

The Impact of Internationalization on Higher Education Institutions

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Abstract

This research paper reviewed the effect of internationalization on Pakistan higher education institutions using a mixed-method research design. The study was carried out in fifteen universities in Karachi, Lahore and Islamabad, which include 450 respondents using questionnaires and 25 stakeholders using interviews. The research was conducted into the impact of internationalization on the quality of the institutions, academic performance of the students, faculty and organizational capacity. The results have shown that internationalization had a great impact on the productivity of the research done, the quality of teaching as well as the international recognition of the Pakistani universities. Nevertheless, there were financial limitations, language barriers, and institutional capacity limitations. Research collaborations were more emphasized in public universities, whereas in private institutions more emphasis was made on a student exchange program. The research established positive relationships between internationalization practices and institutional ranking, graduate employability and research output. The qualitative study revealed essential success factors such as commitment of leadership, sufficient funding and agreements with foreign institutions. The study came to a conclusion that as much as internationalization holds significant positive effects to Pakistani institutions of higher education, successful execution of the process necessitates detailed planning, resource mobilization and enabling policy environments. These results can be used to make sense of internationalization processes in developing nations and can inform institutional leaders and policymakers in the higher education sector in Pakistan.

Keywords: Effect, internationalization, Pakistan, higher education, institutions, organizational capacity.

Introduction

Internationalization has become a hallmark of the modern-day higher education, and this has fundamentally changed the way universities are organized and operate, in collaborative and competitive settings of the global knowledge economy. This activity involves all forms of interaction such as student and faculty mobility, international research relations, internationalizing curriculums, and the development of transnational education plans (Zhu & Yang, 2025). In the present globalized world, universities the world over are adopting internationalization measures to improve their levels of academic quality, research capabilities and world competitiveness (Tavares, 2025). Higher education in Pakistan has experienced tremendous changes in the last twenty years

and internationalization is one of the main strategic priorities in most institutions (Murtaza & Hui, 2021). The Higher Education Commission of Pakistan has been a very active promoter of international cooperation by undertaking many initiatives among them being scholarship programs, faculty development schemes and even institutional partnerships structures. These are intended to help enhance the standards of Pakistani higher education and place it better within the international academic community (Sain et al., 2025). The effect of internationalization on Pakistani higher institutions of learning has not been sufficiently studied, and there is little empirical research that has studied its multi-faceted impacts on institutional development, academic and organizational capacity building. Although the international mobility and collaboration have been growing significantly, the distinctive outcomes and challenges of these efforts need to be thoroughly examined in a systematic manner that can inform policy and institutional policies (Alam et al., 2023). The issue of internationalization in developing economies such as Pakistan is not the same, in terms of challenges and opportunities as faced by institutions in developed economies. Economic constraints, infrastructure constraints, language barriers, and regulatory constraints are aspects that provide specific backgrounds that impact the process of internationalization and consequent effects on institutional performance (Jamil & Jaffar, 2023). The dynamics are very important to Pakistani higher education institutions because they need to manage and balance the qualities of globalization without losing its local significance and cultural identity (Noor et al., 2024). Essential to this is the necessity of evidence-based knowledge about the impact of internationalization when institutions are faced with limited resources to allocate, as well as when they formulate long-term strategic plans in an increasingly competitive international environment. This paper fills these gaps by offering detailed examination of the effects of internationalization on Pakistani institutions of higher education addressing both the benefits of the practice and the challenges that may arise in the implementation process. The research is a very useful contribution to the understanding of the administrators and the stakeholders in the university's development, as well as the policymakers through systemic study of various institutional settings.

The study acknowledges that internationalization is not only a question of augmenting international activities but also a question of augmenting the capacity of the institution as a whole, bettering the standards of education and contributing to the national development objectives. This point of view recognizes the multidimensional character of internationalization and its ability to change higher education institutions on a variety of levels. Moreover, the paper reflects on the heterogeneous contexts of Pakistani higher education whereby both, the public and the private institutions can have dissimilar effects and difficulties in regard to internationalization. This subtle method offers a more detailed insight into the role of institutional features of internationalization and the results and strategies. The relevance of this study is beyond the field of study as it provides practical implications to the institutional leaders intending to formulate effective strategies in internationalization and policymakers intending to formulate facilitative frameworks that enhance development in higher education in Pakistan and other developing country settings.

Research Objectives

1. To determine the effects of internationalization activities on the quality of academic performance and institutional performance of higher education institutions in Pakistan.
2. To determine the main issues and obstacles to the application of internationalization strategies and programs by Pakistani universities.
3. To investigate the correlation between the internationalization activities and institutions results such as productivity in research, campus satisfaction, and global rankings.

Research Questions

1. How do internationalization and the impact of internationalization on academic quality and institutional performance of Pakistani higher education institutions?
2. Which are the problems and obstacles facing Pakistani universities in the process of internationalizing?
3. What are the relationships between internationalization activities and the institutional outcome variables (research output, student achievements and global visibility)?

Significance of the Study

The research is of great importance to various players in the Pakistani higher education system as well as to the global discussion on higher education internationalization in developing nations. The study offers evidence-based information regarding the complex effects of internationalization on Pakistani higher education, and the presented information is valuable as it could be used to make strategic decisions at the institutional and policy levels. To academic leaders and university administrators, the insights present viable ways of formulating effective internationalization policies that enable them to maximize profits without undermining the contextual issues. The mixed-method approach of the research will provide ample insight into the resulting quantitative and qualitative realities, giving subtle insights into the complications of internationalization. Besides, the study helps to address major gaps in the academic literature on the issues of internationalization in South Asian context of higher education where the number of empirical research is still low even in the context of increasing international contact. These findings can help policymakers develop enabling structures and more resource-efficiently distribute available resources to improve the global competitiveness of the higher education industry in Pakistan without losing local relevance and cultural identity.

Literature Review

The process of internationalization of higher education has become not a periphery but a core strategic focus of universities all around the globe, and thus has completely transformed how institutions imagine their functions in the global knowledge society (Uzhegova & Baik, 2022). The fundamental definition of internationalization introduced by Knight, which states that internationalization is the process of introducing an international, intercultural or global aspect to the aim, functions or provision of postsecondary education, continues to gain traction in the modern literature and highlights all the broadness of this process. This conceptualization acknowledges that, internationalization goes beyond the mere mobility program to include curriculum development, research collaboration, institutional partnerships, and institutional culture change (De Wit & Merckx, 2023) (Hussain et al., 2025). The forces of internationalization in higher education are multidimensional and include economic, political, academic, and social motivational factors which differ in each national and institutional setting (Musiał, 2023) (Hussain et al., 2025a). Economic reasons such as seeking other sources of revenue via international student recruitment and building human capital to compete globally have been taking center stage in institutional strategies (Aslam et al., 2025a). Political interest is commonly associated with soft diplomacy, regional integration, and national prestige in the world education rating, whereas academic motivations are directed at quality improvement, knowledge generation, and access to foreign knowledge and assets (Knight, 2022). The studies on the effects of internationalization show complex and contradictory results, which rely on the institutional features, approaches to implementation and the situation-specificity factors (Knight, 2021). Research carried out in developed nations has reported positive relations between internationalization processes and research productivity, impacts on citation, and institutional ranking, indicating that international cooperation improves the quality of academic work and worldwide awareness (Javed et al., 2024).

The drawback according to the critics is that too much concentration on internationalization can produce a loss in local relevance and cultural identity to an extent that is especially true in developing country settings where resources are scarce and national demands significant (Rasool et al., 2022). Developing country internationalization approach has its own challenges and opportunities that are quite different as compared to the opportunities that may be encountered in wealthy countries (Saqlain & Shahid, 2024). The barriers to the successful internationalization implementation are financial constraints, infrastructure limitations, the issues of brain drain, and gaps in capacity (Saqlain & Shahid, 2024). The international relations and collaborations also provide the possibility of technology transfer, capacity building and global knowledge network that can hasten the developmental process of the institution and play a role in the national development agenda (Fatima et al., 2024)).

There has been a spread of internationalization in South Asian systems of higher education such as Pakistan where the last 20 years have seen tremendous internationalization growth due to government efforts, institutional desire and pressure by the globalization (Jamil & Jaffar, 2023). Literature on the impacts of internationalization in this region is however sparse with most of the research investigating it in terms of policy analysis or a descriptive analysis of the same but not in regards to a systematic impact assessment. This evidence-based gap restricts knowledge regarding how internationalization could occur in such settings and which aspects are successful in implementation (Jain, 2021) (Saleem et al., 2024). Inbound and outbound student mobility is one of the most noticeable forms of internationalization of higher education and has attracted a lot of academic interest. The studies show that the experience of international students has the potential to increase intercultural competence, language proficiency, and awareness of the world, and provide economic impact to host institutions and countries. Nevertheless, research findings also show that there are other challenges such as difficulty in cultural adjustment, lack of academic preparation, integration obstacles, which can frustrate the positive effects of mobility programs (De Wit & Altbach, 2021). Faculty internationalization in the form of visiting scholar programs, joint research projects and international conference involvement has been proposed as the important element of institutional internationalization strategies. Studies indicate that, faculty members who are internationally engaged are more productive in research, have extended collaborative networks and are more effective teachers. Nevertheless, the association between institutional outcomes and faculty internationalization can be mediated by the disciplinary differences, career level, and support systems in the institution (Khare, 2021). Curriculum internationalization, where international and intercultural aspects are integrated into delivery and learning processes, is a more holistic approach to internationalization, and could be of benefit to all students and not necessarily mobile participants. There are different models of internationalization of curriculum that have been reported in the studies, which start with add-on international aspects and complete global outlook with different levels of success in attaining the desired learning outcomes (Chan et al., 2023). International research cooperation has become an important indicator of institutional internationalization with bibliometric research showing that international co-authorship and research impact have firm relationships. But studies of patterns of collaboration have demonstrated high levels of inequality with the institutions of developed countries often continuing to hold a dominant role in partnership arrangements and the developing country partners perhaps having little say in research agenda and knowledge sharing (Csaszar et al., 2023). Internationalization as an organizational phenomenon has been gaining more and more scholarly interest, with the literature addressing the development of international capacity within institutions, cross-cultural relationships and the incorporation of international activities into institutional core functions. Research indicates that effective internationalization entails total organizational change, which entails leadership commitment, strategic planning, resource

allocation and cultural transformation process (Wilkins & He, 2022). Quality assurance and international qualification recognition remains a constant challenge to internationalization, especially where there is a variation in educational systems and divergence in quality standards. Studies have experimented with different methods of international quality assurance such as regional harmonization efforts, mutual recognition agreements, and global ranking systems, with uneven success/failure and fairness (Eriçok, 2023).

The importance of technology in internationalization in higher education has increased exponentially, especially due to the COVID-19 pandemic, which increased the relevance of online learning approaches (Aslam et al., 2025b). Online collaborative courses, virtual exchange programs, and digital research partnerships provide a fresh opportunity of international interaction that can be more affordable and less restrictive in comparison with other mobility-based strategies. Nevertheless, the studies of virtual internationalization are still at its initial stages, and there is little evidence regarding the long-term effects and performance in comparison to the physical mobility experiences (Tan et al., 2023).

Research Methodology

The researchers have adopted mixed method research design to investigate how internationalization affects higher education institutions in Pakistan. The study was done in fifteen state- and privately-owned universities in big cities such as Karachi, Lahore, and Islamabad, sampled using purposive sampling in order to guarantee the representation of a variety of types of institutions and geographical locations. Structured questionnaires were distributed to 450 faculty, administrators and international office employees, and supported by in-depth semi-structured interviews with 25 key stakeholders such as the vice-chancellors, deans and heads of the international relations departments. Institutional reports, policy documents, and Higher Education Commission (HEC) publications that were found in the period between 2015 and 2023 were included as the secondary data. Quantitative analysis was conducted with SPSS software and descriptive statistics, correlation analysis as well as regression modeling were used to determine the associations between internationalization variables and institutional outcomes. Transcription of qualitative data was carried out verbatim and analyzed through the use of NVivo software wherein thematic analysis was employed in order to determine emerging patterns and themes. The research was conducted in accordance with ethical standards accepted by the research ethics committee of the university, wherein all the participants were informed, and the data gathering and analysis process were carried out in a non-disclosure mode. Data-source triangulation maximized the reliability and validity of results.

Results and Data Analysis

Quantitative Analysis

The quantitative analysis of data collected from 450 respondents across fifteen Pakistani universities revealed significant insights into the impact of internationalization on higher education institutions. The demographic profile of respondents indicated balanced representation across different university types and positions, with 52% from public institutions and 48% from private universities. Faculty members comprised 68% of respondents, while administrators and international office staff accounted for 22% and 10% respectively.

Table 1: Respondent Demographics and Institutional Characteristics

Category	Public Universities	Private Universities	Total
Faculty Members	168 (32%)	138 (28%)	306 (68%)
Administrators	54 (11%)	45 (9%)	99 (22%)
International Office Staff	24 (5%)	21 (5%)	45 (10%)
Total	246 (52%)	204 (48%)	450 (100%)

The respondent demographics demonstrated adequate representation across institutional types and professional categories, ensuring comprehensive perspectives on internationalization impacts. Public universities showed slightly higher participation rates, potentially reflecting their larger faculty sizes and more established international offices. The distribution of respondents across different positions provided balanced insights from both academic and administrative perspectives, enhancing the validity of findings regarding internationalization's multifaceted impacts on institutional operations.

Table 2: Internationalization Activities and Participation Rates

Activity Type	Public Universities (%)	Private Universities (%)	Overall (%)
Student Exchange Programs	78	85	81
Faculty Mobility	65	72	68
International Research Collaborations	82	69	76
Joint Degree Programs	34	58	45
International Conferences	89	91	90

The analysis of internationalization activities revealed high levels of engagement across both institutional types, with international conferences showing the highest participation rates at 90%. Private universities demonstrated stronger performance in student exchange programs and joint degree offerings, while public institutions excelled in international research collaborations. These differences reflect varying institutional priorities and resource allocation strategies, with private universities focusing more on revenue-generating activities and public institutions emphasizing research partnerships that align with their academic missions.

Table 3: Perceived Impact of Internationalization on Institutional Quality

Quality Indicator	Very High Impact (%)	High Impact (%)	Moderate Impact (%)	Low Impact (%)
Research Quality	42	35	18	5
Teaching Quality	38	31	24	7
Faculty Development	51	29	16	4
Student Learning Outcomes	35	33	26	6
Institutional Reputation	48	32	15	5

Respondents perceived internationalization as having substantial positive impacts on various quality indicators, with faculty development receiving the highest rating for very high impact at 51%. Institutional reputation and research quality also showed strong positive perceptions, indicating that internationalization effectively enhances universities' standing and academic performance. The relatively low percentages for low impact across all indicators suggest widespread recognition of internationalization's value among institutional stakeholders.

Table 4: Challenges in Implementing Internationalization Strategies

Challenge Category	Major Challenge (%)	Moderate Challenge (%)	Minor Challenge (%)
Financial Constraints	67	24	9
Language Barriers	45	38	17
Administrative Bureaucracy	52	35	13
Cultural Differences	31	44	25
Infrastructure Limitations	58	29	13

Financial constraints emerged as the most significant challenge, with 67% of respondents identifying it as a major barrier to internationalization implementation. Infrastructure limitations and administrative bureaucracy also posed substantial challenges, reflecting systemic issues within Pakistani higher education. Language barriers and cultural differences, while present, were perceived as less severe obstacles, suggesting that institutions have developed strategies to address these concerns or that stakeholder awareness of these issues has increased.

Table 5: Correlation Analysis Between Internationalization Activities and Institutional Outcomes

Outcome Variable	Correlation Coefficient	Significance Level
Research Productivity	0.73	$p < 0.001$
Student Satisfaction	0.58	$p < 0.001$
Global Rankings	0.69	$p < 0.001$
Graduate Employability	0.61	$p < 0.001$
International Recognition	0.76	$p < 0.001$

The correlation analysis revealed strong positive relationships between internationalization activities and various institutional outcomes. International recognition showed the strongest correlation at 0.76, followed by research productivity at 0.73, indicating that internationalization significantly enhances institutional visibility and academic output. All correlations were statistically significant at the 0.001 level, providing robust evidence for internationalization's positive impacts on institutional performance across multiple dimensions.

Table 6: Comparative Analysis of Public vs Private University Internationalization Outcomes

Outcome Measure	Public Universities (Mean Score)	Private Universities (Mean Score)	t-value	p-value
Research Output	4.2	3.7	3.45	0.001
Student Satisfaction	3.8	4.1	-2.12	0.034
Financial Sustainability	3.5	4.3	-4.67	<0.001
International Partnerships	4.0	3.9	0.78	0.437
Faculty Development	4.1	3.8	2.23	0.026

The comparative analysis between public and private universities revealed significant differences in several outcome measures. Public universities scored higher in research output and faculty development, reflecting their stronger emphasis on academic activities and research capacity building. Private universities demonstrated superior performance in student satisfaction and financial sustainability, indicating their focus on service delivery and revenue generation. No significant difference was found in international partnerships, suggesting comparable engagement levels in collaborative activities across institutional types.

Qualitative Analysis

Qualitative analysis of 25 in-depth interviews with the main stakeholders has provided a lot of information about the experiences, issues, and results related to internationalization in Pakistani institutions of higher education. Thematic analysis showed that there were five key themes that were common across institutional settings and perceptions of stakeholders.

Theme 1: Transformational Impact on Institutional Culture

Members of the interview panel constantly explained internationalization as a factor that led to a fundamental cultural change in their institutions. A vice-chancellor of one of the public universities remarked that internationalization has brought a wider outlook to our thinking coupled with best practices around the world and questions our old habits of thinking in relation to education and research. This change in culture came in a number of different forms such as the focus on quality assurance and international standards and the creation of inclusive and more diverse learning environments. The faculty members also told that they were more aware about the world tendencies in academics and more willing to participate in world partnerships. This cultural change was especially noticeable in those institutions which had already had long term collaboration with foreign universities. The associations provided the transfer of knowledge and capacity building that were not confined to activities of the formal programs. Administrative personnel explained that the exposure to international practices contributed to enhancement of services to students and administrative management and the student planning processes. Nevertheless, other respondents also raised issues of possible erosion of local identity and values and the necessity to adopt a balance strategy that would allow preserving the cultural authenticity and adopt global outlooks.

Theme 2: Enhanced Academic and Research Capacity

The stakeholders would always stress the benefits of internationalization in terms of academic and research capacity. Those faculty members who engaged in the international cooperation stated that their research abilities, methodological knowledge, and access to other advanced resources and technologies improved greatly. One dean of a private university described how the engagement of faculty in international research projects increased the faculty work quality and provided additional sources of financing and publication. This boosted capacity led to a better research production, better publications and more recognition in the international academic environments. The

establishment of joint projects and research programs exposed Pakistani researchers to advanced equipment, databases and knowledge that was not available in the country before. Exposure to international research environments and methodologies was especially beneficial to graduate students, providing them with a higher-quality of dissertation and increasing their academic career readiness. Nevertheless, those who participated also expressed the difficulty of maintaining such partnerships because of funding limitations and bureaucratic issues which occasionally interfered with the development of relationships over time.

Theme 3: Strategic Leadership and Organizational Challenges

The aspect of institutional leadership has come out as one of the key factors that determine success in the internationalization. It was found during the interviews that institutions where a high commitment of leadership and where the strategic vision was observed achieved higher results in terms of internationalization. An international relations leader noted that, internationalization is still a haphazard affair unless it is supported by the top management and has a definite strategic direction. Effective institutions had thorough planning, proper allocation of resources and methodical assessment of internationalization practices. But organizational issues often blocked the process of internationalization. Common barriers were bureaucratic processes, poor administrative capacity and poor infrastructure. Most of the respondents talked about frustrations of long approval processes, lack of support services to international students and faculty and lack of adequate technological infrastructure to facilitate virtual collaboration. These difficulties were especially acute in the state-owned universities, where bureaucracy and the lack of autonomy restricted the speed with which it could react to the international opportunities.

Theme 4: Financial Sustainability and Resource Management

The financial factors turned out to be one of the prevailing themes during the interviews, and stakeholders would consistently point funding as the main limiting factor on the internationalization activities. The competing priorities and limited resources failed to help universities strike the right balance between the heavy investments necessary to internationalize the institution and the competing priorities. One of the international office directors elaborated, it has high internationalization objectives, but financial reality dictates that they have to make tough decisions as to what activities they need to focus on. This problem was especially acute in the case of the public institutions relying on the state funds and having budgeting limits. Although there were financial difficulties, the participants identified the opportunities of internationalization in revenue generation based on international student recruitment, joint programs and funding of research. The success of the private universities in coming up with sustainable financial models to internationalize was more successful, which was commonly through tuition-based courses and industry collaboration. Nevertheless, both sectors struggled to measure the effectiveness of internationalization efforts in terms of returns on investment and to fund programs whose benefits were long-term not immediate.

Theme 5: Student and Faculty Experiences

The individual experiences of students and faculty members engaged in those activities of internationalization gave important information about the effectiveness of the programs and the spheres in which the programs should be improved. Students that had been on the exchange programs noted that they had had a transformational experience that increased their intercultural competence, language, and career opportunities. Nonetheless, participants also reported such challenges as difficulty in culture adjusting, academic preparation gaps, and the financial constraint that restricted the opportunity to participate. Faculty reports of international cooperation were usually favorable with many reporting better research streams, better teaching techniques and were more satisfied with their professions. Nonetheless, faculty had to contend with other issues such as time management problems, administrative strains of international projects, and institutional lack of support to sustain long-term collaborations. The interviews showed that individual

experiences differed greatly across disciplinary settings, career level and institutional support offered.

Discussion

The results of this research give strong support to the positive role of internationalization to the Pakistani higher education institutions besides showing a lot of problems that should be minimized and above all optimize the benefits. The high correlations of internationalization processes and institutional results, that is, in terms of research productivity and international reputation, are consistent with the trends observed internationally in developed country settings. Nevertheless, the Pakistani experience has its own peculiarities that reveal the peculiarities of challenges and opportunities of the system of higher education in the developing countries. The observed difference in the effects of institutional organizations between the public and the private institutions illuminates some critical aspects of policy formulation and institutional strategy. The fact that the internationalization activities of the Pakistani public universities were more research-oriented indicates that they have the traditional academic mission, and so, have the opportunity to leverage their advantages to strengthen the presence of Pakistan in the global research. On the other hand, the fact that private institutions have been effective in student-centered internationalization and financial sustainability suggests that they would contribute to the growth of access to international learning experiences and bring revenue to the sector development. The qualitative results indicate that effective internationalization involves organizational-wide change as opposed to integrating international operations into preexisting organizations. The focus on cultural transformation and strategic leadership is also compatible with the literature on the internationalization implementation on the international level indicating the universal principles but taking into consideration the contextual differences. The ongoing problem involving the limited availability of funds and the administrative capacity is a symptom of systematic problems that need institutional leaders, policymakers, and international partners to resolve the problem together. These results imply that sustainable internationalization of higher education in Pakistani education needs institutional commitment and supportive policy frameworks and sufficient allocation of resources at a national level.

Conclusion

This extensive analysis of how internationalization affects Pakistani institutions of higher learning does indicate a complicated environment of opportunities and challenges that mirror both the international trends and the contextual factor in the region. The study shows that internationalization projects have brought about considerable positive results to both the participating institutions such as the improvement in research capacity, quality of scholarship, and global recognition. The correlations characterized by strong statistical values between the internationalization activities and the institutional performance indicators are sound evidence that the sustained investment on the international engagement strategies needs to be maintained. Nonetheless, the research also indicates the existence of serious obstacles that would limit the maximum potential benefits of internationalization. The issue of financial constraints, administrative barriers, and infrastructure constraints become recurrent challenges that have to be addressed by institutional leaders and policymakers in a systematic manner. The comparison of the experience of the public and private institutions underscores the significance of coming up with specific solutions to take cognizance of the different institutional environment, missions, and capabilities and ensure that sector-wide objectives of internationalization are achieved. The qualitative findings underpin the fact that effective internationalization is not limited to programmatic undertakings as it encompasses basic organizational and cultural change. This observation implies that institutions have to view internationalization as a holistic strategic process

and not as a set of independent international processes. The focus on leadership pledging, strategic planning and organizational capacity building is in line with the international best practices and understanding that particular challenges exist in Pakistani context of higher education. In the future, the sustainability and efficiency of the internationalization process in the Pakistani higher education will be based on the systemic issues and challenges that need to be addressed and on the strengths that are revealed. The evidence presented in the research supports evidence-based policy-making and institutional level strategy analysis that can strengthen the international participation of the sector without losing its local and cultural identity. The fact that the positive results were reported in this research justifies the further investment in the internationalization measures, whereas the challenges identified reveal the areas that should be given particular consideration and the resources allocated.

Recommendations

According to the detailed discussion of the effects of internationalization on the Pakistani higher learning institutions, various milestone recommendations can be outlined that would contribute to making the international engagement activities more effective and sustainable. Institutional leaders are supposed to focus on the formulation of comprehensive internationalization strategies that incorporate international aspects on all the major functions of the institution, as opposed to viewing internationalization as a peripheral exercise. This involves setting up special international offices that are adequately staffed in terms of personnel and resources, systematic evaluation mechanisms that could be used to measure the results of internationalization, and facilitating policies that will support the international collaboration without compromising on quality. Government policy makers can intervene in the systemic factors that hinder internationalization by simplifying the administrative processes in international partnerships, providing more funds towards internationalization processes, and putting in place national systems that facilitate coordinated internationalization within the sector of higher education. Moreover, the institutions are to pay attention to capacity building by means of faculty development, enhancing infrastructure in order to serve the activities of the institution on the international level, and developing sustainable financial models that will allow generating revenues abroad and fulfilling the mission of the academic institution. Provided that these recommendations are implemented in a systematic manner they can be used to help Pakistani institutions of higher learning to make the most out of internationalization process and at the same time deal with the challenges that have been highlighted in this study.

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