Internationalization Education Leadership Of Public Universities Of Karachi

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Abstract

This conceptual research paper attempts to explore the conceptions of higher education leadership internationalization in the public universities of Karachi. The paper mainly identifies the potential of transformational institutional change. Internationalization is believed as a process of institutional cultural exchange among the staff and students of various universities and institutions of higher education around the globe. Most of the public universities of Karachi engage their resources in international diversities in academic and administrative areas. The universities attempt to update curricular activities to prepare students to meet the requirements of the global employability market. Besides this the universities explore the opportunities for international research collaboration by signing MoUs with various international universities for the Ph.D. of faculty. Whereas there is a poor investment in the internationalization of managerial affairs but in most public universities faculty performs the academic cum administrative affairs. This study is phenomenological based qualitative in nature, and endeavors to describe that the internationalization of educational leadership and institutions follow the standards and what provisions might be required to achieve the personal and professional transitions within its societies that are essential to accomplish the transformative plans.

Keywords: Internationalization; Higher education leadership, Academic, Administration, and Transformation

Introduction

The world is becoming a global village and for the countries like Pakistan where human resource is becoming a main export, it's important to exchange knowledge base at higher education level makes able for higher education to promote internal conversion to meet international market competition and assistance (Van D. W., 2001).

Duderstadt, T. & Weber (2008) clarifies a thoughtful disparity between the educational requisites and educational measurements around the globe. Furthermore, they emphasize that many of our universities are in the erroneous place, where peoples are old and possibly even deteriorating rather than young and increasing, lashing mass population migration in most parts

of the world frequently causes the clash of cultures and ethnicity (p. 274). They added more arguments that existing assessments recommend that the majority of the scholars looking for university certificates will be approximately twofold in coming over twenty years about 250 million in number, mostly from developing countries (p. 277).

Globalization distresses altered divisions of society together with higher education as it has exaggerated the freedom of movement of ideas and people's thinking in this area (Whitaker 2004). Pakistani students of higher education, if want to contribute to the development of country need to study and observe the different models used in various parts of the world trend of interdependence in the globe has been accepted in various domains of studies like social, political, economic, and management to get an advantage from new research even though many universities are frustrated to sign agreements and associations with regional and international (Polan-Egron, E., 2012). According to Higher Education Institution (HEI) survey, 2018 positivity was observed in the last three in the level of importance of internationalization(Marinoni, G. & deWit, H., 2019). This trend was observed worldwide, most of the European countries followed by America especially English-speaking countries provide services to third-world countries or nations having the most standardized and controlled programs which attract middle and poor-income nations (Altbach, PG., Knight 2007; Kreber, C. 2009). Higher education institutions enhanced professionalism in executive managerial and decision-making strategies inside their provision and supportive capacities with good results of multination interaction of organizational structure and culture (Kiyoko. S. & SoungHee .K., 2019). The management of various organizations varies in managerial hierarchies, power and authority distribution, equally

functioning mechanism higher education system in the concept of interaction of culture, functioning process, history, infrastructure and resources parallel, strategic planning and development, and power relationships within each institution. However, the main foundations of organizational measures highlight similarities in overall universities in management, leadership, and office structure (Shattock, 2003; Foskett, 2010).

Statement of Problem

According to an international survey by the International Association of Universities 2018more than eighty-three percent of the universities responded that academic leadership internationalization is very important to maintain the universities rendering to international standards (Katr F., 2019). Resultantly the main task of the university examination and accreditation of internationalization programs at a broader level. The process identifies the impacts of internationalization on our university's academic and administrative activities. Furthermore, it embraces the assessment and examination of the impact of international open programs, classrooms, and institutions on students and the effects on the creation of new information influenced by the experience of scholars and researchers from other parts of the world. In this regard, the study will identify the internationalization of administrative and academic leadership of the public universities of Karachi.

Research Questions

✓ What is the impact of internationalization on the administrative leadership of public universities of Karachi?

✔ What is the impact of internationalization on the academic leadership of public universities in Karachi?

Literature Review

Higher education internationalization notion of higher education institutions

Internationalization of higher education in the twenty-first century is a major part of the globalization of the world, in the last decade, globalization has not only enhanced the cooperation among nations but exacerbated the competition among universities (Wanhua Ma & Yun Yue 2015). In the last two decades, internationalization of higher education replaced the terms international education and international education cooperation, it reflects the three importance of internationalization from margin to core of higher education (Elspeth & De Wit 2012). More than this internationalization has become a progressively significant singularity for the higher education sector in many countries (Middlehurst & Woodfield, 2007). Flexibility of students, academics, and packages; status and marking (manifested by global and regional rankings); and a shift in standard from collaboration to competition, van de Wende, (2001) have been the core expressions of the program of internationalization in higher education over the past 30 years. The notion of international education has become a production, a source of income, and an income for improved standing. In the existing global-informative culture, the idea of the globalization of advanced teaching and learning has itself developed internationalized, challenging additional reflection of its impact on strategy and preparation as more countries and types of institutions all over the world include in the procedure. Globalization should not more than be considered in terms of westernization, mostly

Anglo-Saxon, and principally English-language programs (Jones & de Wit, 2014).

Internationalization: the transformative agenda

Having noted the trends of internationalization since 2000 the major challenges have been observed that internationalization favors growing culture of competition in the market parallel to, universities taking solid actions to benefit from the transformative change to maintain the repetition, system abilities inside the organization besides the international market (Knight's 2003). The International Association of Universities, IAU (2005) emphasizes, "internationalization as an opportunity to 'promote cultural diversity and foster intercultural understanding, respect, and tolerance among peoples, seeking a commitment to action within the HE sector that contributes to efforts 'to build a climate of global peace".

Internationalization, a Developing Conception

The progress defined above has all obstructed the course taken by globalization and flexibility in tertiary education. The foremost emphasis is quiet on movement, an outcome of an unmet mandate for advanced education, chiefly from lower-middle and middle-income societies to the higher-income nations; the development of short-range acknowledgment movement of scholars, in specific in Europe as a consequence of the Erasmus package; a growth in short-term facility mobility, mainly for research; and a slow development in franchise actions, branch campuses, and other forms of transnational education. However, the movement is the main component of internationalization in the world to internationalize the policies and curriculum at the domestic level (Knight 2008). There is stronger propaganda around the world for comprehensive internationalization programs that should explain all the requirements of worldwide centralized education systematically, Hudzik (2011) contains quality control machinery, internal institutional

structure and rules, and regulations comfy policies related to student learning outcomes besides, specific accreditation system at the national level. The reaction against this market defined internationalization of higher education found in action at the end of the last century. The efforts for internationalization at the domestic level in the European countries were started in 1999 with a special focus on those students who did not get to participate in the EU's flagship program Erasmus or other exchanges (De Wit, et al. 2015).

Transforming teaching and learning: inclusive approaches

The collaboration of international and local students to exchange culture and skills is artificial for skillful coaching to certify the superficial' and skillful teaching is required to ensure candid knowledge and community exchange across world cultures (Montgomery 2009). Montgomery (2009) further inputs that in internationalization most universities comet to develop formal and informal curricula reverent to engage international students and additionally prepare domestic students to live and qualify in international markets. The Critical Multicultural Education Theory stresses the stand-up of numerous viewpoints within the curriculum for self-reflection, critical thinking, and critical appointment to the domestic and international students to engage in meaningful connections and awareness and develop ways to apply how to learn from each other (Hackman 2008).

Internationalization of Higher Education: The Problem of the Market

Internationalization of higher education is the product of globalization after strengthening the global or local combination of higher education institutions in developing countries to develop an attractive brand position in the market (Montgomery 2010). In the period of globalization, higher education institutions follow the corporate sector strategies to serve consumer and market based rather than collegial, this concept focus on the economic benefits of higher education institutions that effect negatively on the values of teaching and learning of international and internal cultures (Bech 2009).

Managing and Leading of Internationalization of Higher Education

The intentional process of incorporating a global, multicultural, or worldwide measurement into the tenacity, purposes, and distribution of post-secondary learning, in a direction to improve the superiority of education and study for all undergraduates and workers and to brand a significant impact on culture. (de Wit et al., 2015). Leadership and management are notions that have been subjected to frequent descriptions and understandings (Kotter, 1990; Bush, 2007). Inside the organization, the difference between leadership and management is leadership is concerned with doing the right things whereas management is concerned with how to do things correctly these things included the understanding and clarification of the internationalization of society. In this regard, the Iranian higher education institutions denied accepting the internationalization of governance and management due to the puzzlement in vision leadership and managerial resources (Hamidifar. F.,& Ebrahimi. M., 2017).

National interests in the internationalization of higher education

In Canada, the ratio of new participation among the policymakers in the sector of internationalization of higher education is highly contested based equally in the academic arena. Even though the education sector is the provincial domain but national actors are in association with constitutional arrangements about higher education internationalization to meet international and global attention. However, the

Canada parasitized internationalization of higher education in her diplomatic relations with countries across the world to remain engaged in the global knowledge economy (Trilokekar, 2009). The engagement of actors at different levels in policy making process affected the structure of power relations in the hierarchy of power relations to know the educational network and its governance to move the internationalization of higher education for economic prosperity (Latour, 2005).

Internationalization and National Actors

Developing the sympathetic of national policy planning process about internationalization in a political act, to carry on it is a rational approach (Robertson et al. 2012). Only the content is important in each policy but it is necessary to examine it because these policies are parallel to one another to develop an association among the different actors like knowledge and space at the front (Latour, 1986). The mechanism of strategies for the internationalization of higher education is always vibrant (Viczko. M., & Tascón. I.C., 2016).

Research Design

The current study is a phenomenological study using a qualitative approach Creswell (2007). This study aims to investigate the Internationalization of Education Leadership in Public Universities of Karachi.

Study Population

The population of the underlying study is all the representatives of different public universities in Karachi.

Sample Size and Technique

For the primary data collection strategy and process of the focused study, a heterogeneous and purposive sampling technique was used to capture a wide range of information related to the study. The sample size was concise on ten

respondents. All respondents of this research have a different experience in their respective fields. The participants of this phenomenological study are all the heads or representatives of different units of administration and academics. All the participants of this study possess key positions in decision-making and policy implementation respondents in their respective departments. The logic of this sample size is that the site is very rich in information.

Data Collection Tools and Techniques

These are two different research tools. Reading the paper, it seems in-depth interview protocols are being used. It's an effective qualitative technique. The research question was developed through a phenomenological approach and the literature of the study within the qualitative research paradigm. Every word was written verbatim and no additional or biased statement was involved in presenting the data. Interviews of the representatives were conducted individually with their permission. All interviews were digitally recorded to capture the verbatim language and voice inflections. The researcher transcribed the digital recordings to ensure quality.

Data Analysis Techniques

After collecting and transcribing data, the researcher read the transcribed interviews to gain an understanding of the shared views of respondents of the researcher. The researcher organized the data through coding and sorted the data. According to the themes which emerged from the data, the researcher breaks down the collected data into smaller groups groupings based on the phenomenon which is being studied. The purpose of coding data was to determine meaningful outcomes from data collection. Each theme in the study was given a textual description that explained a particular experience or phenomenon. To give complete meaning to an experience in a particular phenomenon researcher

should merge textual and structural descriptions. (Moustakas, 1994). In the research the steps of the phenomenology research method were applied in the data analyses process, collecting and transcribing data, researcher breaks down the collected data into smaller groups groupings based on the phenomenon which is being studied (Creswell, 2013; Bradshaw, 2008; Robinson & Esmiel 2013).

Outcomes

Internationalization Process in Pakistan

The concept of internationalization as a strategic factor in higher education is a relatively recent phenomenon resulting from the fact that, from the 1980s onward, higher education at the systemic and institutional levels has had to evolve and adapt to, an increasingly globalized knowledge society and economy. The development of internationalization, in terms of both concepts and initiatives, has occurred hand in hand with the rapid increase in the number of dedicated administrators and academics in charge of policy development and implementation departmental, faculty and at the higher level of administrations of institutions of higher education parallel in ministries of education and the international education industry.

This has increased the number of programs of internationalization, especially in Pakistan the process of internationalization accelerated in the era of President Pervaiz Mushraff and all higher educational institutes and universities were centralized under the umbrella of HEC (Higher Education Commission). At that time multiple countries supported Pakistan's role in the war against terrorism. During this period faculty, administrative staff and thousands of students got opportunities to visit various universities and got admissions to various programs of different universities in developed countries. More than this, during this initially the universities of our country directly came in contact with international universities.

Growing Role of Leaders in Internationalization

The relationship between higher education leadership and internationalization is gradually becoming more diverse and complex. There are two levels of leadership in internationalization: in the higher education system of Pakistan at the university level after Higher Education Commission one is Pro- Vice-Chancellor and the other is Registrar. Pro- The vice-Chancellor looks at academic affairs and the Registrar looks at administrative affairs whereas the Vice Chancellor is responsible for all the affairs of the university. The leadership for whom internationalization is not a primary focus but who are responsible for, and has oversight of, the overall internationalization policy and strategy of the institution. While the role of the latter in shaping the internationalization agenda of their institutions is steadily increasing and their institutional, national, regional, and international influence is far greater than that of higher educational leaders, they receive less attention from training providers and researchers. The various issues of internationalization are related to the leadership in universities in Pakistan especially, the universities of Karachi;

- o Internationalization is gaining increasing attention on the higher education agenda.
- o The policy and practice of internationalization are no longer marginal and ad hoc, but have moved to the center of the agenda of higher education leaders.
- o Internationalization has impacted all domains of higher education policy research, teaching, and learning and is part of universities' mission to serve society.
- o Internationalization is no longer the exclusive domain of higher education

leaders and their offices but is increasingly part of the responsibilities of senior management.

o For senior management, internationalization has become more than overseeing the SIO and his or her office and signing memoranda of understanding.

o The budget implications of internationalization have become substantial, in terms of both expenses and income.

o For senior management, internationalization is a key agenda issue at the sectoral and systemic levels, nationally, regionally, and globally.

o The implications of this increase in roles and responsibilities, and the broad and complex questions faced by leaders of higher education concerning internationalization, require far more attention.

Challenges Related to the Internationalization Process in Public Universities of Karachi

Leadership Issues

The number of international institutions that are potentially providing bachelors to Ph.D. programs to students in their home countries or local institutions delivering multiple international programs to students is quickening at an extraordinary rate. In this process, not only the students but faculty and researchers mobilize international academic programs by developing franchises or branch campuses across the borders of developing and developed countries around the world. Some of the issues related to internationalization are directly concerned with international politics and diplomacy. Most of the developed countries influence international recognition agencies to recognize particular universities according to their will. Some institutions like the European Union world trade and USAID favors few institutions and political support to international projects and programs awarding institutions to give facilitate particular institutions whom they errand.

Policy and Planning Issues

In this regard effectiveness is critical to an organization: An un-competitive organization is unsustainable in a globalized world. In Pakistan there are less no of multinational companies or uncompetitive corporations, hence in our universities, there are poor impacts of globalization on the internationalization or globalization process. Besides this, competitive globalization depends upon the competitive environment of industries, capital development, and consumption attracts fast to the internationalization process. In Pakistan, the process is very poor because of these factors, whereas in the universities of Karachi, the internationalization process is different because Karachi is a bigger market for industries. It possesses a little bit part in global economic competitiveness. Related to the policies for internationalization, the universities of Karachi follow the policies of the higher education commission and the Government of Sindh Province. These policies do not meet the requirements of the universities of Karachi. The policies and planning of our country and province do not meet the requirement of the universities of Karachi regarding the internationalization process. The diplomacy of any country is also a source of enhancing the internationalization of higher education; in the process of rehabilitation of Afghanistan, Iraq, Syria, and other areas of the Middle East most of the international organizations awarded scholarships to the English language universities or countries. The further role of diplomacy is your country's relations and economic situation.

Most Pakistani students study in universities in china because china gives more facilities and scholarships to Pakistani students because of their diplomatic relations. In the case of self-support-based study in international universities, the students of the elite class or those students who afford the expenses favor developed nations like European countries the USA, or Australia. The universities of Pakistan in all these categories we will find at very low rank in the list. Our universities provide standard education to some extent but we are losing international ranking mechanisms and attracting international faculty and students because, first of all, financial issues, Universities of Karachi cannot afford salaries as compared to the universities of developed countries, having the same situation regarding international students. The second problem is our diplomacy is poor, it is difficult to own international research projects and we offer international scholars and researchers besides this the political instability and law and order situation resist internationalization.

The foreign-qualified faculties try from time to time to put their part in the internationalization of their respective universities because of our demographic and organizational politics they were demised because the dominant group feels that it is a threat to our cultural values or even religion.

Quality Issues

In the public universities of Karachi, the new developments of access to higher education at the international level are difficult to achieve because of financial resources. Besides this, to meet the taste for external passes and employment, there are serious issues related to the quality of the academic offer and the reliability of the new types of providers, and the acknowledgment of authorizations. More than this, increasing the number of foreign degrees at a broader level is a challenge for the educational system to adjust on another side the poor accreditation process creates problems for the students, parents, employers, and academic community. The perpetual issue of balancing cost, quality, and access significantly challenges the benefits and risks of cross-border education. The students who came from abroad face different cultural and language challenges in the institutes of Karachi. The public universities of Karachi financially depend on government sources, this source comes two ways one from the provincial government and the other from the federal government. Hence there is a strong influence of politics in the accreditation process. Some of the government universities do not believe in accreditation agencies like the provincial Higher Education Commission and Federal Higher Education Commission hence, there is a poor acceleration process.

COVID and Lockdown of World

COVID- 19 impacted negatively the internationalization of higher education. Beyond the economic impact, it is also important to consider the individual impression of COVID-19 on global students. Global scholars are not a similar group: they have separate inspirations for pursuing international identifications. Richer students frequently pursue global cultural knowledge and the status of a top-class degree, while middle-class students' significance connects more directly to upkeep opportunities. COVID-19 may influence the timeline of educational achievement, occupation, and/or immigration for global students who accede or stop their studies. Those who do continue their studies may be tackled with challenges concerning access and the value of their knowledge. As courses transfer online, worldwide students will drop out of the cultural engagement and interaction chances those education overseas offers. Those that return home while learning online through an overseas organization may face high Internet costs, and

problematic timetables, all while compensating for the same tuition fees.

Coursework Requirements and Instructional Content for Faculty and Students for Internationalization

In the Public universities of Karachi, there are few opportunities for those students who are a foreigner here because we provide education to these students costlier than that of local students. More than this, our culture is not so internationalized. Whereas the students or the faculty of our universities are facing multiple problems, most of the faculty members are looking to get opportunities in universities in developed countries. If some got it, he also faces financial, cultural, religious, and language issues over there.

Global institutional networks

It is strongly believed that a university that has a good record of MoUs with international universities with grid memberships a university has more significant and gorgeous it is to additional organizations and students. However, more than a hundred agreements or out-of-capacity agreements are difficult for the university to manage which is a sign of a decline in university quality performance. To continue meaningful relationships involves a foremost investment of human and financial resources from individual faculty members, departments, and international offices.

Accreditation Process and Rankings of Universities

In the competition of universities, the Public universities of Karachi are too lagging but few indicators show positive achievements like the students of Dow, NED, and Karachi universities alumni performance in international markets equally to the other branded universities. The

alumni have good records in research and publication even in new inventions. The objectives, projected products, and ventures in a global branding enterprise are different from those obligatory for hypothetical internationalization. It is a fairytale that an international promotion arrangement is the corresponding to an internationalization strategy. In universities, there is a poor working process to invest in a brand or international marketing. No international cell or office but the same admission office deals with local as well as international students. Internationalization is a product process; the nation shows its visibility and recognition in the internationalization process. Most of our leaders and institutions are unaware of it; it impacts negatively on national stability and diplomacy.

Internationalization and regional community acceptance

Internationalization recognizes and builds indigenous, national, and regional primacies, guidelines, and performances. Internationalization favors local and national values and culture positively. Our universities never go against the national demographic cultural and religious activities however tried to create the ability in the institutions and learners to present our national heritage, culture, and religion positively and competitively. Universities encourage employees and students to adopt international inventions and technology rather than cultural activities and lifestyles. In our society we are taking internationalization negatively, our religious scholars and cultural activists put questions on the universities in reaction to any unethical activity that may happen in any institute or society when the activity possesses similarity with the western culture it may be the impact of media rather than university. Reverence and construction of local culture and framework is the ultimate principle of internationalization. Internationalization is the

ultimate need of time, societies unwillingly absorb activities of internationalization but our society takes it positively and shares its activities in the stream of internationalization. Similarly, over the interrelation of our cultures and economies, normal natural adversities and health threats increasingly have international opportunities, impacting higher education and globalization activities. The COVID-19 widespread is a vibrant diagram, with important disturbances of speculative life, affecting teaching, at least provisionally, to a chiefly remoteness arrangement, and interrogative of many of the outdated performances of higher education.

Summary of Findings

Internationalization can serve as the focus for a transformative agenda in higher education leadership. (Robson & Turner, 2007) encodes "transformative internationalization requires a holistic approach in which universities become internationally-minded communities, not simply institutions with ever-increasing numbers of international students and international activities. Academic colleagues have noted the practical tensions that arise concerning the second trend, to internationalize strategies and practices. Whilst accepting the importance of this they have raised concerns about the time and effort required and the constraints this imposes on their preferred professional work, identities, and personal research ambitions. Since the realization of the international strategy of universities is largely dependent on the commitment of academic colleagues, innovative staff development and communication approaches may be required to address negative conceptions of internationalization or international students, and to support and promote the development of innovative pedagogies and intercultural sensitive practices. Internationalization has become increasingly associated with the development of democratic principles, embodied in inclusive practices that respond to and respect the diverse learning histories, expectations, preferences, and motivations of academic staff and students" Robson & Turner (2007). The development of internationalization, in terms of both concepts and initiatives, has occurred hand in hand with the rapid increase in the number of dedicated administrators and academics in charge of strategy and implementation in the administrative affairs of the institutes of the university level education, in faculties, and departments. Furthermore, this internationalization emerged in the international agencies of education, in international educational agencies and ministries of education at the national or international level. The heads of the universities believe that the effective output of internationalization is to achieve application in universities ranking in international competition or specific ranking in the branding of the universities' global league table. However, some education leaders suggest that the conception of branding did not mean internationalization. The leadership for whom internationalization is not a primary focus but who are responsible for, and has oversight of, the overall internationalization policy and strategy of the institution. While the role of the latter in shaping the internationalization agenda of their institutions is steadily increasing and their institutional, national, regional, and international influence is far greater than that of higher educational leaders, they receive less attention from training providers and researchers.

Recommendation

For internationalization strategies to improve in quality, comprehensiveness, and sustainability, the debate must focus on 'internationalization beyond University level leadership' and on the professional development needs of higher education leaders and decision-makers.

Staff empowerment especially the faculty in the university is the challenge to initiating the programs for sustainable internationalization in developing countries faculty development and engagement are important to meet internationalization indicators otherwise, the score will be poor on the indicators of international knowledge, awareness, and competence.

Furthermore, language is the main challenge to the internationalization of education. It is believed that English is the main language that is currently incorporated in international education. Language is the main communication challenge for all those students who are non-native speakers and performance is the obstacle in exchange programs for international students. Many countries excluded foreign students from exchange programs at higher education levels because of language barriers. International language is very important for internationalization. The leadership of the universities should upgrade language according to international stander.

Internationalization of higher education can be achieved in overall institutions of the world when it is regarded as "team responsibility" when it includes academics (faculty, deans, heads of departments, and curriculum and instructions) and administration (registrar, accounts, and admissions) that all commit to the process and take time to integrate an international and intercultural perspective within the institution.

Conclusion

In the second half of the last century, international education was famous for comparative education or development studies and it was an individual scholarly matter however this concept shifted from institutional, to national and now became international agenda. Interventions divide

interests rapidly hence the increasing number of practitioners highly focused on market-driven professions to enhance personal skills. Internationalization reflects diversity and complicity to meet the need for global market-driven skills and professions. In this regard, higher education institution never isolates them from the rest of the world. In this regard, the Public universities of Karachi possess a broader vision of internationalization to update their administrative and academic system to provide internationally competitive education and skills to the students for the combat performance to impact their country's economy and development. However, because of a list of challenges, the process may take more time.

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