized them with creative and alternative learning strategies. The χ^2 value 5.702 that is significant at .000, showed that their foreign-qualified teachers have a significant role in familiarizing them with creative and innovative learning strategies and techniques.

The mean score of 4.4535 with SD .90334 revealed that students agreed that their teachers follow innovative teaching methods in their teaching instead of those traditional instructional methods. The χ^2 value 6.410 that is significant at .000, showed

that foreign-qualified teachers follow innovative teaching methods that have a positive impact on students learning, motivation, and academic achievement.

The mean score of 4.519 with SD .82749 reflected that students agreed that their teachers are working on their leadership skills development. The χ^2 value 6.998 that is significant at .000 illustrated that their foreign-qualified teachers have a significant role in the leadership skills development of students through providing space to express their selves and communication skills.

The mean score of 4.4845 with SD .82759 reflected that students agreed that their teachers effectively integrate ICT in teaching-learning activities in classroom teaching. Furthermore, the χ^2 value 6.352 that is significant at .000 clarifies that their foreign-qualified teachers have significantly integrated ICT in the activities of teaching and students' learning, which has a positive impact on academics.

Based on the above results, the first hypothesis- *there is no significant impact of graduate's academic experiences on the internationalization of Higher Education in Pakistan* rejected as the results revealed an alternative hypothesis was formulated that graduate academic experiences have a positive and significant impact on the university's academic practices level in Pakistan.

The students of foreign-qualified teachers found academic practices useful for enhancing their academic skills, including reading, writing, thinking, leadership, and ICT usage in the teaching-learning process. According to international standards in Pakistani Universities, these practices and students' satisfaction are the indicators that their practices led to the standard and quality of higher education.

Table 4.10

Impact of international study programs on the pedagogical practices at the university level

S. No	Statements	Mean	SD	df	χ^2	Sig.
1	Learn active learning through hands-on practices	4.4004	.92096	4	5.702E2 ^a	.000
2	Interactive and collaborative learning environment	4.3451	.83991	4	4.689E2 ^a	.000
3	Engage students in classroom learning	4.3164	.88816	4	4.514E2 ^a	.000
4	Academic debates and discussion among students	4.0996	1.22295	4	3.664E2 ^a	.000
5	To realize the students their own areas of interest	4.1881	1.03274	4	3.617E2 ^a	.000
6	Conceptual, analytical and creative skills of students	4.1726	1.09072	4	3.792E2 ^a	.000
7	To improve students' presentation skills through classroom and conference papers presentation	4.4226	.87372	4	5.592E2 ^a	.000

Table 4.10 reveals the impact of international study programs on the pedagogical practices of foreign-qualified teachers as perceived by their students at the university level. The mean score 4.4004 with SD .92096 showed that students agreed that their foreign-qualified teachers provide them with ongoing learning opportunities through hands-on practices on the learning contents in the classroom. The χ^2 value 6.702 that is significant at .000 illustrates that these foreign-qualified teachers extensively concentrate on active learning with more hands-on practices on the learning contents.

The mean score of 4.3451 with SD .83991 showed that students agreed that their foreign-qualified teachers provide them with an interactive and collaborative learning

environment. The χ^2 value 5.702 that is significant at .000 illustrates that these foreign-qualified teachers work on the teaching-learning process's environment aspect; they concentrate on the interactive and collaborative learning environment in the classroom.

The mean score 4.3164 with SD .88816 showed that students agreed that their foreign-qualified teachers engage them in the teaching-learning process through different means. The χ^2 value 4.514 that is significant at .000 illustrated that these foreign-qualified teachers engage students in the learning process, and through their learning engagement on one aspect, they make them responsible for learning while, on the other hand, they make the learning sustainable for students.

The mean score 4.0996 with SD 1.2229 showed that students agreed that their foreign-qualified teachers initiate academic debates and learning discussions in the classroom to collect students' views on the learning contents. The χ^2 value 3.664 that is significant at .000 illustrated that these foreign-qualified teachers provide the students with the opportunity of academic debates and learning discussions that positively impact their confidence and leadership skills.

The mean score of 4.1881 with SD 1.03274 showed that students agreed that their foreign-qualified teachers work on students' interests; they prioritize students' interests instead of imposing their own on them. The χ^2 value 3.617 that is significant at .000 illustrated that these foreign-qualified teachers provide the students with the opportunity to express their interest, and they support them in realizing their dreams instead of imitating them.

The mean score of 4.1726 with SD 1.09072 showed that students agreed that their foreign-qualified teachers, through their teaching work on students' conceptual, analytical, and creative skills. The χ^2 value 3.792 that is significant at .000 illustrated

that these foreign-qualified teachers provide the students with the opportunity to be conceptual, analytical, and creative instead of rote memorization and low-level learning.

The mean score 4.4226 with SD .87372 showed that students agreed that their foreign-qualified teachers concentrate on their presentation skills, and therefore, they provide and communicate the opportunities of presenting at conferences and symposiums, and classroom presentations. The χ^2 value 3.792 that is significant at .000 illustrated that these foreign-qualified teachers are more skill-focused than theory; they work on more presentations at conferences, symposiums, along with classroom presentations aim to develop the presentation skills of their students.

Based on these results, the second hypothesis *there is no significant impact of a graduate's pedagogical experiences of internationalizing the standards* was rejected, and an alternative research hypothesis was formulated that there is a positive and significant impact of graduate's pedagogical experiences on the internationalization of pedagogical practices in universities of Pakistan. Furthermore, these results also indicated that these graduates are applying their abroad pedagogical experiences into practice at the individual level in universities and directed towards the internationalization of pedagogical practices in universities of Pakistan.

Table 4.11

Impact of international study programs on the research skills development of teachers at the university level

S. No	Statements	Mean	SD	Df	χ^2	Sig
1	The learning and execution of the scientific method in the field	4.2920	.91967	4	4.245E2 ^a	.000
2	Newly technologies for boosting students' research skills	4.2942	.92257	4	4.316E2 ^a	.000
3	Analytical skills of students for reflective literature review	4.2987	.91390	4	4.407E2 ^a	.000
4	The learning of different statistical models for data analysis	4.1726	1.0968	4	3.815E2 ^a	.000
5	Understanding, writing and evaluating research report	4.1704	1.0358	4	3.795E2 ^a	.000
6	Supervising research activities of student researchers	4.0951	1.0849	4	3.285E2 ^a	.000
7	Connecting us with international research networks and reputed researchers in our field	4.1261	1.0838	4	3.411E2 ^a	.000
8	Motivating students to international research exposures	4.2367	.98736	4	4.160E2 ^a	.000

Table 4.11 shows the impact of international study programs on the research skills development of foreign-qualified teachers as perceived by their students at the university level. The mean score 4.2920 with SD .91967 showed that students agreed that their foreign-qualified teachers concentrate on the learning and application of the scientific method. The χ^2 value 4.245 that is significant at .000 illustrates that these foreign-qualified teachers extensively believe and practice the learning and application of the scientific method into the field of investigation and research.

The mean score 4.2942 with SD .92257 showed that students agreed that their foreign-qualified teachers introduced them with new technologies, software, and techniques used in research/empirical investigations, and other research skills development. The χ^2 value 4.316 that is significant at .000 illustrated that these foreign-qualified teachers continuously introduce students to new technological advancement to develop students' research skills.

The mean score 4.2987 with SD .91390 showed that students agreed that their foreign-qualified teachers concentrate on the development of the analytical skills of students and enabling them to write a reflective literature review for research studies. The χ^2 value 4.407 that is significant at .000, illustrated that these foreign-qualified teachers concentrate on the analytical skills of students along with the writing reflective literature review skills.

The mean score 4.1726 with SD 1.0968 showed that students agreed that their foreign-qualified teachers taught them about different statistical models of data analysis. The χ^2 value 3.815 that is significant at .000 illustrated that these foreign-qualified teachers discuss and teach the different statistical models of data analysis aim to conduct quantitative research students.

The mean score 4.1704 with SD 1.0358 showed that students agreed that their foreign-qualified teachers taught them to understand the different aspects of a research report along with its evaluation. The χ^2 value 3.795 that is significant at .000 illustrated that these foreign-qualified teachers discuss the different aspects of the report and the process of research report evaluation.

The mean score of 4.0951 with SD 1.0849 showed that students agreed that their foreign-qualified teachers effectively supervise students' research studies as compared

to other teachers. The χ^2 value 3.285 that is significant at .000 illustrated that these foreign-qualified teachers adequately supervise students' research and provide them with effective supervisory feedback.

The mean score 4.1261 with SD 1.0838 showed that students agreed that their foreign-qualified teachers guide us in establishing academic contacts with highly prestigious experts in the field. The χ^2 value 3.411 that is significant at .000 illustrated that these foreign-qualified teachers support us in introducing us to the expert from technological advance countries in our field of studies.

The mean score 4.2367 with SD .98736 showed that students agreed that their foreign-qualified teachers motivate students for international exposure in their studies. The χ^2 value 3.160 that is significant at .000 illustrated that these foreign-qualified teachers encourage and motivate students to try international exposure in their academics.

Likewise, the first and second null hypothesis of this study, based on the above results, the third null hypothesis *there is no significant impact of graduate's research experiences in internationalizing research practices in higher Education of Pakistan* was also rejected, and an alternative hypothesis was formulated that *there is a significant positive impact of International study graduates experiences in the internationalization of results practices in higher education of Pakistan*.

The practices of these graduates revealed that concentrates on the skills development of students, supporting their colleagues in research projects, using new software and other technologies used in research studies, research supervision and research evaluations are the indicators of positive impact on the research practices in the higher education of Pakistan.

Table 4.12

Impact of international study programs on the classroom management skills teachers at the university level

S. No	Statements	Mean	SD	df	χ^2	Sig
1	Communication of clear learning expectations and SLOs	4.294	.94582	4	4.491E2*	.000
2	Caring the learning needs of every individual students	4.0951	1.1562	4	3.509E2*	.000
3	The use of ICT for effective teaching learning process	4.1671	1.0542	4	3.497E2*	.000
4	Ensuring students' participation in classroom activities	4.1305	.93146	4	3.043E2*	.000
5	Supporting social and emotional wellbeing of students	4.2544	.97615	4	4.078E2*	.000
6	Encourage students for mutual trust and interactions	3.7146	1.2006	4	1.268E2*	.000
7	Class schedule and minimize students' misbehaviour	3.9978	1.0262	4	2.408E2*	.000
8	Using innovative techniques for classroom management	3.9845	1.1368	4	2.543E2*	.000

Table 4.12 shows the impact of international study programs on the classroom management skills of foreign-qualified teachers as perceived by their students at the university level. The mean score 4.294 with SD .94958 showed that students agreed that their foreign-qualified teachers communicate the learning outcomes of students, which enables them to concentrate on the attainment of students learning outcomes. The χ^2 value 4.491 that is significant at .000 illustrated that these foreign-qualified teachers expressively communicate to the students the expected learning outcomes, which not only helps the teacher to focus but enables the students to prepare themselves to achieve the desired targets.

The mean score 4.059 with SD 1.1562 showed that students agreed that their foreign-qualified teachers care for the learning needs of individual students; they switch the classroom learning environment in such a manner that supports the overall learning of all students. The χ^2 value 3.509 that is significant at .000 illustrated that these foreign-qualified teachers lead the teaching-learning process from an average level; they care for the learning needs of all students.

The mean score of 4.167 with SD 1.0542 showed that students agreed that their foreign-qualified teachers effectively integrate ICT in the teaching-learning process. The χ^2 value 3.497 that is significant at .000 illustrated that these foreign-qualified teachers integrate ICT in the teaching-learning process to make the process of teaching and learning more effective and convenient to the learners.

The mean score 4.1305 with SD .93146 showed that students agreed that their foreign-qualified teachers ensure students' participation in classroom activities. The χ^2 value 3.043 that is significant at .000, illustrated that these foreign-qualified teachers adopt different measures to increase and ensure students' participation in classroom learning activities.

The mean score of 4.2544 with SD .97615 showed that students agreed that their foreign-qualified teachers emphasize students' social and emotional wellbeing. The χ^2 value 4.078 that is significant at .000 illustrated that these foreign-qualified teachers avoid malpractices to ensure students' social and emotional wellbeing in the classroom setting.

The mean score of 3.7146 with SD 1.2006 showed that students agreed that their foreign-qualified teachers emphasize students' mutual trust and academic interactions at the classroom level. The χ^2 value 1.268 that is significant at .000 illustrated that these

foreign-qualified teachers provide such an educational environment at the classroom level that boosts mutual trust and interactions among students in the classroom.

The mean score of 3.9978 with SD 1.0262 showed that students agreed that their foreign-qualified teachers strictly follow classroom schedules to avoid classroom misbehaviors. The χ^2 value 2.408 that is significant at .000 illustrated that these foreign-qualified teachers tightly follow the classroom schedule to reduce the chances of students' misbehavior in the classroom and to achieve the desired classroom learning outcomes.

The mean score of 3.9945 with SD 1.1368 showed that students agreed that their foreign-qualified teachers follow innovative classroom management techniques classroom. The χ^2 value 2.543 that is significant at .000 illustrated that these foreign-qualified teachers adopt new and effective classroom management techniques to make the class exciting and learning effective.

Based on the analysis results of table 4.12, the students agreed that their foreign-qualified teachers clearly and effectively communicate their classroom learning expectations to their students, they take care of the individual learners' needs, integrate ICT effectively in teaching processes, ensure students' classroom participation in learning activities, avoid abusive practices to enhance their mutual trust and increase students' emotional and social wellbeing. Furthermore, they are also concentrating on minimizing students' misbehavior by strictly following the classroom schedule and adopt new classroom management techniques to make the classroom an interested and safe place for students. All these shreds of evidence reflect that their studies abroad programs have a positive and significant impact on the internationalization of classroom management practices at higher education in universities.

Keeping in view the above results, the null hypothesis *there is no significant impact of study abroad graduate's experiences in the improvement of class management skills in Higher education of Pakistan* formulated at the start of the study was rejected, and the alternative hypothesis was formulated as *there is a significant and positive impact of international study programs' graduates on the classroom management skills in higher education of Pakistan*.

The communication of learning expectations to students, caring for the individual learning needs of students, frequent use of ICT, concentrating on the social and emotional wellbeing of students, following the classroom schedule, support students' mutual trust, and adopting innovative classroom management techniques are the major indicators of progress towards the internationalization of classroom management practices in the Pakistani higher education.

4.3 Integration of Qualitative and Quantitative Results

After the separate analysis of qualitative and quantitative data collected from the sample group of this study, this section deals with integrating the qualitative and quantitative results.

4.3.1 Academic Experiences and Practices

The results from interview data revealed that opting for international study programs are multi-dimensional that support the graduate from different perspectives, including financial support, conducive learning environment, education in internationally reputed institutions, international exposure, multi-culture orientation, and learning of highly sophisticated research skills. Similarly, they also expressed that during international studies, they appreciated the academic freedom, critical reading skills, time management, extensive learning facilities, and experiential learning for

students that support students' holistic academic development during their study abroad. On the other hand, the quantitative data revealed that graduates of study abroad programs and learning of research and other learning skills prioritized career prospects, critical thinking, reflecting thinking, and leadership skills. Furthermore, the respondents also concluded that individualized learning, care for cultural diversity in classroom learning, acquainting with innovative instructional techniques, and familiarization with all emerging Information Communication technologies in the teaching-learning process have made them feel blessed during their stay abroad.

Their students' responses supported these results of qualitative and quantitative data from study abroad graduates as they believed that their teachers do concentrate on the application of the scientific method in their teaching-learning process. They agreed that the teacher concentrates on their students' future career prospects, academic skills development, critical thinking, reflective thinking, and leadership skills development through different curricular and co-curricular activities along with following innovative teaching techniques and integrating all the emerging Information Communication Technologies in the classroom teaching.

4.3.2 Pedagogical Experiences and Practices

The qualitative data revealed that in Pakistan, the frequent pedagogical practices are out-dated, which includes; lecturing, one-way transmission, teacher-centered approaches, along with old traditional courses. These pedagogical practices need to be replaced with problem-based learning, creative and critical thinking, and more skill-focused hands-on practices that must be the students' centered pedagogical practices. Accordingly, the quantitative data reflected that the study abroad graduates concluded that they concentrate on active learning through hands-on practices in an interactive and collaborative learning environment with their students. Furthermore, they were also of

the view that they make students responsible for learning and facilitative in the process of learning through initiating debates and discussion in classroom teaching; students also claimed that their teachers give more attention to students conceptual, creative, and presentation skills through motivating them for conference paper writing and presentation.

These results were aligned with students' responses, where they viewed that they are provided ample opportunities for hands-on practices in an interactive and collaborative learning environment, where students are engaged in academic discussions and debates in classroom learning. They also affirmed that their teachers support them in concentrating on their conceptual, critical, and presentation skills following different pedagogical techniques. These students' responses are encouraging evidence leading towards the internationalization of the pedagogical practices in higher education in Pakistan.

4.3.3 Research Experiences and Practices

From the perspective of research experiences of study abroad graduates, the qualitative data revealed that their host institutions had developed a research culture in their institutions. They have successfully established industrial linkage to commercialize their research product, and they concentrate on the extensive reading skills of researchers in the field along with the provision of all required research facilities and incentives to researchers, including the provision of research required facilities to their researchers. Likewise, the results from quantitative data analysis of the study abroad graduate show that they claimed in the concentration of scientific method to their students, familiarization of their students of advanced technologies used in research studies. Furthermore, they were also of the opinion that they support their students in the development of analytical skills for writing, supervising, and evaluation

research reports along with orienting students with international researchers of their field and try to establish their international contacts in their academic fields. Through these activities and efforts, they lead their students' research skills to international standards, contributing positively to the development of students' research skills.

These qualitative and quantitative results from study abroad graduates got confirmed from the responses of their students who believed that their teachers had enabled them to execute the scientific method in their research projects properly. They also concluded that their teachers support their research skills through new technologies, development of analytical skills for reflective literature reviews, along statistical modeling of research data. These students' responses also confirmed that study abroad graduates support teaching, research report writing, supervising, and evaluation. Similarly, they connect students with international research networks and reputed researchers of their fields along with the motivation for international exposure through identifying the available opportunities. Like, the previous results, these are also positive evidence towards the internationalization of students' research skills in the higher education of Pakistan.

4.3.4 Classroom Management Experiences and Practices

Study abroad graduates concluded in their interview data that well-designed classrooms, fully integrated ICT equipment, free of distraction classroom where SLOs are communicated expressively with students, are the silent features of international classrooms. The management of learning facilities, frequent student teachers' interactions, care for individuality, the social and emotional well-being of learning, and learners make the students physically and psychologically ready for learning. Furthermore, specialized classrooms for particular subjects in themselves is a source for students learning also make it convenient for teachers to manage the classroom

learning effectively. Likewise, the quantitative data results concluded that after gaining these classroom management experiences, the study abroad graduates do express the SLOs to their students. Moreover, care for the individual needs of learners, effectively integrate ICT to support the teaching-learning process in the classroom, ensures students' active participation in classroom affairs through caring for the social and emotional well-being of students. In addition to this, they encourage students to frequent student teachers' interactions and mutual trust and using innovative classroom management techniques.

The responses of their students affirmed these claims of the graduates of international study programs as they agreed that their teachers do communicate the SLOs to them, care for individual students' needs, uses ICT equipment to support the teaching-learning process, and ensures students participation in classroom teaching-learning process following a congenial social and emotionally sound classroom learning environment. Furthermore, they schedule classroom learning to reduce the chances of students' misbehavior and adopt innovative classroom management techniques. These results are also strong evidence towards the internationalization of classroom management practices in the higher education of Pakistan.

Besides, the study abroad programs graduates concluded in their interview data that to accelerate further the effectiveness of these international study programs in the internationalization of higher education of Pakistan; there is a need for governmental and university educational leadership support to these graduates, reduce the policy loopholes, logistic support to universities, HEC and these graduates.

4.4 Chapter Summary

This chapter provides comprehensive details about the empirical evidence on the selected research topic. All the qualitative data collected through interview protocols were presented adequately in the first section of this chapter. The results revealed that the graduates of students abroad programs have been through rich academic experiences during their stay abroad. They explained a different distinctive aspect of their academic experiences abroad, including pedagogical, research-related, and classroom management skills. Furthermore, they have also discussed the learning facilities, learning environment, approaches, and practices towards leading the students for skills development.

In the second section of this chapter, the research presented the quantitative data collected through the teachers' questionnaire. The collected data were presented item-wise and construct-wise following descriptive and inferential statistics keeping in view the research objectives of the study. Similarly, the stated null hypotheses were tested based on the data collected from the students of study abroad graduates through another questionnaire.

CHAPTER 5

SUMMARY, FINDINGS, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the overall summary, findings, discussions, conclusions, and recommendations of this empirical study. Efforts were made to present a reflective summary of all the work done, followed by the major findings extracted from the 4th chapter of data analysis. Based on the major findings, major conclusions were drawn, keeping in view the findings, objectives, and hypotheses. Furthermore, the results of this study were discussed in light of the results of previous studies in this area, and in the final section of this chapter, recommendations for all the stakeholders were given.

5.1 Summary

Internationally different governments have designed scholarship programs to support international students for pursuing their studies abroad. These programs, whether launched by governments or Non-governmental organizations, have a common goal of internationalization of higher education. A considerable amount of public taxes is also involved in it; therefore, this study was designed to explore the impact of international study programs on the internationalization of higher education in Pakistan.

The objectives of the study were to; a. explore the academic experiences of graduates who studied abroad and its impact on the internationalization of higher education of Pakistan, b. explore the pedagogical experiences of foreign graduates in the internationalization of pedagogical practices in higher education of Pakistan, c. discover the research experiences of graduates in the internationalization of research practices in higher education of Pakistan, d. analyze the perceptions of international study programs' graduates regarding classroom management from the perspectives of improving classroom management skills in institutions of higher education of Pakistan,

e. compare the academic experiences of graduates who studied in different international study programs.

Based on these objectives, the researcher designed the null hypotheses of the study, which were; H_{01} . There is no significant impact of graduate's academic experiences on the internationalization of Higher Education in Pakistan, H_{02} . There is no significant impact of graduate's pedagogical experiences of internationalizing the standards, H_{03} . There is no significant impact of graduate's research experiences in internationalizing research practices in higher Education of Pakistan, H_{03} . There is no significant impact of graduate's experiences in the improvement of class management skills in the Higher Education of Pakistan.

This study was delimited to the three international study programs: Fulbright, Erasmus Mundus, and IRSIP-HEC of Pakistan. Further, it was delimited to those graduates of these programs currently working in public and private sector universities of Pakistan. Following exploratory sequential design from mixed methods research designs, a total of 1551 respondents (Fulbright, Erasmus Mundus, and IRSIP-HEC) and their current students were included in the population. Furthermore, through purposive and stratified sampling techniques, a representative sampling group was selected.

In collecting data from the sample group, three research tools were used- interview protocols, teachers' questionnaire, and students' questionnaire. All these research tools were pilot tested, and the reliability and validity aspects were ensured. After refining the tools, these were used for data collection from the sample group. After the data collected through interviews were analyzed through thematic analysis techniques, and the data collected through questionnaires were placed into SPSS

version 16 and were analyzed through descriptive and inferential statistics- percentages, mean scores, standard deviations, ANOVA, and chi-square test.

5.2 Findings

The major findings extracted from the qualitative data were as followed;

1. The respondents viewed that they opted for these international study programs from enhancing their research skills, working in a highly supported learning environment, international exposure, financial support for their learning and learning in the world reputed institutes. (Figure No. 4.1)
2. The academic experiences of the graduates reveal that in host countries, they provided academic freedom, a particular focus on critical reading, time management, and unprecedented learning facilities. (Figure No.4.2)
3. In comparison to Pakistan, the pedagogical approaches of host countries were students centered, skill-oriented, experiential, critical, and creative thinking as compared to theoretical lecturing approaches in Pakistan. (Figure No. 4.3)
4. The universities have close linkages with industries; they have developed a research culture and provide all the required resources to the researchers for studies. Further, through extensive readings, they develop research skills among students. (Figure No. 4.4)
5. The classrooms were found supportive of students' learning along with full ICT integrated and interactive teaching-learning processes. Furthermore, specialized classrooms for individual subjects free from any sorts of distraction have guaranteed students' learning. (Figure No.4.5)
6. The best aspects of their stay abroad were friendly/supportive learning environment, skill-based approach, availability of required facilities, frequent

- seminars, workshops, and conferences to provide multiple and reflective ventures for students' skills development and learning. (Figure No.4.6)
7. International study programs have a positive impact on the academic standards of home countries, as it enables us to satisfy international standards, bring innovative techniques, software, and approaches. The available support to the graduates of international study programs is not satisfactory that affects the real impact. Further, institutional support, policy-related hurdles, and lack of planning are the major challenges in the internationalization of higher education. (Figure No.4.7)
8. The respondents were of the view that they are supportive to their colleagues/students, following modern instructional techniques, focusing on the skills development of students, sharing of available opportunities with colleagues and students, optimal use of available resources, and bringing research projects in their individual and personal capacity for internationalization of university education. (Figure No.4.8)
9. The majority, 78% of the respondents, were sponsored by HEC to study abroad in the sample group, and 42% of them working teaching in the basic sciences department of the universities, along with 30% in social sciences departments. (Table 4.2)
10. The majority, 42% of the respondents, spend six to one year time abroad for pursuing the studies, and 71% of them were working in universities as Assistant Professors. Moreover, while pursuing their studies abroad, about 11.5% visited the USA, 10% visited Australia, 9% visited Malaysia, 8% visited Germany, and 7% visited UK universities. (Table 4.3 and 4.4)

11. The respondents of HEC, Erasmus, and Fulbright graduates agreed that international study programs had developed their academic skills and academic prospects as reflected by the mean scores ranged from 3.50 to 4.50. (Table 4.5)
12. The respondents agreed that they had enhanced their interactive and communicative skills as their mean scores were ranged from 3.50 to 4.50. On the contrary, the respondents have significant differences, as shown by the f value 4.513, which was significant at .012. These differences also revealed that the graduates of Fulbright are more communicative and interactive as compared to the graduates of HEC and Erasmus. (Table 4.5)
13. The respondents agreed that their international study programs had developed their logical and reflective thinking, as showed by the mean scores 4.31, 4.41, and 4.62. Furthermore, the f value 3.941, which was significant at .020, showed that the graduates of Fulbright have more opportunities to widen their logical and reflective thinking as compared to the graduates of HEC and Erasmus. (Table 4.5)
14. The respondent agreed they followed alternative and creative approaches in learning, they considered the individuality of learners in learning processes, and they switch to different instructional styles in their teaching make classroom teaching effective and according to the needs of students. All these results were extracted from the mean scores and standard deviations in the above table (4.40, 4.38, 4.69, 4.25, 4.50, and 4.69). (Table 4.5)
15. The mean scores of items 7 and 8 of HEC IRSIP, Erasmus Mundus, and Fulbright (4.25, 4.44, 4.67, 4.08, 4.16, and 4.53) with low standard deviation also reflects the willingness of respondents that they have learned research skills and leadership skills effectively during their stay abroad. The respondents of

Fulbright scholar reveal more prominent on these items as reflected by the f 4.303, 4.204, and sig values .014 and .016. (Table 4.5)

16. The respondents agreed, as revealed by the mean scores (4.18, 4.11, 4.48, 4.21, 4.36, and 4.58) that they have good experience of acquainted with innovative instructional techniques as they have experienced during their study programs abroad and the integration of ICT effectively into the teaching-learning process. These results also reflected that the graduates of Fulbright were viewed as more competent, and they were more exposed to these learning experiences as compared to the rest two programs (f values 3.522, 3.959, and sig value .031, .020). (Table 4.5)
17. The mean scores 4.229, 4.25, and 4.372 showed that the respondents have gone through active learning following hands-on practices abroad during their programs. Furthermore, the mean scores of HEC-IRSIP, Erasmus Mundus, and Fulbright scholarship graduates (Mean scores 4.204, 4.36, and 4.467) reflected that they have worked in an interactive and collaborative learning environment, which is one of the significant attributes of modern instructional approaches. (Table 4.6)
18. The mean scores 4.268, 4.277, and 4.32 on item 3 revealed that respondents have accepted that its learners' responsibility to make efforts for learning and teachers is to provide a supportive and interactive learning environment. Similarly, the mean scores 4.20, 4.22, 4.46, 4.168, 4.16, and 4.418 also revealed that the pedagogical approaches abroad focuses on the development of conceptual, analytical, and creative skills among students and improve their presentation skills through conferences, workshops, and classroom presentations. Additionally, the f values showed no significant differences in the

responses of HEC-IRSIP, Erasmus Mundus, and Fulbright graduates. (Table 4.6)

19. The mean scores 4.25, 4.138, and 4.325 showed that the respondents of HEC, Erasmus, and Fulbright have adequately learned the execution of the scientific method to conduct researches in their respective fields. Furthermore, the mean scores 4.254, 4.277, and 4.512 also showed that they agreed with the statement of harnessing advanced technologies for students' research skills. (Table 4.7)
20. The mean scores of the respondents' responses also showed that they had developed their analytical skills in writing a reflective literature review (mean scores 4.362, 4.50, and 4.349). Moreover, the mean scores 4.22, 4.388, and 4.209 showed that they agreed on the learning of different statistical models of analysis of research data. (Table 4.7)
21. The mean scores 4.197, 4.139, and 4.512 affirm that the respondents agreed that they had developed international linkages and collaboration with researchers during their stay abroad. Furthermore, the graduates of the Fulbright programs were in a leading position in establishing collaborations and international linkages with researchers as compared to the graduates of HEC and Erasmus (f value 3.503 sig value .031). (Table 4.7)
22. The mean scores, according to the range 3.97, 3.833, and 4.232, showed that teachers communicate clearly the learning expectations from learners along with SLOs. Similarly, the graduates agreed that teachers in technologically advanced countries properly integrate ICT in the teaching-learning process, as shown by the mean scores (4.054, 3.972, and 4.325). Furthermore, the mean scores illustrated that all the efforts are made to ensure the students' participation in classroom learning (3.968, 3.806, and 4.488). Moreover, the graduates of the

Fulbright program were of the view that their classroom participation was ensured by their programs more effectively than any other program, as reflected by the f value 7.319 sig value .001. (Table 4.8)

23. On catering to the learning needs of individuals, the mean scores 4.029, 4.111, and 4.395 also showed that they have cared during their stay abroad for their studies. The graduates of Fulbright are considered more cared for by the host country as compared to the graduates of HEC sponsored and Erasmus program graduates (f value 4.273 sig value .015). Likewise, a mean score 4.079, 4.028, and 4.348 reflected the graduates' experiences that their teachers in classroom management develop mutual trust and interactions between and teachers and care for the social and emotional wellbeing of students. (Table 4.8)

24. The mean score 4.5133, 4.4403 with SD .77506 .9074 and χ^2 value 6.577, 6.092 revealed that students agreed that their teachers support them in their careers and academic from a different perspective and improve the reflective practices and logical thinking, and these practices have a significant impact on the quality of education. Likewise, the mean scores 4.38, 4.45, and 4.51 with χ^2 values 5.702, 6.410 reflected that the respondents agreed that their teacher's innovative and creative instructional methods, leadership skills, and the integration of ICT have a significant impact on the internationalization of these practices in Pakistan universities. (Table 4.9)

25. The mean score 4.4004, 4.3451 with SD .92096, .83991, and χ^2 value 6.702, 5.702 significant at .000 showed that students agreed that their foreign-qualified teachers provide them ongoing learning opportunities through hands-on practices, provide them interactive and collaborative learning environment. Likewise, the mean score 4.3164 with SD .88816 and χ^2 value 4.514 showed

that these foreign-qualified teachers engage students in the learning process and initiate academic debates and learning discussions in the classroom to collect students' views on the learning contents. (Table 4.9)

26. The mean score 4.1881, 4.1726 with SD 1.03274, 1.09072, and χ^2 value 3.617, 3.792 that is significant at .000 showed that students agreed that their foreign-qualified teachers work on students' interests, they prioritize the interests of students instead of imposing their own will on them. These foreign-qualified teachers provide the students with the opportunity to be conceptual, analytical, and creative instead of rote memorization and low-level learning. (Table 4.9)
27. The mean score 4.2920, 4.2987 with SD .91967, .91390 χ^2 value 4.245, 4.407 which is significant at .000 showed that students agreed that their foreign-qualified teachers concentrate on the learning and application of scientific method concentrates on the analytical skills of students along with the writing reflective literature review skills and also illustrated that these foreign-qualified teachers continuously introduce students with new technological advancement aimed to develop students' research skills. (Table 4.10)
28. The mean score 4.1704, 4.0851, 4.1261 with SD 1.0358, 1.0849, 1.0838 χ^2 value 3.795, 3.285, 3.411 that is significant at .000 showed that students agreed that their foreign-qualified teachers taught them to understand the different aspect of a research report along with its evaluation, effectively supervises students research studies and guide us in establishing academic contacts with highly prestigious experts of the field. Furthermore, these practices of foreign-qualified teachers have a significant impact on the internationalization of higher education at the university level. (Table 4.11)

29. The mean score 4.294, 4.059 with SD .94958, 1.1562 and χ^2 value 3.509, 4.491 that is significant at .000 showed that students agreed that their foreign-qualified teachers clearly communicate learning outcomes to students and they care for the learning needs of individual students. Furthermore, the communication of learning outcomes and care for the individual needs of learning leads towards the internationalization of higher education from classroom management aspects. (Table 4.12)
30. The mean score 4.167, 4.1305, 4.2544 with SD 1.0542, .93146, .97615 and The χ^2 value 3.497, 3.043, 4.078 that is significant at .000 showed that students agreed that their foreign-qualified teachers effectively integrate ICT in the teaching-learning process, ensures students' participation in classroom activities and emphasize students' social and emotional wellbeing. Similarly, the integration of ICT in the teaching-learning process, ensuring students' participation and caring for the social and emotional wellbeing of students in the classroom, has a significant impact on the internationalization of higher education. (Table 4.12)

5.3 Discussion

The internationalization of educational activities is an essential dimension of international study programs. The experiences of graduates are explored to measure their impact on the higher education of Pakistan. The findings provided a foundation for discussing it in the light of previous research findings. The results showed that respondents were satisfied with their academic experiences during their stay abroad through full bright, Erasmus Mundus, and IRSIP programs. The study conducted by Cisneros-Donahue et al., (2012) on

the academic benefits of international study programs has concluded that these programs are far better than stay-at-home education programs.

Furthermore, they specifically mentioned functional knowledge, global interdependence, and culture sensitivity and communication skills, which confirms the results of the current study. Similarly, the findings of Costello, (2015) study also support the results of the current study. The author has explored the experiences of international study programs through open-ended interviews and concluded that international study programs enable the graduates to take benefits from each other experiences and reduce the misconceptions among the general masses of different countries.

The results also showed that the graduates of all the selected international study programs experienced innovative and active learning approaches. These results are confirmed through the results of Strange and Gibson, (2017), who, while investigating experiential learning in international study programs, concluded that all the respondents agreed that they had experienced experiential learning following the transformative approach. The authors also identified the reason that new context, different people, culture, language, and priorities enable the learners to adjust to the local context, learning a new language, making new friendships became a significant source of active learning for students. Likewise, Shively, (2010) also concluded that international study programs provide learning opportunities for new languages in their own culture, and academic settings enable the learners to learn new academic skills. The author also added that in developed countries, the professors in academia based their teaching on research findings that lead to different experiments and innovative instructional methods.

The results of the current study revealed that the respondents appreciated the integration of ICT in the teaching-learning process abroad. No significant differences were found among the graduates of Fulbright, Erasmus Mundus, and HEC-IRSIP programs. Similar to these results, a study conducted by Cote and Milliner, (2017) on the digital literacy of international study graduate concluded that along with language learning and cultural adjustment, the usage of new instructional technologies during international study programs enhances the digital literacy of its graduates. Based on this conclusion, the positive perceptions of the respondents of the current study have been verified. Likewise, the results of Simpson and Obdaloova, (2014) were also according to the current study that, along with numerous reported benefits of international study programs, enables the graduates to integrate new instructional technologies into teaching-learning processes properly.

The results also showed that respondents agreed about communication skills development in international study programs. Furthermore, the graduates of Fulbright were more communicative, as reflected by their mean scores. These results were supported by the results of Strange and Gibson, (2017) that students selected from abroad benefited from the introductory classes of language. Through special class presentations and conference papers, they are provided more opportunities to communicate effectively. Likewise, a study conducted by Bawane and Spector, (2009) revealed the importance of competency-based teacher education for which, along with multiple other roles identified for online teachers, one is to work on the presentation and communication skills of students.

Likewise, the graduates of the international study programs believed that through these programs, they had developed their leadership skills. Academic leadership is another vital aspect identified among these graduates; motivation, problems solving, conflict management, teamwork, expressive and precise communication are the components reflecting respondents' leadership skills. A study conducted by Gul et al., (2019) concluded that field experiences and international exposure enhances students' confidence, understanding of cultural diversity, and presentations skill that are directly linked with their leadership skills development.

Providing maximum academic opportunities to students beyond the classroom setting, that is- the respondents of the study accepted academic debates, conference presentations, making academic relationships, fieldwork, synchronizing academic learning with real-life approaches. Furthermore, emphasis on the conceptual, analytical, and creative aspects of learning has clearly distinguished the international study program graduates from other graduates. The results were supported by the results of (Aleixo et al., 2018), concentrating on sustainability in higher education by providing conceptual, innovative, and creative approaches to learning. Furthermore, they also concluded that limiting students to classroom learning experiences reduces the effectiveness of learning for sustainability.

University education is incomplete without research explorations, which is the primary source of development in all sectors of modern life. The respondents were found very satisfied with learning research skills in their international study programs. The respondents agreed that they learned reflective techniques of literature review, proper execution of the scientific

method in research investigations, and the advanced innovative software usage in research studies. Furthermore, they were also satisfied with their international links in their respective field, which enables them to benefit from the international expertise of international researchers. These results were found in accordance with the findings of Badstübner and Ecke, (2009), who believed that the participants in international study programs have high-level expectations of learning. These expectations also are extended to learning research skills. They conducted this study in Germany, and the respondents were the participants of short-term international study programs. The study concluded that the graduates of these short-term international study programs were satisfied with the learning of their research skills in these programs. Similarly, the findings of the current study were also supported by the study of Tucker et al., (2011), which concluded that the graduates were highly satisfied with the quality of their learning during the international study programs.

Another study conducted by Kinginger, (2009) focusing on the critical reading of research concerning language learning concluded that in international study programs, the participants extensively are exposed to the reading of research studies, they review those research studies aim to develop their critical attitude for research activities. Furthermore, Winke, (2017) explored the theories and practices of international study programs and concluded that these programs help develop the research attitude among the graduates.

Similarly, the graduates were also appreciating their research supervisors' role in guiding their research work, research report writing, and its evaluation. They agreed that they have learned from their supervisors how to guide the students, write the research report, and use the available databases and

evaluate the research reports. Likewise, the respondents agreed that international study programs had provided them with the opportunities to develop academic links with field experts and renowned research experts. These results were in accordance with the findings of (Aleixo et al., 2018) and Yonezawa and Yonezawa, (2016) that technologically advanced countries provide maximum opportunities of highly sophisticated learning facilities to the researchers to develop a research culture, bring positive changes in academic and social lives of general masses, access to quality education/learning and academic freedom through research activities. These all contribute positively to the research activities and advancement of academia.

The results of this study also revealed that effective communication of learning outcomes, ICT integration, interactive classroom teachings, and social and emotional wellbeing aspects of the international study programs had ensured effective classroom management during their international study. These aspects of the classroom are closely related to a productive learning environment and have a positive impact on students' personality development. The results were supportive of the results of (Stilianos et al., 2013) that international study programs allow students to gain experience in different educational systems and be involved in other learning processes.

5.4 Conclusions

Based on the findings of the study following conclusions were drawn;

1. Based on finding No 1 and 2, it was concluded that universities abroad provided enriched academic experiences to their graduates and prepared them for the prominent future role. These academic experiences included skills of reading, writing, persuasion, research, and exposure to real-life situations.

2. Based on finding No 3, it was concluded that professors abroad prefer advanced, innovative, and reflective pedagogical practices emphasizing students' centered and skilled-oriented activities at classrooms. Furthermore, their pedagogical practices focus on logical thinking, positive interactions, mutual respect, and teamwork.
3. Furthermore, according to the qualitative finding, No. 4, universities abroad have closed coordination with their industries; they concentrate students' research skills through conference presentations, extensive readings, data collection of various types, and other related research activities. Furthermore, these universities have invested the development of research culture where preference is given to research work in general, and those research work directly related to real-life problems, social advancement, and technological explorations in every field of life. High incentives for quality researches have been given.
4. Finding No 5 and 6 enable the researcher to conclude that the graduate has experienced a high level of ICT integration, outstanding learning facilities for students, up-to-date curriculum, and specialized classrooms for specific subjects and supportive learning during the international study programs environment for learning. Furthermore, the graduates were not much satisfied with the impact of their experiences on the academic standard of Pakistani universities due to numerous hurdles procedural issues in universities, that includes-lack of institutional support to the foreign graduates, lack of financial support, and an uncongenial learning environment with more focus on teaching. Similarly, Pakistani universities lag behind those universities because of a lack of research

culture, irrelevant research studies, lack of coordination between academia and industries, and the universities' traditional nature.

5. Based on finding No 8, it was concluded that these graduates do make their efforts to uplift the quality of higher education through their efforts by adopting modern instructional methods in their teaching, integrating ICT in the teaching process, motivating students and colleagues towards the available opportunities in term of teaching, learning and researches.
6. In a nutshell, the analysis of table 4.5 revealed that the respondents from HEC, Erasmus, and Fulbright agreed that they have good academic experiences during their stay abroad in different technologically advanced countries covering all their professional aspects of life, from learning to leadership and research skills. However, Fulbright's respondents were more positive and satisfied with their exposures and availability of learning experiences during their stay in the United States of America.
7. To conclude, based on table 4.6, the respondents were satisfied with their pedagogical experiences abroad during their studies. They acknowledged that active learning through hands-on practices, interactive and collaborative learning environment, students' responsibility for learning, the importance of initiating academic discussions in the classroom, and working on the conceptual, analytical, creative, and presentation skills of students.
8. Based on the results of table 4.7, it was concluded that the graduates of international study programs agreed that they had got excellent research skill opportunities which have developed their research skills, enable them to establish linkages and collaborations with researchers and research institutions, writing of reflective literature review, writing and evaluating research reports

effectively. All these research experiences of all graduates were found of similar nature.

9. Based on the results of table 4.8, it was concluded that respondents were satisfied with the classroom management strategies. The classroom management strategies enable the teachers to accurately communicate the learning expectations, provide them ample opportunities to participate in classroom learning, as classroom management ensures a practical, interactive session and develop mutual trust between teachers and students. All these activities reduce the chances of classroom misbehaviors and enhance learning opportunities.
10. Based on the results of table 4.9, it was concluded that teachers qualified from foreign through HEC-IRSIP sponsored, Erasmus Mundus, and Fulbright programs have a positive impact on the academic practices at the university level, which leads towards the internationalization of academic standards in Pakistan. Furthermore, it was revealed that these teachers concentrate on students' academic skills, leadership skills, reflective practices, logical and creative thinking abilities, and integrating the ICT into the teaching-learning process, they lead the students towards lifelong and sustainable learning.
11. Based on the statistical analysis of table 4.10, foreign-qualified teachers through HEC sponsored, Erasmus and Fulbright follow active learning where they provide ample space for students to participate, through an interactive and collaborative learning environment effectively. Furthermore, their teaching concentrates on the conceptual, reflective, analytical, creative, and presentation skills of students instead of just covering the course materials.

12. Based on the statistical analysis of table 4.11, the students of foreign-qualified teachers agreed that their research skills had been developed through their teachers' research skills. They agreed that their teachers enable them to be analytical and reflective in writing the literature review, applying the scientific method, using new technologies (software) to develop the research skills-including statistical analysis and research report evaluations. Furthermore, the students agreed that their teachers effectively supervise their research activities, and they connect them with experts in their field working in different technologically advanced countries. Similarly, they also support and encourage their students for international exposure in their academics.

13. Based on the analysis results of table 4.12, the students agreed that their foreign-qualified teachers clearly and effectively communicate their classroom learning expectations to their students. Moreover, they take care of the individual learners' needs, integrate ICT effectively in teaching processes, ensure students' classroom participation in learning activities, avoid abusive practices to enhance their mutual trust, and increase students' emotional and social wellbeing. Furthermore, they are also concentrating on minimizing students' misbehavior by strictly following the classroom schedule and adopting new classroom management techniques to make the classroom an exciting and safe place for students. All these shreds of evidence reflected that their studies abroad programs positively and significantly impact the internationalization of classroom management practices at higher education in universities.

5.5 Recommendations

Based on the research findings and conclusions, the following amicable recommendations were proposed to the concerned stakeholders;

1. These programs provide academicians with valuable opportunities to broaden their academic experiences, enabling them to adopt more effective, authentic, and sophisticated skills. Therefore, it was recommended that governmental officials, in coordination with HEC, further strengthened these ties with international scholarship program agencies to increase the number of these scholarships for students, which will positively contribute to the quality of higher education.
2. As the respondents viewed lack of required learning facilities, low incentives, and rigid institutional policies, the graduates of international study programs face numerous problems in switching to more internationally recognized pedagogical approaches, learning environments, and academic freedoms. Therefore, universities' educational leadership is recommended to support the foreign-qualified teachers to internalize their academic experiences at the institutional level, which will pave ways for quality and international standards of academics. Furthermore, these acts will also enable the universities to secure placement among internationally ranked universities.
3. Their students accept the international study program's individual efforts in enhancing the research, academic, and leadership skills, which are incredible. However, these efforts need to be accelerated by providing more academic freedom and relaxing the procedural constraints and moral support to these international study programs' graduates.
4. The Fulbright scholarship authorities arrange annual conferences for their graduates every year to share their experiences, current challenges they face in their respective institutions and discuss the way forward. Therefore, in close coordination with the respective provincial higher education departments and

HEC, the federal and provincial governments are also recommended to bring together their graduates to share their experiences and devising strategies to achieve the desired targets of these international study programs.

5. One of the most significant conclusions was that the graduates identified the close linkages of universities with their industries and research culture in these foreign universities. Therefore, it is vital for universities to properly functionalize their Offices of Research Innovation and commercialization (ORIC) to establish linkages with local industries and commercialize research and development.
6. Furthermore, it is essential to mention that a considerable amount of money is spent on graduates through these programs. Therefore, these graduates must be motivated to repay their students by following authentic, student-centered, and skill-oriented pedagogical and research skills.
7. The Fulbright scholarship graduates were more interactive, exposed to multiple learning experiences, and dominant in establishing collaborations and research linkages than IRSIP and Erasmus Mandus. Therefore, it was recommended to the authorities of IRSIP and Erasmus Mandus to give particular focus on the varied learning experience, academic collaborations, and research linkages of their scholars.
8. Furthermore, it was also recommended that HEC and the government of Pakistan might make efforts to increase the scholarships for Pakistani scholars in Fulbright, as this program is more effective and thriving in the development of scholars' innate abilities that will in-turn contribute positively to the quality of higher education of Pakistan.

5.6 Recommendations for Future Researchers

1. Future researchers are recommended to investigate these international study programs' impact on the other aspects of education apart from pedagogical, research skills development, and classroom management skills.
2. Furthermore, future researchers are also recommended to investigate the field-related problems to these internationally qualified teachers in Pakistan's universities and the indigenous way out in Pakistani universities' current condition.
3. Future researchers are also recommended to research and investigate the self-regulated professions such as medicine, engineering, and law to bring those areas at par with the international standards.
4. Researchers are also recommended to investigate the benefits of international study programs and correlative institutional practices.
5. Future researchers are also recommended to investigate the individual university focused benefits of the international study programs.

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INTERVIEW PROTOCOLS

Research title: Impact of International Study Programs on Higher Education in Pakistan

Interview schedule

Introduction to the interview:

- Remind participant of purpose of the interview
- Remind participant of his or her rights
- Thank participant for being willing to talk

Confirm that participant is happy to have interview taped and remind him/her of the right to stop

Current position: _____ Program: _____

Discipline: _____ Host Country: _____

Duration of stay: _____ Time Period: _____

1. Why did you participate in the Erasmus Mundus Program/USAID Fulbright Support Program/International Research Support Program (IRSIP)?
2. How was your academic experience in the host country?
3. Can you please compare Pakistan and the host country in terms of your academic experience about research skills?
4. Can you please compare Pakistan and the host country in terms of your academic experience about classroom management?
5. Can you please compare Pakistan and the host country in terms of your academic experience about pedagogies?
6. What have been your best experiences with study abroad program?
7. Based on your experiences, what changes would you like to bring for the development of students Research Skills?
8. Based on your experiences, what changes would you like to bring for the development of Classroom Management Skills?

9. Based on your experiences, what changes would you like to bring for the development of pedagogies?
10. Have you internalized your research skills, Classroom management and pedagogical skills in home country's institutions? If yes, How?
11. What do you think about the relationship between international study programs and internationalization of higher education in Pakistan?
12. Does your university support you to Launch/ implement international standards in academic activities? If yes, then what support is offered in this regard? (Financial support, logistic, staff etc.)
13. What challenges have you encountered in the implementation of international study experiences in native country institutions?
14. What influenced you to get involved in the internationalization of higher education and how you practice internationalization in your work in a home institution?

Conclusion of the interview:

- Thank you for your time

Interview protocol, as reported in (Blight et al., 1999) & (Zerman, 2014)

APPENDIX B

Teachers' Questionnaire

Impact of International study Programs on Higher Education in Pakistan

Respected Faculty Member,

This questionnaire concentrates on the academic experiences of faculty members studied from abroad and its impact on higher education in Pakistan. I want you to thank you for your precious time and honest and valuable response on the following statements. Further, it is to assure you that the collected data will only be used for academic research and will not be shared to anyone except of the study supervisor (Professor Dr. Samina Malik, Dean Social Sciences International Islamic University Islamabad). *You are requested to read the statements very carefully and tick (✓) accordingly.*

Demographics

Current position: _____ Program: _____

Discipline: _____ Host Country: _____

Duration of stay: _____ Time Period: _____

Current University Name: _____

Strongly Agreed = SA, Agreed = A, Neutral = N, Disagreed = DA, Strongly Disagreed = SDA

S. No	Statement	SA	A	N	DA	SDA
(a) Academic Experiences:						
<i>Participation in an international study program helped me to:</i>						
1	Develop my academic knowledge and future career prospects					
2	Enhance my academic skills, like reading and writing, etc.					
3	Improve my communication and interactive skills					
4	Widened the horizon of my reflective and logical thinking					
5	Adopt alternative and creative approaches for learning					
6	Care for individual differences and cultural diversity in class					
7	Develop my research skills (designing, reviewing, analyzing)					
8	Enhance learning of educational leadership skills					
9	Acquaint with innovative instructional techniques					
10	Integrate ICT appropriately in the teaching-learning process					
(b) Instructional Experiences:						
<i>Instructional approaches in international study program enable to:</i>						

1	Learn active learning through hands-on practices					
2	Work in an interactive and collaborative learning environment					
3	Make students' responsible for their own learning					
4	Initiate academic debates and discussion among students					
5	Encourage students to explore their own areas of interest					
6	Develop conceptual, analytical and creative skills of students					
7	Improve presentation skills of students through classroom and conference papers presentation					

(c) Research Skills:

Research activities in the international study program supported me to:

1	Learning proper execution of the scientific method in the field					
2	Use advance technologies to harness students' research skills					
3	Develop analytical skills for writing a reflective literature review					
4	Learn different statistical models for data analysis					
5	Understand, write and evaluate a research report					
6	Support and supervise research activities of student researchers					
7	Develop international networking with internationally reputed researchers in the field of my study					
8	Develop international linkages with institutions					

(d) Classroom Management Skills:

In an international study program the classrooms I found were designed to:

1	Communicate clear learning expectations and SLOs					
2	Cater to the learning needs of individual students					
3	Easily integrate ICT for the effective teaching-learning process					
4	Ensure students' participation in classroom activities					
5	Support the social and emotional wellbeing of students					
6	Encourage students teachers interactions and mutual trust					
7	Ensure class schedule and minimize students' misbehaviour					
8	Use innovative techniques for classroom management					

THANKS FOR YOUR PRECIOUS TIME

6	Conceptual, analytical and creative skills of students					
7	To improve students' presentation skills through classroom and conference papers presentation					
Research Skills development:						
<i>Our foreign-qualified teachers mostly concentrate on;</i>						
1	The learning and execution of the scientific method in the field					
2	Newly introduced technologies for boosting students' research skills					
3	The analytical skills of students for reflective literature review					
4	The learning of different statistical models for data analysis					
5	Understanding, writing and evaluating a research report					
6	Supervising research activities of student researchers					
7	Connecting us with international research networks and reputed researchers in our field					
8	Motivating students to international research exposures					
Classroom Management Practices:						
<i>Our foreign-qualified teachers mostly concentrate on;</i>						
1	The communication of clear learning expectations and SLOs					
2	Caring the learning needs of every individual student					
3	The use of ICT for the effective teaching-learning process					
4	Ensuring students' participation in classroom activities					
5	Supporting the social and emotional wellbeing of students					
6	Encouraging students for mutual trust and positive interactions					
7	Class schedule and minimize students' misbehavior					
8	The use of innovative techniques for classroom management					

THANKS FOR YOUR PRECIOUS TIME

APPENDIX D

LIST OF EXPERTS

Research instruments used for data collection were validated through the content validity method by the following experts;

S. No	Name	Designation	Address
1.	Dr. Nabi Bux Jumani	Professor	Vice President International Islamic University, Islamabad
2.	Dr. Abdul Ghaffar	Associate Professor	Department of Education, Abdul Wali Khan University Mardan
3.	Dr. Farooq Nawaz Khan	Assistant professor/ Head of Department	Centre for Education & Staff Training, University of Swat
4.	Dr. Nasir Ahmad	Assistant Professor/ Head of the Department	Centre for Caucasian, Central Asian Chinese and Pakistan Studies, University of Swat
5.	Dr. Gulab Khan	Assistant Professor	School of Education, LUMS
6.	Dr. Nasir Shaheen	Director QEC	University of Swat

