**Faculty Members’ Perceptions of Internationalization of Curriculum: Globalization and Localization, a Comparative Study**

Gulnaz Zahid and Siobhan Neary

Department of Behavioral Sciences, School of Social Sciences and Humanities, National University of Sciences and Technology, Islamabad. Pakistan

gulnaz.zahid@s3h.nust.edu.pk

and

International Centre for Guidance Studies, iCeGs, University of Derby, UK

s.neary@derby.ac.uk

**Abstract**

**Purpose**

This study explores FM members’ (FM) perceptions of the internationalization of curriculum (IoC) at the undergraduate level through the collection of data from two countries: Pakistan and the UK. The similarities and differences in internationalization strategies were explored. Historical and existing educational ties between the two contexts and an equally emerging focus on internationalization at home provided a major cornerstone for this study.

**Design/Approach/method**

Quantitative data were collected from two universities using a cross-sectional and comparative research design by employing a reliable and valid scale with three subscales: curriculum embedded in labor market information, curriculum embedded in employability skills, and curriculum embedded in global citizenship. A comparison between the perceptions of these two universities, by taking perceptions of FM across their disciplines, and experienced and less experienced FM was made.

**Findings**

The findings indicate a global influence on the local context for internationalization at home and the importance of experienced FM members. Various disciplines in these universities are congruent with respect to these three subscales, except for one, the curriculum embedded in global citizenship for engineering and design. The findings reveal the global influences on the local contexts in the internationalizing curriculum and the relevance of experienced FM in terms of curriculum and labor market experiences rather than years of service.

**Limitations**

The findings examine the importance of internationalization at home in both contexts. Since the study was quantitative in nature, an in-depth understanding of FM experiences could not be obtained.

**Practical Implications**

Globalization and intercultural ties have led to internationalization at home, as intercultural ties and connections seem to contribute to IoC. Context- and discipline-related differences provide implications for IoC, considering socio-cultural and institutional factors.

**Originality**

This study provides a new perspective to help understand the influence of globalization on internationalizing higher education.

Keywords: Internationalization of curriculum; higher education; globalization; FM members; undergraduate curriculum; local contexts

Funding Statement: The study involves no funding support.

Ethical Compliance: All procedures performed in studies involving human participants were in accordance with the ethical standards of the institutional committees.

**Introduction**

The globalization of Higher Education (HE) is linked with the process of internationalizing through the development of study abroad programs, assimilation of international students, internationalization of FM, and curricula (Cantu, 2013). This includes the creation of branch campuses, cross-border collaborative agreements, and international and English-medium programs (Altbach and Knight, 2007). A global shift towards internationalized HE is widely accepted in both Western and non-Western contexts (De Wit, 2020). Furthermore, metrics such as the World Quacquarelli Symonds (QS) University Ranking have subtly contributed to globally influenced internationalization primarily by focusing on a number of international students and FM(Craig, 2022).

Globalization results in an increased number of networked societies beyond the constraints of time and space, leading to augmented mobility and connectedness of people, resulting in complex dynamics and relationships between local and global contexts (Larsen, 2016). This study receives impetus from a dynamic systems framework of internationalization that shows the interconnectedness between the global, national, institutional, and program levels for the internationalization of HE. Global influence justifies a comparison between two contexts, and when data from two institutions and similar programs are collected, unique observations may emerge when findings are interpreted from local-level realities (Zhou, 2016).

Internationalization of Curriculum (IoC) requires the “incorporation of international, intercultural, and/or global dimensions into the content of the curriculum as well as the learning outcomes, assessment tasks, teaching methods, and support services of a program of study” (Leask 2009 cited in Leask 2015, p. 9). An important strategy is internationalization at home (IaH). This reflects “internationalization at the national/sector/institutional levels is the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of higher education at the institutional and national levels’ (Knight, 2008; p. 21). Institutions are likely to be equally influenced by the need to internationalize curriculum, as worldwide competition may lead HE to adopt similar solutions (Verhoven and De Wit, 2022).

IoC helps attain stability among nationalistic and worldwide demands and may uplift the domestic curriculum through strategies contributing to internationalization, generally embedded in an authorized curriculum that considers the best level of IoC (Helms, 2021). This approach can be adopted globally (Jones, 2014) and is fundamental for countries that lack a diverse or multicultural society. IoC is most effective as part of a comprehensive internationalization strategy, which emphasizes institutional ethos and outcomes to support the international, intercultural, and global dimensions (Beelen and Jones, 2015). Reflectively, institutional ethos translates into teaching and perceptions, which has provided impetus for this cross-cultural study. This study seeks answers to how FM members (FM) perceive IoC as a result of globalized influences (Wahlstrom et al, 2018). This study intends to explore how FM from two institutions in Pakistan and the UK report similarities because of globalization. While differences related to the local realities of internationalization are considered theoretically, historical-cultural and global-networked perspectives are used to interpret these similarities. Interestingly, the number of international students in the UK-based participating university is 10 times higher than that in the Pakistan-based participating university, which reflects an apparent need to internationalize the curriculum. Data-driven approaches are important for exploring these aspects.

**Background and Context**

The education system in Pakistan has historically been influenced by colonial British rule. The introduction of English as a medium of education has a significant influence on HE in Pakistan. Greater status and opportunities are reported to exist in Pakistan for those who have English fluency and are familiar with Western methods (Shallwani, 2014).

The two countries yield a few differences in higher education; for example, in the UK, there are one-year programs for master’s degrees, while in Pakistan, it is strictly for two years. However, a comparability in the system of two is likely to be achieved because of certain measures taken by Pakistani HE, such as spreading undergraduate degree to the span of four years, creating minimum standards for curriculum (Saeed, 2007). Furthermore, the Pak-UK Education Gateway for transnational education (British Council, 2022) tends to open doors for social, cultural, and educational exchanges and consequently leads to comparability between HE cultures and outcomes.

Both the UK and Pakistan focus on international students, either as hosts or as home countries. UK-based strategies target an increase in international HE students and recruitment to 600,000 each year by 2030 (Department of Education and Department of International Trade UK, 2021). The UK was ranked as the top study destination in 2019 (Peak, 2022). In Pakistan, internationalization is mainly focused on students’ access to international educational opportunities (Zakaria et al., 2016). The number of Pakistani students who perused HE in the UK during 2020/21 significantly increased compared to 2019/20 (Yousafzai, 2022). Hence, the focus of preparing youth for the global world is centripetal.

HE mobility prevails despite the drawbacks associated with the loss of cultural identity and brain drain specific to the Pakistani context (Jibeen and Khan, 2015) and a lack of focus on the national labor market needs specific to the UK context for disciplines such as Biosciences (Kirk et al., 2018). Despite this, there is unanimous agreement on the benefits of global career readiness competencies and cross-cultural competence (Akinbod et al., 2017; Pinto, 2018) other than the financial benefits associated with having international students. Moreover, international students on return homes may bring back international linkages (Australian Government, 2015). This is often associated with cultural, knowledge, and economic gains are often associated with this (Neary et al. 2014; Leask and Carroll, 2011).

With the establishment of the Higher Education Commission in 2002, the IaH has received increased attention and is being taken up as a thriving institutional approach. A review of research from Pakistan also confirms that universities shall “develop international standards curriculum that genuinely encompasses international and global issues” (Zakaria et al., 2016; p. 86) and emphasizes the importance of IaH (Khan, 2017). Recently, a project was launched with a focus on IaH through the partnership and support of the UK and European universities (Universita De Bologna, 2023).

Internationalization of HE in the UK is nationally driven through the government-led broad-based approach, which influences a larger number of educational institutes (Department of Education and International Trade, 2021).

Within the UK and Pakistani context, IaH is being pursued by utilizing different strategies to prepare students for the global world. However, all HE institutes were subjected to QS ranking, which provided a baseline for the comparative study.

**Rationale and Research Focus**

Existing studies on IoC include case studies (Crosling et al., 2008), qualitative or narrative studies (Ledger and Kawalilak, 2020; Leask and Carroll, 2011; Robson, 2015), and comparative studies (Mughul and Pekkola, 2009). There is a lack of quantitative research considering the comparability of institutions (discipline and focus-wise) and taking FM perceptions of IoC to understand institutional, local, and global influences.

Considering the central role of FM in IoC, we collected data from experienced and less experienced FM in the UK and Pakistan across various academic disciplines. The criterion of FM participation in this research study is based on their subjective experiences in the external labor market and is not dependent on the longevity of service as FM. A purposive selection of two institutions ensured an equivalent focus on preparing graduates for the global labor market, whereby the performance of institutions is inferred through the FM’s responses.

This study was conducted to seek answers to the following questions:

1. How can IoC at the undergraduate level be theorized, especially when data are ascertained from two different contexts: the UK and Pakistan?
2. How does the FM experience of curriculum work and labor market information perceive IoC at the undergraduate level?
3. How do cross-cultural comparisons through data-driven sources and the historical-and systems approach reflect global-local realities in IoC in two different yet interrelated contexts?

**Literature Review**

***Internationalizing HE***

HE is revolutionized due to a transition from international education to ‘internationalization’ (De Wit, 2013). A comprehensive, multidimensional, and multilayered model of HE consists of six key areas: mobility, partnerships, FM and staff support, curriculum and co-curriculum, leadership and structure, and institutional commitment. These six areas are viewed through three lenses: diversity, equity and inclusion, agility and transformation, and data-informed decision-making. Institutions may differ in terms of internationalization and its underlying purposes, and may have marginal or central activities permeating throughout the institution, academic programs, research and scholarly collaborations, extra-curricular activities, and external relations (The American Council on Education, 2023). The elements of internationalization include governance (leadership, rationale/goals), operations (integration in institutional, organizational, and departmental structures), and institutional support services (counseling, registration, housing, and fundraising). The context for internationalization includes political, economic, academic, cultural, and social agendas (Qiang, 2003).

Common elements in the processes of internationalization of HE include developing a global perspective, intercultural communication, responsive citizenship, content covering a range of cultural and international situations, understanding how disciplines operate in different cultures and contexts, international linkages and knowledge, skills, and values; creating an opportunity to learn about the world outside HE; courses on English language studies or courses related to internationalization; campus activities related to internationalization; overcoming barriers in multicultural and learning opportunities at home and abroad (Clifford, 2013; Deborah, 2014; Meng et al., 2017; Yemini and Sagie, 2016; Zimitat, 2005).

Research on how IoCs are embedded in various disciplines is limited. A study by Zapp and Lerch (2020) indicated that curriculum addresses the needs of the globalized world using disciplinary models such as comparative or interstate models (education, law, sociology, business science), reterritorialized emphasis through secondary textbooks and globalization of scientific fields (development studies and natural sciences), and current paradigms amongst and identity built on older notions (political science and law).

***Influences of IoC***

Studies have investigated the influence of IoC on students and FM, with a central focus on IaH. Earlier studies, such as Harman (2005), have provided a niche for IaH by focusing on home students as a result of internationalization. Research demonstrates gains in general education, intellectual development, and leadership skills among US students due to interaction with international students, as this challenges their own beliefs and values (Luo and Jemieson-Drake, 2013). A study from the UK highlighted that inclusivity and globally relevant curricula enable the development of intercultural competence (Magne, 2014). FM is reported to have believed that international students bring about diverse cultural perspectives (Jin and Schneieder, 2019).

***Role of institutions for IoC***

International development activities and international visits are reported as rewarding for intercultural learning of FM (Gouldthorpe et al., 2012; Roberts et al., 2008).

A cross-cultural study identified that a number of factors ranging from attitudes to international and intercultural experiences contribute to FMs’ knowledge of IoC (Gopal, 2011). To overcome the reluctance and barriers to IoC, FM autonomy and the supportive role of management are important (Crosling et al., 2008). However, internationalization of FM is dependent upon receiving support from international development programs (Niehaus and Williams, 2016); hence, institutional context, leadership support, and resource allocation play a pivotal role (Unangst and Barone, 2019). Notably, challenges have been reported in balancing the local and global contexts for internationalization in East Asian countries (Horta and Mok, 2020).

***Research from Pakistan and UK on IoC***

Research has recently grown in both Pakistan and the UK, but the focus of studies differs in terms of their differential nature, scope, and issues. Nonetheless, the importance of the IaH prevails in both contexts. Research in Pakistan mainly reflects local issues, mobility, intentions, and institutional responses to internationalizing HE. However, research in the UK with an increase in both depth and breadth has an emphasis on diverse perspectives, tending to review global responses to internationalization and current challenges in the UK due to Brexit.

Social and economic factors influencing study-abroad aspirations have been found to influence Pakistani students. Students aspire to study abroad to experience a new culture and quality education other than seeking immigration opportunities (Javed et al., 2019). A focus on comprehensive and sustainable approaches involving FM training to internationalize HE has emerged (Imran et al., 2022). A recent review reflects on internationalization-related initiatives in HE of Pakistan, which include attracting students from neighboring countries and various initiatives and standing in QS ranking by a few universities (Jamil and Jaffar, 2023).

Chankseliani (2017) found economic gains and increases in project funding due to collaborations, which provide major reasons for students from other regions to study in the UK. Approaches that transcend institutional, disciplinary, and national boundaries are considered because of their potential to offer new analytical approaches and frameworks (Robson and Wihlborg, 2019).

Exploration of global trends through secondary reviews is also prevalent in the UK. A systematic review of 151 articles showed that a greater number of studies on IoC appear from the Global North, especially Australia, with the least number of studies appearing from the Global South. In addition, there is a scarcity of critical analyses, as international students are largely seen with a deficit perspective by viewing them as lacking in abilities (Mittelmeier and Yang, 2022). Another systematic review reported that the internationalization of HE has grown beyond the West (Tight, 2022). Considering the equivalent importance of IaH in both contexts and internationalizing HE beyond the West, this study was conducted to explore a transnational context.

# Methodology

This quantitative study utilized a cross-sectional and comparative case study research design. The two institutes have an equivalent focus on diversity, inclusivity, student grooming, and creating spaces in the national and global world. The high QS ranking of Pakistan-based universities was considered essential for comparison with UK-based universities, as this was taken as an indicator of internationalization.

Quantitative data were collected using an online survey tool administered to FM teachers at the undergraduate level in two universities from the UK and Pakistan (referred to as University A and B to maintain anonymity). Both universities offer undergraduate engineering and humanities programs. Ethical approval was obtained from both institutions.

The demographic information covered responses related to gender, type of service (full-time or visiting), and the percentage of FM with curriculum development, revision, and labor market experience. Among the sample, 52 participants were male and the rest were female. The survey was intended to include full-time employees. Only two participants had a position of visiting the FM.

The online survey tool comprised a pool of 33 items, followed by questions related to FM experience. This included questions about FM experiences related to curriculum development, regular curriculum revision, years of service, international certification (such as participation experience in international conferences), and information about the labor market (including information about existing jobs, careers, opportunities, now, and how they are changing both nationally and internationally).

The answers were restricted to binominal categories (yes/no) that supported overcoming contextual differences and related practices. Data were collected from full-time FM members, as they are more likely to be influenced by institutional policy and goals than visiting FM. Data were analyzed using the Statistical Package of Social Sciences.

**Instrumentation**

A scale was developed using a multi-stage procedure to assess FM members’ perceptions of IoC. Internationalization of the undergraduate curriculum is defined as a curriculum embedded with employability skills and global citizenship. Reviewing the relevant literature by De Jager (2004) and Morais and Ogden (2010) helped to identify the key indicators of employability skills and global citizenship that can influence IoC. Items for the scale focused on key personal and generic skills considered global in the literature (Agrawal and Dasgupta; 2018; Saunders and Zuzel, 2015).

After the development of the item pool by the first author, three experts from a UK-based university reviewed it to establish its face validity. A Google form containing the item pool was prepared, followed by questions on FM experiences. Data were collected from 109 FM members (N=109). After deleting data for outliers, data from 90 FM members were retained for analysis.

The scale, which comprised 33 items, was found to be reliable (*r*= .91). Factorial validity of the scale was established (Table 1). Using an exploratory factor analysis (principal factor analysis), three factors were identified. These factors yielded good reliability and were correlated with the total score. The scale was labelled the Perception of IoC-FM (PIC-F) scale.

# Results

This section presents the results, including exploratory analyses followed by factorial validity and reliability, followed by the main results (Tables 1 and 2, Figure 1).

Table 1: Exploratory factor analysis of 33 items for scale development, inter-correlations, and between discipline comparisons on the factors

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Items | Factor 1 | Factor 2 | Factor 3 |
|  | *The curriculum and instruction at your institute or school helps undergraduate students* |  |  |  |
| 1 | To interact with employers and professionals | 0.69 | - | - |
| 2 | To interact with workplace and professional bodies | 0.76 | - | - |
| 3 | To obtain labor market information | 0.81 | - | - |
| 4 | To develop one or more employability skills | 0.45 | 0.56 | - |
| 5 | To develop enterprise and entrepreneur skills | 0.54 | - | - |
| 6 | To interact with alumni who are in jobs |  | - | - |
| 7 | To explore options for post-graduate education leading to career  choice | 0.54 | - | - |
| 8 | To develop effective knowledge in their field of study | 0.32 | 0.78 | - |
| 9 | To develop effective communication skills | - | 0.75 | - |
| 10 | To develop critical and analytical skills | - | 0.75 | - |
| 11 | To develop creative skills | - | 0.40 | - |
| 12 | To enter a job sector | 0.63 | 0.31 | - |
| 13 | To learn through fieldwork, industry-based projects, case studies, simulations, virtual simulations, reflective journals, problem-based  learning, mentoring from industry partners, work-related presentations, role-plays, and laboratories | 0.56 | 0.31 | - |
| 14 | To develop strong teamwork skills | - | 0.76 | - |
| 15 | To obtain labor market information from the lecturers/FMs | 0.66 | - | - |
| 16 | To reflect on work experience |  |  |  |
| 17 | To participate in international education activities such as  international conferences, symposiums, meetings, webinars etc | 0.43 | 0.34 | - |
| 18 | To develop insight into social justice and equity for the global good | 0.32 | - | - |
| 19 | To develop and promote peace concepts for global peace | - | - | - |
| 20 | To develop the ability to manage conflict with diverse people | - | 0.48 | - |
| 21 | To develop a belief that people can make a difference for global good | - | 0.48 | - |
| 22 | To develop value and respect for diversity | - | 0.72 | - |
| 23 | To discuss (in class and online) the possibilities to explore the impact  of global economic and environmental issues | - | - | 0.86 |
| 24 | To provide opportunities for research project applicable across national boundaries and/or forms part of a global focus or network in this area | - | - | - |
| 25 | To complete a subject or short course to improve cross-cultural communications | - | - | 0.73 |
| 26 | To develop global awareness | - | 0.54 | 0.40 |
| 27 | To accept individual differences | - | 0.51 |  |
| 28 | To develop as global and moral citizens | - | - | 0.44 |
| 29 | To develop awareness of students on international, intercultural, and environmental matters | - | 0.54 | 0.98 |
| 30 | To develop global citizenship | - | 0.51 | 0.67 |
| 31 | To develop understanding of other cultures, contexts, and people | - | - | 0.59 |
| 32 | To develop awareness of protection of natural environment for the global good | - | - | 0.87 |
| 33 | To develop understanding to help and support people outside one’s own group | - | 0.56 | - |
| *R* |  | 0.87 | 0.91 | 0.91 |

Source(s): Created by authors

Three factors were elicited through promax using he suppression method of factor analysis, which was selected to obtain a simple solution (Abdi, 2003) considering the sources of item pool generation (employability skills and global citizenship), with less previous statistical support for using factor solutions. The three factors were found to be reliable and valid, as they yielded significant correlations with the total. Interfactor correlations of the PIC-F Scale were found to be moderate (from .60 to .76), which supported the factor solution. A review of the items and the theoretical background was performed to label the factors. They were labelled as curriculum embedded in labor market information (CLM, factor 1), curriculum embedded in employability skills (CES, factor 2), and curriculum embedded in global citizenship (CGC, factor 3).

**Exploratory analyses**

The exploratory analyses showed that 99% of FM reported having full-time work positions and that 85% of FM indicated that they had opportunities for international workshops and conferences. The data indicate upward trends of FM from Pakistan to report having received international education (from the UK, US, Australia, and Germany), whereas FM from the UK reported their confidence in having international education and certifications from UK-based institutions with international repute. The data show that higher numbers of FM are reported to be involved in regular curriculum revision, certificate/education of international repute, labor market information, and experience in curriculum development. This was expected because data were collected from two international repute universities.

Demographics were reviewed, and the data indicated that 55 males and 35 females participated in this study. Exploratory analyses (ANOVA) revealed that FM years of experience (5, 10, 15, and > 15 years) did not contribute to differences in these factors (Factor 1, F=.89, p=.448; Factor 2, F= 1.834, p=.14; Factor 3, F= 1.56, p=.20). Therefore, years of work experience was not considered an indicator of FM experience.

Table 2: Mean difference of FM perceptions on the PIC-F Scale from University A and University B

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | University A | | University B | | Mean D |  |  |  | F (sig) |
|  | Mean (N) | SD | Mean (N) | SD |  | t(p) | LL | UL |  |
| Factor 1 | 13.7(43) | 4.2 | 15.6(47) | 5.6 | 1.3 | 1.7(0.27) | 0.25 | 3.8 | 2.14 (0.123) |
| Factor 2 | 17.3(43) | 5.5 | 19.6(47) | 7.0 | 2.3 | 1.7(0.08) | 0.33 | 4.9 | 2.90 (0.060) |
| Factor 3 | 19.4(43) | 6.4 | 18.7(47) | 7.0 | 0.69 | 48(0.62) | 3.5 | 2.1 | 2.96 (0.057) |

Note: Factor 1= Curriculum embedded in labor market information; Factor 2=Curriculum embedded in employability skills; Factor 3= Curriculum embedded in global citizenship

Source(s): Created by authors

The results show insignificant differences between the FM from University A and University B on the three sub-dimensions of PIC-F (Table 2). Slight mean differences were observed for Factors 2 and 3. Furthermore, insignificant differences were identified using a one-way ANOVA when between-discipline differences for the three factors were investigated. However, post-hoc tests revealed that FM from engineering and design perceived the undergraduate curriculum to have a significantly higher focus on global citizenship when compared to the humanities and social sciences (*p*=.05).

Table 3: Mean difference of FM perceptions on the PIC-F subscales with and without curriculum related experiences.

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | | | | | | | | | |
| FM  experience | Subscales | With exp | |  | No exp | SD | t(*p*) | Mean D | |  |  |  |
|  |  | Mean (N) | |  | Mean(N) | SD | t(*p*) |  | | LL | UL | Cohen’s d |
| FCDE | CLM | 13.5(61) | | 4.8 | 17.1(29) | 4.6 | 3.3(0.00) | | 3.5 | 5.7 | 1.4 | 0.7 |
|  | CES | 16.9(61) | | 5.7 | 21.9(29) | 6.5 | 3.6(0.00) | | 4.9 | 7.6 | 2.2 | 0.8 |
|  | CGC | 18.0(61) | | 6.8 | 21.2(29) | 6.0 | 2.1(0.03) | | 3.1 | 6.1 | 0.19 | 0.4 |
|  |  |  |  | | | | | | | | | |
| FRCR |  |  | |  |  |  |  | |  |  |  |  |
|  | CLM | 13.6(71) | | 4.4 | 18.7(19) | 5.1 | 4.2(0.00) | | 5.0 | 7.4 | 2.7 | 1.0 |
|  | CES | 17.8(71) | | 6.0 | 21.2(19) | 7.2 | 2.0(0.04) | | 3.4 | 6.6 | 0.15 | 0.5 |
|  | CGC | 18.6(71) | | 6.6 | 20.8(19) | 6.9 | 1.2(0.22) | | 3.2 | 5.8 | 1.4 | 0.3 |
| FLBI | |  |  | | | | | | | | | |
|  | CLM | 13.9(65) | | 4.8 | 16.8(25) | 5.0 | 2.5(0.05) | | 2.9 | 5.3 | 0.61 | 0.5 |
|  | CES | 17.6(65) | | 6.1 | 20.8(25) | 6.8 | 2.1(0.03) | | 3.1 | 6.1 | 0.23 | 0.4 |
|  | CGC | 18.2(65) | | 6.7 | 21.4(25) | 6.3 | 2.0(0.04) | | 3.2 | 6.3 | 0.13 | 0.4 |
| FIC |  |  |  | | | | | | | | | |
|  | CLM | 17.2(65) | | 5.1 | 18.1(25) | 4.7 | 0.62(0.53) | | 0.85 | 3.0 | 1.7 | 0.1 |
|  | CES | 18.3(65) | | 6.5 | 19.2(25) | 6.2 | 0.63(0.52) | | 0.97 | 3.9 | 2.0 | 0.1 |
|  | CGC | 18.7(65) | | 6.8 | 20.1(25) | 6.4 | 0.88(0.37) | | 1.4 | 4.5 | 1.7 | 0.5 |
|  |  |  | |  |  |  |  | |  |  |  |  |

Note: FCDE= FM with curriculum development experience; CLM= Curriculum embedded in labor market information; CES=Curriculum embedded in employability skills; CGC= Curriculum embedded in global citizenship; FRCR= FM with regular curriculum revision experience; FLBI= FM with labor market information; FIC= FM with international certification

Source(s): Created by authors

Findings show that FM with curriculum development and revision experience and having labor market information perceived curriculum at the undergraduate level significantly lower on IOC than FM without these experiences. In all these variables, the role of curriculum development and labor market experience contribute the most consistently across all dimensions of the PIC-F Scale (Table 3).

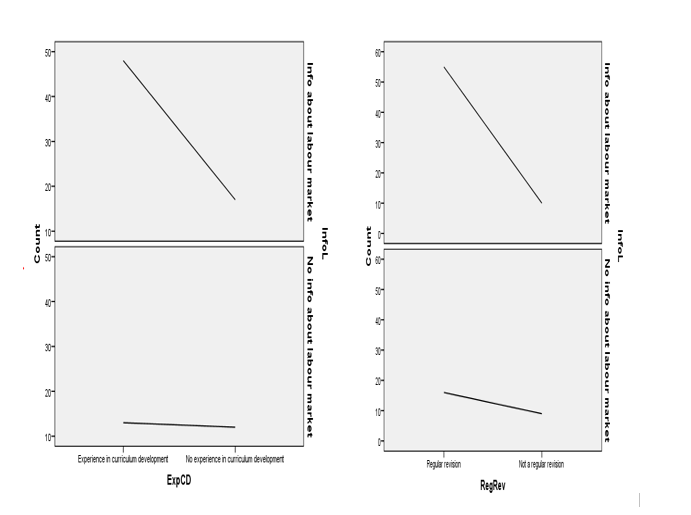


Figure 1: Labor market experiences of FM with and without curriculum development experiences and curriculum revision experiences.

The majority of the FM from the two institutions had experience of curriculum development (ExpCD) and regular curriculum revision experiences (RegRev), and the same FM reported having experience/knowledge of the labor market when compared to their counterpart groups (Figure 1). Exploration through chi-square analysis further confirmed the significant group differences.

# Discussion and Implications

The findings support a dynamic systems approach to internationalization (Zhou, 2016) by reflecting global influences on two local contexts. Similar perceptions about IoC indicate that both institutions seem to invest equally in attaining it, and this reflects the importance of internationalization at home. A multitude of factors, such as global-level approaches and historical and emergent educational ties, seem to influence institutional approaches. Institutional priorities to compete internationally, such as in the QS ranking, may serve as a dominant factor to uplift IaH. In addition, the majority of FM in the two institutions reported having curriculum revision and development experiences along with updated information about jobs, careers, and industry, which seems to contribute to equivalent focus on IoC.

However, insightful findings emerge when slight differences in perceptions reflective of institutional strategies are interpreted through the unique sociocultural lens that underpins the national and local realities of internationalization.

Slight mean differences indicate that FM from the Pakistan-based university had a higher mean score on curriculum embedded in employability skills, while FM from the UK-based University scored a little higher on curriculum embedded in global citizenship. This is indicative of sociocultural-level differences that provide a direction for IaH. The former university, in preparing students for international mobility, is likely to invest more in employability skills development, while the latter is likely to be influenced by the multicultural context.

Exploratory analyses revealed that Pakistan-based FM provided rich responses with specific references to their degrees gained from studying abroad. This is indicative of conscious efforts to internationalize by the Pakistan-based and university, which yield comparable results to the multinational context. This partially supports previous findings that intentional efforts to support FM help overcome barriers to IoC, such as a lack of experience, interest, and cross-cultural competence (Niehaus and Williams, 2016).

The findings demonstrate a convergence of FM perceptions across disciplines when data collected from FM from engineering and design, natural sciences, and humanities corroborate previous research (Stromquist, 2007). However, FM from engineering and design perceived the curriculum to be significantly inclusive of global citizenship when compared to the social sciences and humanities, which may indicate that the models of work within these disciplines are designed considering global needs. The two participating institutions have a history of investing in engineering programs, which supports previous studies indicating emerging fields in engineering and outcome-based engineering education to facilitate student mobility and global needs (Chak, 2011). However, it is difficult to generalize the results because of the responses received from a small sample.

Empowering FM may also help overcome attitudinal barriers (Kirk et al., 2018). Interestingly, findings are contrary to a general notion about reluctance to engage in internationalization considering that it is generally more relevant to the Pakistani context than the UK (Rubab et al., 2020) due to the fear of brain drain or loss of cultural identity. Despite certain limitations of this study, such as quantitative focus and small sample size, the findings reiterate that FM perceptions can be taken as an initial step to understanding IoC.

Interpretation of findings requires caution as in-depth information could not be taken, and the majority of the FM had curriculum development, revision, and labor market experience. This was expected because data were collected through two universities striving to seek a place in the list of the top 500 in the QS ranking.

**Implications**

The findings reiterate that the needs of IaH have influenced various contexts, but understanding the contextual needs and socio-cultural factors for internationalization may provide a significant direction for internationalizing the undergraduate curriculum. In this journey, hiring FM with international degrees is of significant value in non-Western contexts. Lastly, the participating universities may learn from the discipline of engineering how best to focus on IoC and extend and adapt the models for internationalizing other curricula and programs in the same universities. Finally, creating educational ties with developed countries other than those competing for QS ranking may provide significant opportunities for IoC.

**Conclusion**

It is concluded that, despite the existence of nationalist approaches in some form and shape (Altbacch and De Wit, 2018), institutional priorities may converge due to globalization, despite local- and national-level realities. IoC seems equally important for different contexts despite national realities, mainly due to globalization and international rankings.

These findings provide preliminary evidence of global influences on IoC in selected contexts. Similar levels of perceptions may connote sociocultural and educational linkages, whereas slight differences in the two areas of IoC may be considered reflective of institutional priorities and contextual demands or challenges. In terms of broad implications, the results indicate that institutional strategies can be designed considering the local realities and FM’s especially with international education, and knowledge of the labor market may prove to be an asset for developing countries to promote IoC. A qualitative study can further explore how faculty with international education and experience can innovatively contribute to IoC. Considering the longevity of service in higher education may not serve as a valid criterion to identify FM who can genuinely contribute to IoC.

# References

Abdi, H. (2003), “ *Factor rotations in factor analysis”*. In Lewis-Beck M., Bryman, A., Futing

T. (Eds.), Encyclopedia of Social Sciences Research Methods. Thousand Oaks (CA): Sage.

Akinbod, A.I. Said, R.A.S and Adesina, M. (2017),“Internationalization of higher education:

The pros and cons”. In: *Social Sciences Postgraduate International Seminar (SSPIS). School of Social Sciences*, USM, Pulau Pinang, Malaysia. Pp. 791-795. Available at: <http://eprints.usm.my/41227/1/ART_108.pdf> .

### Altbach, P. G. and Knight, J. (2007), “The internationalization of higher education: motivations

### and Realities”. *Journal of Studies in International Education, Vol. 11*(No. 3-4): pp. 290-305.DOI: 10.1177%2F1028315307303542.

### Altbach, P.G and De Wit, H. (2018), “ Are we facing a fundamental challenge to higher

### education internationalization?” *International Higher Education* Vol. 9. No. 3. pp. 2-4.

### American Council on Education. (2023),”*What is comprehensive internationalization?”*

### Available

### at: <https://www.acenet.edu/Research-Insights/Pages/Internationalization/CIGE-Model-for-Comprehensive-Internationalization.aspx>

### Agrawal, V and Dasgupta, S. (2018), “Identifying the key employability skills: evidence from

### literature review”. *IOSR Journal of Business and Management*, Vol. 21. No 2, pp. 85-90.

### Association of Universities, The Netherlands (2018). “*Internationalization agenda for higher*

### *Education”*. Available at: <https://www.vsnu.nl/files/documents/Internationalisation%20Agenda%20for%20Higher%20Education.pdf> (accessed 1 March, 2022).

### Australian Government (2015).”*The value of international education to Australia”.*

### Available at: <https://internationaleducation.gov.au/research/research-papers/Documents/ValueInternationalEd.pdf> (accessed 22 March, 2022).

### Bedenlier. S, Kondakci. Y, and Zawacki-Richter. O. (2017), “Two decades of research into the

### internationalization of HE: Major themes in the Journal of Studies in International Education (1997-2016)”. *Journal of Studies in International Education Vol.* 22. No. 2. pp.108-135*.*

### Beelen,J. and Jones, E. (2015), “Redefining internationalization at home”. In A. Curaj., L., M.R.

### Pricopie., J. Salmi., & P. Scott(Eds.). *The European higher education area: between critical reflections and future policies.* Springer.

### British Council. (2022). Pakistan and the UK. Findings and recommendations for primary

### research.https://www.britishcouncil.org/sites/default/files/bc\_environment\_for\_tne\_partn

### erships\_in\_pakistan.pdf (accessed 19 March, 2023).

### Cantu,M.P. (2013), “Three effective strategies of internationalization in American Universities”.

### *Journal of International Education and Leadership, Vol.3*. No.3, pp.1-12.

Chak, C. (2011), “Changing engineering curriculum in globalized world, *New Horizons in*

*Education, Vol.* 59. No.3.pp. 59-70. Available at https://files.eric.ed.gov/fulltext/EJ955545.pdf

Chankseliani, M. (2017), “Four rationales of HE internationalization: Perspectives of U.K.

universities on attracting students from former Soviet countries”, *Journal of Studies in International Education,* Vol. 22. No. 1. pp. 1–18.

Clifford,V. (2013), “*The elusive concept of internationalization of the curriculum”.*

Available at: <https://www.brookes.ac.uk/services/cci/definitions.html> (accessed 1 March, 2022).

### Craig,O. (2022), “*QS World University Rankings – Methodology”.*

### Available at: <https://www.topuniversities.com/qs-world-university-rankings/methodology> (accessed 1 March, 2022).

### Crosling, G, Edwards, R. and Schroder B.(2008), “Internationalizing the curriculum: the

### implementation experience in a faculty of business and economics”. *Journal of HE Policy and Management. Vol.30*. No.2. pp.107-121.

### De Wit, H. (2020), “Internationalization of higher education: The need for more ethical and

### qualitative approach”. *Journal of International Students.* Vol.10. No.1. pp.1-6.

De Wit, H.(2013),“Internationalization of higher education, an introduction on the why, how and

What”. Hans De Wit. An Introduction to Higher Education Internationalization (eds).Centre for Higher Education Internationalization. Italy. Available at: <https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.905.8413&rep=rep1&type=pdf> (accessed 1 March, 2022)

### Department of Education and Department of International Trade, UK. (2021), “International

### education strategy, global potential, global growth”. Available at: <https://www.gov.uk/government/publications/international-education-strategy-global-potential-global-growth/international-education-strategy-global-potential-global-growth> (accessed 1 March, 2022).

Deborah, S. (2014), “*Students’ perceptions of internationalization in higher education”. Annual*

*conference at the Society for Research into Higher Education*. Available at: <https://www.srhe.ac.uk/conference2014/abstracts/0188.pdf> (accessed 1 March, 2022).

De Jager. (2004), “*Employers expectations and prospective employee realities: a model to*

*address the need of employable skills”*. The Department of Business Management at North-West University. Vanderbijlpark.

Gopal, A. (2011), “Internationalization of higher education: Preparing faculty to teach cross-

culturally”. *International Journal of Teaching and Learning in Higher Education,* Vol.23. No.3. pp.373-381.

Gouldthorpe, J.L. Harder, A. Stadman, N.L.P. and Roberts, T.G. (2012), “Steps toward

internationalization in undergraduate programs: The use of reflective activities for faculty international experiences”. *Journal of International Agricultural and Extension Education.* Vol.19. No.1. pp.30-1.

Helms, R. M. (2021), *Internationalization in action: Internationalizing the curriculum. Part I-*

*individual courses*, American Council on Education. Available at: <https://www.acenet.edu/Research->Insights/Pages/Internationalization/Intlz-in-Action-2013-December.aspx.

Herman, G. (2005), “Internationalization of Australian HE: A critical review of literature and

Research”. *P. Ninnes and M. Hellstén (eds.), Internationalizing HE,* 119-140. *Springer. Printed in the Netherlands.* Available at: <https://federation.edu.au/__data/assets/pdf_file/0013/221251/6-Internationalization-Harman.pdf>. (accessed 1 March, 2022).

Horta, H. and Mok, K. (2020), “Challenges to research systems, academic research and

knowledge production in East Asia: learning from the past to inform future policy”. *Journal of Higher Education Policy and Management*. Vol. 42. No. 2. pp119-133.

Imran, M., Kazmi, D.H., Rauf, M.B., Hafeez, A., Iqbal, s., and Solangi, R. (2022),

“Internationalization education leadership of public universities of karachi”, Journal of Positive School Psychology, Vol. 6, No. 11, pp. 1175-1188.

Javed, B., Zainab, B., Zakai, S.N., and Malik, S. (2019), “Perceptions of international student

mobility: a qualitative case study”, Journal of Education and Educational Development, Vol.16, No. 2, pp. 269-287.

Jamil, H., and Jaffar, K. (2023), “Institutional policies and initiatives for the internationalization

of HE: A case study od Southeast Asia and Pakistan”, Higher Education Reflections from the Field. <https://www.intechopen.com/online-first/85758>. (accessed 22 April, 2023).

Jibeen T and Khan MA (2015), “Internationalization of HE: potential benefits and costs”,

*International Journal of Evaluation and Research in Education,* 4(4), 196-199.

Jin, L. and Schneider, J. (2019), “Faculty views on international students: A survey study”.

*Journal of International Students*, Vol. 9. No. 1. pp.:84-99.

Jones, E. (2014), “Internationalization of the curriculum at home”. *International Higher*

*Education.* Vol.78. No.6-8.

Khan, A.H. (2017), “Globalization and higher education in Pakistan”. Journal of Advanced

Research in Social Sciences and Humanities. Vol. 2. No.4. 270-276.

Kirk, S.H. Newstead, C. Gann, R. and Rounsaville, C. (2018), “Empowerment and ownership in effective internationalization of the higher education curriculum”. *Higher Education,* No.76. No.6. pp.989–1005.

Knight, J. (2008), “Higher education in turmoil: the changing world of internationalization”. Sage

Publishers. Rotterdam.

Larsen, M. A. (2016), *Internationalization of HE: An analysis through special, network and*

*mobilities theories.* New York: Palgrave.

Leask, B. (2009), “Using formal and informal curricula to improve interactions between home and international students,” *Journal of Studies in International Education,* Vol. 13. No. 2, pp. 205–221

Leask, B. (2015), “*Internationalizing the curriculum”*. Abingdon: Routledge

Leask, B. and Carroll, J. (2011), “Moving beyond ‘wishing and hoping’: internationalization and

student experiences of inclusion and engagement”. *HE Research & Development,* Vol. 30. No.5. pp.647-659.

# Ledger, S and Kawalilak C (2020), “Conscientious internationalization in HE: contextual

# complexities and comparative tensions”, *Asia Pacific Education Review,* Vol*.*21, pp.653-665.

Luo, J. and Jamienson-Drake, D. (2013), “Examining the educational benefits of interacting with

international students”. *Journal of International Student*. Vol.3. No.2, pp. 85-101.

Magne, P. (2014), “Internationalization of curriculum development: why and how”, *Journal of*

*Pedagogic Development.* Vol.4*. No.*3, pp. 74-81.

Meng, Q. Zhu, C. and Cao, C. (2017), “An exploratory study of Chinese university

undergraduates’ global competence: Effects of internationalization at home and motivation”, *Higher Education Quarterly, Vol.* 71 No. 2, pp. 159-181.

Mitchel, D.E. and Nielsen, S.Y. (2012), “Internationalization and globalization in higher

education”. Available at: <https://www.intechopen.com/chapters/38270> (accessed

Mittelmeier, J., and Yang, Y. (2022), “The role of internationalization in 40 years of higher

education research: major themes from higher education research & development”, Higher Education Research and Development, Vol.41. No.1, pp.75-91.

Morais, D.B. and Ogden, A.C. (2010), “Initial development and validation of the Global

Citizenship Scale”, *Journal of Studies in International Education*. Vol. 5. No.15, pp. 445-466.

Mughul, A. and Pekkola, E. (2009), “Internationalization in higher education policies”,

*Proceedings of ICER*, 16-18 Nov, Mardid, Spain.

Neary, S. Thambar, N. and Bell, S. (2014), “The global graduate: Developing the global careers

Service”, *Journal of the National Institute for Careers Education and Counselling, Vol.* 32. pp.57-63.

Niehaus, E.K. and Williams, L. (2016), “Faculty transformation in curriculum transformation:

the role of faculty development in campus internationalization”. *Faculty Publications in Educational Administration,* Vol. 41. pp.59–74.

Peak, M. (2022), “UK goes top of the world for overseas students”. British Council, available at :

<https://www.britishcouncil.org/research-policy-insight/insight-articles/uk-top-overseas-students>

Pinto, S. (2018), “Intercultural competence in higher education: academics’ perspectives”, *On*

*the Horizon*, Vol. 26. No. 2, pp. 137-147.

Qiang, Z. (2003),“Internationalization of HE: towards a conceptual framework, *Policy Features*

*in Education, Vol.1*. No. 2.pp. 248-270.

Roberts, T. G. Thoron, A.C. Barrick, R.K. and Samy, M.M. (2008), “Lessons learned from

conducting workshops with university agricultural faculty and secondary school agricultural teachers in Egypt”. *Journal of International Agricultural and Extension Education,Vol.*15.No.1.pp.85-87.

Robson, S. and Wijlborg, M (2019), Internationalisation of higher education: Impacts, challenges and

future possibilities”, European Educational Research Journal, Vol. 18, No. 2, pp. 127-134.

Rubab I, Anusheh BA, Ahmed U and Aaisha, A. (2020), Global citizenship education: values to

be taught in the light of the rising identity crisis, *Pakistan Vision, Vol.*21.(No.1, pp.

386-395.

Robson, S. (2015), “Internationalization of curriculum: challenges and opportunities”. *Journal of*

*Perspectives in Applied Academic Practice,* Vol*.* 3, No.3. pp.50-52.

Sá, M.J. and Serpa, S. (2020), “Cultural dimension in internationalization of the curriculum in

higher education”. *Education Sciences*, Vol.10. No.12.pp. 375.

Saeed, M. (2007), “Education system of Pakistan and the UK: Comparison in contexts to inter-

provincial and inter-countries reflections”, Bulletin of Education and Research, Vol. 29

No. 2, pp. 43-57.

Saunders, V. and Zuzel, K. (2015), “Evaluating employability skills: employer and student

Perceptions”. *Bioscience Education.* Vol.15. No.1.pp.1-15.

Shallwani, S. (2014, March 27),” Education in Pakistan: A historical socio-cultural

perspective.Part 4 British influences”, <https://sadafshallwani.net/2014/03/27/education-in->pakistan-part4/ (accessed 19 April, 2023).

Sheryl, L.B. Jun, Q. and Jinyan, H. (2003),“*The role of faculty in internationalizing the*

*undergraduate curriculum and classroom”, CBIE research millennium series*. No. 8. Canadian Bureau for International Education (CBIE). Available at: [https://files.eric.ed.gov/fulltext/ED549872.pdf (acessed](https://files.eric.ed.gov/fulltext/ED549872.pdf%20(acessed) 23 March 2022)

Stromquist, N.P. (2007), “Internationalization as a response to globalization: Radical shifts in

university environments”, *Higher Education.Vol.*43*.pp.*81-105.

Sue, R. (2017), “Internationalization at home: internationalizing the university experience of

staff and students”. *Education.* Vol.40. No.3. pp.368-374.

Tight, M (2022). “Internationalisation of higher education beyond the West: challenges and

opportunities-the research evidence,” Educational Research and Evaluation, Vol. 27. No. 3-4, pp. 239-259.

Trahar, S. and Hyland, F. (2011), “Experiences and perceptions of internationalization in higher

education in the UK”. *Higher Education Research & Development,* Vol.30. No. 5. pp 623-633.

Unangst L and Barone N. (2019), “Operationalizing “internationalization” in the community

college sector: textual analysis of institutional internationalization plans”, *Journal of the Study of Postsecondary and Tertiary Education,* Vol.41. No. pp.77-196.

Universita Di Bologna. (2023), “Building internationalization in Pakistan”. Available at

<https://www.unibo.it/en/international/european-projects-of-education-and-training/building-internationalisation-in-pakistan> (accessed 27 Jan, 2023).

Usher A. (2017), “Nationalism and higher education”. Available at:

https://higheredstrategy.com/nationalism-higher-education/ (accessed 28 July 2022).

Verhoeven JC and De Wit K (2022) How did Australian scholars perceive the Bologna Process?,

Higher Education Research & Development, Vol.4. No.1, pp.132-145.

Wahlstrom, N., Alvuger, D., Wermke, W. (201 8). Living in an era of comparisons: comparative

research on policy, curriculum and teaching, Journal of Curriculum Studies,

Vol.50. No. 5, pp. 587-594.

Whitsed, S. and Green, W. (2013), “*Internationalization begins with the curriculum”,*

University World News. Available at: <https://www.universityworldnews.com/post.php?story=20130123121225469>

### Yemini, M. and Sagie, N. (2016), “Research on internationalization in higher education –

### exploratory analysis”. *Perspectives: Policy and Practice in Higher Education, Vol. 20*. No. 3. pp. 90-98.

### Yousafzai, A. (2022), “Number of Pakistani students in UK varsities rose by 66pc in 2020-21”.

### The News, 27 July. Available at: <https://www.thenews.com.pk/print/955133-number-of-pakistani-students-in-uk-varsities-rose-by-66pc-in-2020-21#:~:text=A%20total%20of%207%2C830%20Pakistani,Ireland%20and%20335%20in%20Wales> (accessed 28 July 2022).

### Zakaria, M. Janjua, S.Y. and Fida, B.A. (2016), “Internationalization of higher education: trends

### and policies in Pakistan*”. Bulletin of Education and Research* 38(1): 75-88. Available at: <https://files.eric.ed.gov/fulltext/EJ1210327.pdf> (accessed 23 March, 2022)

### Zapp M. and Lerch, J.C. (2020), “Imagining the world: conceptions and determinants of

### internationalization in HE curricula worldwide”, *Sociology of Education. Vol 93.* No.4: pp. 372–92.

### Zhou, J. (2016), “A dynamic systems approach to internationalization of higher education.

### *Journal of International Education & Leadership,* Vol. 6. No.1: pp. 1-14. Available at https://files.eric.ed.gov/fulltext/EJ1135214.pdf

### Zimitat, C. (2005), “Student perceptions of internationalization of the undergraduate

### Curriculum”. Available at: <https://www.researchgate.net/publication/29454216_Student_perceptions_of_internationalization_of_the_undergraduate_curriculum> (accessed 23 March 2022)

This is authors’ copy accepted for publishing in Asian Education and Development Studies <https://www.emerald.com/insight/publication/issn/2046-3162>