

**Accessing international perspectives: Exploring the Opportunities and Challenges of Students studying from the Foreign-Educated Faculty members at University Level**

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**ABSTRACT**

*This study examines the opportunities and challenges of students studying from foreign-educated faculty in public sector universities. Drawing 10 focus group discussions with students, the research explores how the global crisis has reshaped academic environments and the integration of international perspectives in higher education. Participants highlighted the potential for enhanced collaboration and innovation, leveraging their diverse educational backgrounds to contribute to institutional resilience and students' abilities. Despite these opportunities, foreign-educated faculty members encountered several challenges that students also face. Through foreign educated faculty, the sudden shift to online teaching and the ensuing digital divide revealed significant disparities in access to resources and technology and facilitate more to the student. The findings revealed that foreign-educated faculty bring a wealth of international knowledge and diverse pedagogical approaches, which are highly valued in fostering global perspectives among students. Moreover, the shift to online education has exacerbated issues related to technological infrastructure and access, particularly in resource-constrained settings. Foreign-educated faculty often face difficulties in adapting their teaching methods to these limitations, which can hinder their effectiveness and the overall quality of education. The findings suggested that public sector universities need to adopt comprehensive strategies to support foreign-educated faculty in the post-COVID era. The study recommended the robust digital infrastructure, fostering inclusive and flexible policies for foreign educated faculty.*

**Keywords:** Foreign Education, faculty, COVID -19, Opportunities, Challenge

**INTRODUCTION**

Public universities are increasingly turning to international talent to enrich their academic communities, expand global connections, and foster cross-cultural exchange. Foreign-educated faculty bring diverse perspectives, innovative research methodologies, and valuable international connections to advance teaching, research, and institutional development. However, the COVID-19 pandemic has created both opportunities and challenges for these faculty, impacting their roles, experiences, and contributions to public universities (Torquer, 2020). Higher Institutions needed to speedy examine and improve their IT systems to assist far-flung getting to know, collectively with making an investment in software program platforms, enhancing internet connectivity, and presenting gadgets for students lacking suitable enough generation get right of entry. However, disparities in virtual sources continued, with marginalized students Disproportionately affected by restricted access to high-tempo internet, appropriate gadgets, or quiet have-a-look-at areas. Addressing the inequities has ended an urgent undertaking for institutions striving to make certain equitable getting-to-know opportunities for all college students (Jena, 2020).

By leveraging each other's strengths and sources, institutions can offer universities students' entry to a broader variety of instructional opportunities, foster cross-cultural understanding, and deal with worldwide challenges via collaborative research and innovation. Proficiency in the language of education posed a significant hurdle for overseas knowledgeable college individuals, especially in English-speaking countries in which English is the number one medium of instruction. Even for faculty members with sturdy English language capabilities, the nuances of educational discourse and cultural conventions ought to gift demanding situations in efficiently speaking thoughts, coaching courses, or taking part in instructional discussions. The pressure to excel in their academic careers whilst adapting to brand-new cultural and social surroundings can contribute to stress, burnout, and emotions of isolation in overseas-educated universities (Tarkar, 2020).

Moreover, Opportunities may additionally arise for foreign-educated faculty to leverage their information in digital innovation to develop and deliver enticing and effective online publications, enhance student studying experiences, and contribute to institutional efforts to integrate the era into coaching and getting-to-know practices. Participation in professional development sports and networking opportunities can help the foreign-knowledgeable college expand their professional networks, enhance their abilities and understanding, and live abreast of modern-day developments and nice practices in their fields. The shift towards virtual conferences, seminars, and workshops has facilitated greater participation and collaboration amongst students from diverse geographical places (Zaman and Mohsin, 2014).

Moreover, knowledgeable university individuals now have increased possibilities to engage in international instructional networks, alternate thoughts, and collaborate with colleagues from around the world. Foreign-knowledgeable university contributors can play a pivotal function in using internationalization efforts by contributing to the development of a worldwide curriculum, fostering intercultural competence amongst students, and facilitating global studies partnerships and collaborations. Collaborative research projects concerning multidisciplinary teams and pass-border partnerships are increasing the number of valued (Zaman and Mohsin, 2014).

Teachers adeptly applied video conferencing structures and online collaboration tools to recreate the interactive mastering enjoyed inside the confines of college students' homes. This shift demanded now not most effective technical proficiency but innovative pedagogical processes to hold student engagement and facilitate meaningful studying studies. As the world gradually emerges from the shadow of the pandemic, the training learned from this era of version will preserve to tell and shape the panorama of training, fostering a subculture of innovation (Valenok et al., 2017). The absence of face-to-face interactions and the blurred barriers between paintings and personal existence can negatively affect productivity and engagement. Additionally, the dearth of casual interactions with colleagues can preclude collaboration and know-how sharing, potentially slowing down the development of studies initiatives and different educational endeavors. Moreover, the blurring of limitations between work and personal existence can bring about burnout and fatigue, as university individuals discover themselves working longer hours without breaks or time for self-care (Esses et al., 2021; Odelia, 2022).

In public universities, college students may additionally view foreign-knowledgeable college participants as bringing diverse views and worldwide information to the lecture room. These college members can be seen as enriching the instructional experience by way of introducing international perspectives and fostering move-cultural expertise. Moreover, students at personal universities may area a premium on practical relevance and industry connections in their training, which can affect their perceptions of overseas-educated college participants whose expert networks may be focused in one-of-a-kind geographical regions. In a few instances, college students might also view overseas-knowledgeable faculty individuals as bringing precious worldwide views and various knowledge to the university room, improving exceptional education and broadening college students' international outlook. While a few students can also embrace the diversity and international perspectives that foreign-educated faculty contributors convey, others may harbor reservations or issues (Plotnikova and Adhikari 2023).

#### **Statement of the Problems**

Having foreign-educated faculty at public universities offers potential benefits in terms of diversity, innovation, and global connectivity, but it also presents several complex challenges. Understanding the opportunities and barriers faced by these faculty in the post-COVID-19 era is essential for policymakers, administrators, and academic stakeholders to effectively support their inclusion and maximize their contributions to academia. This study attempts to explore the opportunities and challenges for foreign educated faculty in the public and the private sector universities after COVID-19.

### **Research Aim and Objectives**

There are the following objectives:

- To investigate the opportunities for students from foreign-educated faculty in post-COVID-19 universities.
- To explore the challenges of students faced by foreign-educated faculty in public and private sector universities.
- To explore strategies can be implemented to maximize the contributions of foreign-educated faculty in public and private sector universities.

### **Research Questions**

There are the following research questions in this study:

- What are the opportunities existing for students foreign-educated faculty in universities?
- What are the perceived challenges for students from foreign-educated faculty face in the public and the private sector universities?
- What strategies can be implemented to maximize the contributions of foreign-educated faculty in the public and private sector universities?

### **Significance of the Study**

First all, this study anticipates looking upon the opportunities in the public and private universities for foreign educated faculty. Additionally, the area of study broadens and includes international understanding. This study is delimited to examining the experiences of foreign-educated faculty members in public and private sector universities within universities during, specifically from early 2020 to the present. The students studying from foreign educated faculty often come from diverse backgrounds, and their integration into universities allows them to create an inclusive environment for students and staff. However, they may also face systemic challenges such as respect and pay, immigration issues and difficulties of cultural integration. Understanding these challenges is essential to creating policies and practices that ensure equity and inclusion, not only for outside educators, but for all members of the academic community.

### **LITERATURE REVIEW**

The COVID-19 pandemic has profoundly affected higher education establishments internationally, triggering good-sized shifts in coaching, learning, and administration. With the fast spread of the virus, establishments were pressured to swiftly transition from traditional in-person education to faraway studying modalities. This sudden shift posed numerous challenges, along with technological barriers, fairness concerns, and pedagogical modifications. Many establishments struggled to evolve their curricula and coaching strategies to suit online structures, exacerbating current instructional disparities. Moreover, the closure of campuses disrupted campus existence, student engagement, and extracurricular sports, impacting students' holistic improvement (Shahzad et al., 2021). Financial stress emerged as some other crucial trouble, with establishments facing sales losses from reduced enrollment, canceled occasions, and reduced funding. Additionally, international scholar mobility declined because of travel restrictions, affecting each institutional diversity and revenue stream. As higher schooling continues to navigate the pandemic's uncertainties, institutions must innovate, prioritize student well-being, and address systemic inequalities to foster resilience and adaptability in post-COVID technology (Torquer, 2020).

The pandemic brought about a fast evolution in teaching methodologies, pushing educators to include online structures and remote shipping strategies. While a few establishments had already integrated era

into their coaching practices, many college members confronted a steep studying curve in transitioning their publications to digital formats. This shift necessitated the development of recent virtual skills and educational strategies to interact with college students successfully in online surroundings (Rashid and Yadav, 2020). Moreover, educators needed to grapple with problems including virtual accessibility, scholar participation, and the lack of face-to-face interplay, requiring creative solutions and ongoing guidance from institutional sources. The pandemic underscored the important importance of strong technological infrastructure in higher training (Lemoine and Richardson, 2020).

Institutions needed to speedy examine and improve their IT systems to assist far-flung getting to know, collectively with making an investment in software program platforms, enhancing internet connectivity, and presenting gadgets for students lacking suitable enough generation get right of entry. However, disparities in virtual sources continued, with marginalized students disproportionately affected by restricted access to high-tempo internet, appropriate gadgets, or quiet have-a-look-at areas. Addressing the inequities has ended an urgent undertaking for institutions striving to make certain equitable getting-to-know opportunities for all college students (Jena, 2020).

The pandemic took a toll on scholars' intellectual fitness and well-being because the upheaval of campus closures, social isolation, and monetary uncertainty heightened stress and tension ranges. The shift to some distance flung studying brought its non-public set of challenges, together with emotions of disconnection, educational disengagement, and hassle preserving artwork-life balance (Turnbull et al., 2021). Moreover, college students faced disruptions in housing, employment, and access to critical offerings, exacerbating gift socio-financial disparities. Recognizing the significance of helping scholars' intellectual fitness, establishments multiplied counseling services, established digital help organizations, and executed well-being tasks to sell resilience and coping strategies through the one's tough instances (Jacob et al., 2020).

In the public universities, college students may additionally view foreign-knowledgeable college participants as bringing diverse views and worldwide information to the lecture room. These college members can be seen as enriching the instructional experience by way of introducing international perspectives and fostering move-cultural expertise. Additionally, public university students can recognize the opportunity to study with college participants who've been knowledgeable in prestigious institutions abroad, perceiving them as presenting notable instruction and mentorship (Ahmad et al., 2024).

Contrary, student perceptions of foreign-knowledgeable college members in non-public universities may additionally range because of the emphasis on personalized interest and smaller class sizes often a function of private institutions. Students may also expect a greater degree of familiarity and rapport with faculty members, which can present challenges for foreign-knowledgeable instructors who may be less familiar with nearby cultural norms and communication styles (Leng, 2013). Moreover, students at personal universities may area a premium on practical relevance and industry connections in their training, which can affect their perceptions of overseas-educated college participants whose expert networks may be focused in one-of-a-kind geographical regions (McConnell, 2017).

Overall, scholars' perceptions of foreign-educated college members in public and private universities may be influenced by using a selection of factors, consisting of cultural backgrounds, institutional contexts, and male or woman experiences (Adeyanju, and Olatunji 2022). However, fostering open verbal exchange, cultural expertise, and opportunities for collaboration among faculty and college students can assist in bridging ability gaps in perception and enhance the overall instructional revel for all members of the instructional community (Ismail, 2014).

Student perceptions of foreign-knowledgeable faculty contributors in public and private universities can vary based on a multitude of factors, such as cultural background, educational field, and character experiences. In a few instances, college students might also view overseas-knowledgeable faculty individuals as bringing precious worldwide views various knowledge to the university room, improving exceptional education and broadening college students' international outlook (Sabic-El-Rayless, 2013). These faculty members can be visible as enriching the educational surroundings through their precise

coaching patterns and cultural insights, fostering a dynamic and inclusive studying revel (Ball and Chik, 2001).

Conversely, a few students may additionally harbor reservations or biases closer to overseas knowledgeable faculty individuals, perceiving them as much less acquainted with local educational systems, language obstacles, or cultural differences that would doubtlessly impact their coaching effectiveness (Busekist and Keeley, 2018). In comparison, college students in public universities may additionally have various attitudes relying on the degree of publicity to worldwide university individuals and the level of institutional assets allotted to supporting their integration (Abu Dawood, 2015). Overall, scholar perceptions of foreign-knowledgeable college individuals in public and personal universities are complex and multifaceted, formed with the aid of an aggregate of individual reviews, cultural biases, and institutional dynamics. While a few students can also embrace the diversity and international perspectives that foreign-educated faculty contributors convey, others may harbor reservations or issues (Yurt, 2018).

Additionally, universities can offer language aid services to help overseas knowledgeable university individuals enhance their talent in the language of instruction or communicate on the corporation. This may embody language courses, communicate organizations, or get right of access to language tutors to assist university individuals in beautifying their verbal exchange talents and conquering language barriers that can hinder their professional development and effectiveness in the university room (Ahmad et al., 2024). Mentorship applications also can be instrumental in assisting the expert improvement of foreign-knowledgeable university participants. Pairing them with experienced college mentors who can provide steering, advice, and resources can help them navigate the demanding situations of coaching, research, and academic existence in a new cultural and institutional context. Mentorship relationships can foster expert increase, facilitate integration into the educational community, and provide precious insights into navigating the instructional panorama (Terry et al., 2013).

Furthermore, universities can create professional development possibilities tailor-made to the specific needs and pursuits of overseas knowledgeable faculty people. This can also consist of workshops, seminars, and meetings targeted on topics together with pedagogy, studies methodologies, and provide writing, and booklet techniques. Providing get right of entry to to funding opportunities for studies and scholarly activities also can help the expert improvement of remote places-knowledgeable college members and assist them installation themselves as active people in their academic fields (Celik, 2012).

Lastly, fostering a culture of inclusion and appreciation for variety within the educational network is vital for supporting the professional improvement of overseas-informed college members. Universities can promote go-cultural statistics, have fun with the contributions of global faculty people, and create areas for communication and collaboration among colleges from numerous backgrounds. By enforcing those strategies, universities can efficaciously support the professional development and integration of distant places-knowledgeable university individuals, in the end enriching the academic network and advancing global collaboration and facts trade (Demask, 2007).

Provide language aid offerings, including language courses, communicate partners, and writing workshops, to assist decorate the English skill ability of distant places-knowledgeable college individuals. Enhancing language abilities can facilitate powerful communication with colleagues and students, in addition to enhancing their potential to post research in English-language journals (Viken et al., 2018). Pair foreign-educated university contributors with skilled mentors or peer manual networks to offer steorage, recommendation, and encouragement as they navigate the demanding situations of educational existence in new surroundings. Mentors can provide insights into institutional regulations and tactics, the percentage of satisfactory practices for training and studies, and provide an emotional guide in the direction of the adjustment length (Li et al., 2020). These opportunities can popularity on subjects which include pedagogy, research methodologies, furnish writing, and educational management empowering college participants to excel in their roles and growth in their careers. (Feeney, 2023).

## **METHODOLOGY**



This study contributes explains role of foreign faculty, especially using qualitative approaches such as semi-structured interviews. Interviews for this study were conducted in his five focus groups, each group consisting of five university-level science students. Focus group interviews were conducted by researchers investigating the role and importance of using advance techniques in improving the understanding opportunities and challenges for foreign educated faculty. The focus groups used in this study was carefully designed and implemented based on the situation so that respondents could answer the questions honestly. The qualitative method used in this study were carefully designed and conducted with the situation in mind so that respondents could answer the questions honestly. Also, the qualitative method was distributed to university XYZ students, so the sample was large enough to draw clear conclusions. Researcher started data collection in a pilot study and a pilot qualitative method was distributed to 10 university-level students (male and female) before the study was conducted. Snowfall and purposefully sampling techniques were used for collection of data.

### **FINDINGS**

The following were the main themes which emerged from the interview data:

- Opportunities for students with foreign educated faculty in private or public sector universities.
- Challenges for students with foreign educated faculty in private or public sector universities.
- Bridge the gap for foreign educated faculty with students

### **Thematic Findings**

#### **Theme 1: Opportunities for students with Foreign Educated Faculty in Private or Public Sector Universities**

Participants were inquired about the Opportunities for Foreign Educated Faculty in Private or Public Sector Universities. They were asked and probed to talk about their viewpoint and thoughts on the Opportunities for Foreign Educated Faculty in Private or Public Sector Universities. They were asked about the Opportunities for Foreign Educated Faculty in Private or Public Sector Universities.

Hence, the foreign-educated staff brings one-of-a-kind skills, empowering colleges to offer a more extensive run of courses. These differing qualities improve the scholarly portfolio. Understudies' advantage from a broader instructive encounter

*“They can develop and implement cutting-edge curricula that integrate global trends. This keeps the education programs current and relevant. Such innovation attracts more students and enhances learning outcomes (G1S1).”*

Hence, they can create and actualize cutting-edge educational programs that coordinate worldwide patterns. This keeps the instruction programs current and significant. Such advancement.

*“Foreign-educated faculty often have interdisciplinary knowledge, allowing them to teach across different subjects. This approach promotes critical thinking. Students gain a more holistic understanding of complex issues (G5S2).”*

Hence, Foreign-educated staff regularly have intriguing information, permitting them to instruct on distinctive subjects. This approach advances basic considering. Understudies pick up a more all-encompassing understanding of complex issues

*“Their international background introduces students to diverse cultural viewpoints. This fosters global awareness and cultural sensitivity. It prepares students for careers in an interconnected world (G4S5).”*

Hence, their worldwide foundation presents understudies to different social perspectives. This cultivates worldwide mindfulness and social affectability. It plans understudies for careers in an interconnected world

*“They can incorporate modern teaching methods and technologies into their courses. This includes online learning platforms and interactive tools. These methods make learning more engaging and effective (G5S3).”*

Hence, they can consolidate present day instructing strategies and advances into their courses. This incorporates online learning stages and intelligently devices. These strategies make learning more locks in and viable

*“Foreign-educated faculty often bring strong research backgrounds to their teaching. They can integrate their research findings into the classroom. This provides students with the latest knowledge and developments in their fields (G5S4).”*

Therefore, foreign-educated workforce regularly brings solid inquire about foundations to their instructing. They can coordinate their inquire about discoveries into the classroom. This gives understudies with the most recent information and advancements in their areas.

*“I think Foreign-educated faculty can form research partnerships with universities worldwide. These collaborations enhance the scope and impact of research projects. They foster the exchange of ideas and resources (G5S2).”*

Hence, foreign-educated staff can frame inquire about organizations with colleges around the world. These collaborations upgrade the scope and effect of inquire about ventures. They cultivate the trade of thoughts and assets.

*“According to me they can tap into international funding sources such as grants from foreign governments, NGOs, and multinational corporations (G5S4).”*

Therefore, they can tap into universal financing sources such as gifts from outside governments, NGOs, and multinational organizations. This extra financing bolsters cutting-edge inquire about. It moreover reduces budgetary limitations confronted by the domestic institution.

Collected data showed that most of the participants have 10 to 12 years' experience as a foreign faculty member. They started lack of facilities. For Example, a participant stated:

*“We should have to develop good institutes and provide good environment. projectors may not be available, consider alternative technology solution such as whiteboard or smart board (G1S1).”*

Hence, we ought to need to create great establishing and give great environment. projectors may not be accessible, consider elective innovation arrangement such as whiteboard or keen board. organize workshops or preparing sessions for instructors centered on successful educational methods. Participants were inquired about the Evolving foreign educated faculty in private/public sector universities. They were asked and probed to about their viewpoint and the foreign educated faculty in the private/public sector universities. Therefore, they use a variety of instructional strategies, such as experiential learning and flipped classrooms, to improve comprehension and student engagement.

*“This is my idea incorporating interdisciplinary approaches, they encourage students to explore connections between different fields, fostering holistic understanding and critical thinking (G5S2).”*

Hence, by utilizing interdisciplinary methodologies, they promote critical thinking and holistic understanding by encouraging students to investigate links across many subjects.

*“This is my idea they develop and implement strategic plans that align the university's academic goals with global trends, ensuring relevance and competitiveness on an international scale (G4S3).”*

They develop and implement strategic plans that align the university's academic goals with global trends, ensuring relevance and competitiveness on an international scale.

*“This is my idea they cultivate partnerships with international institutions, enhancing opportunities for student and faculty exchanges, joint degrees, and dual programs that enrich the academic experience (G4S5).”*

Hence, they cultivate partnerships with international institutions, enhancing opportunities for student and faculty exchanges, joint degrees, and dual programs that enrich the academic experience.

*“I think that through their leadership roles, they contribute to shaping global education policies and practices, advocating for ethical and equitable standards in higher education (G5S3).”*

Therefore, through their leadership roles, they contribute to shaping global education policies and practices, advocating for ethical and equitable standards in higher education. Collected data showed that most of the participants Cross-Cultural Collaboration and Research. For Example, one participants pointed as:

*"I think that collaborating across cultures enhances research by integrating diverse viewpoints, enriching the depth and breadth of academic inquiry. Collaborations involve local communities, ensuring research relevance and fostering mutual learning and empowerment (G5S2)."*

Therefore, by pooling resources and expertise from different cultural contexts, collaborations yield solutions that address complex global issues more comprehensively. Collaborations across cultures often span disciplines, fostering interdisciplinary insights that spark innovative approaches to societal challenges. Hence, by providing students with direct exposure to many cultures and educational systems, faculty involvement in study abroad programs enhance students' educational experiences.

*"According to me by integrating international perspectives, faculty prepare students to be adaptable and culturally sensitive professionals capable of thriving in diverse global environments (G5S1)."*

Hence, students' grasp of international concerns is expanded, and they are better prepared for global citizenship when education incorporates cross-cultural viewpoints and global case studies.

*"According to me offering flexible learning pathways and adaptive technologies accommodates diverse learning styles and promotes individualized student growth. (G1S2)."*

Hence, diverse learning styles are accommodated and personalized student success is encouraged by providing flexible learning pathways and adaptive technologies. Prioritizing critical thinking and problem-solving abilities enables students to critically evaluate information and make defensible decisions in a variety of situations.

*"According to me Integrating soft skills development such as communication, leadership, and teamwork prepares students for effective collaboration in multicultural settings. (G5S1)."*

Hence, continuous improvement in educational results is fostered by pedagogical techniques that adapt to changing needs in education and the wider world. This is ensured through the use of constant assessment and feedback procedures. include the development of soft skills like leadership and communication. This data indicates, the students' grasp of international concerns is expanded, and they are better prepared for better and equipped when education incorporates cross-cultural viewpoints and global case studies. Fostering interdisciplinary cooperation between educators and learners fosters comprehensive comprehension and inventive responses to intricate worldwide issues. Hence, students are better prepared to critically evaluate information and make defensible decisions in a variety of situations when critical thinking and problem-solving abilities are prioritized from the foreign educated faculty in spite of all challenges.

## **DISCUSSION**

Data from focus group reveals that students feel they value video in the classroom. The syllabus they had to teach was based on the content covered, but the exams set for students rewarded the correct rendering of that content. Financial stress emerged as some other crucial trouble, with establishments facing sales losses from reduced enrolment, cancelled occasions, and reduced funding. Additionally, international scholar mobility declined because of travel restrictions, affecting each institutional diversity and revenue stream. As higher schooling continues to navigate the pandemic's uncertainties, institutions must innovate, prioritize student well-being, and address systemic inequalities to foster resilience and adaptability (Torquer, 2020). we should have to develop good institutes and provide good environment. projectors may not be available, consider alternative technology solution such as whiteboard or smart board. organize workshops or training sessions for teachers focused on effective pedagogical techniques.

The pandemic brought about a fast evolution in teaching methodologies, pushing educators to include online structures and remote shipping strategies. While a few establishments had already integrated era into their coaching practices, many college members confronted a steep studying curve in transitioning their publications to digital formats. This shift necessitated the development of recent virtual skills and educational strategies to interact with college students successfully in online surroundings (Rashid and Yadav, 2020). Moreover, educators needed to grapple with problems including virtual accessibility, scholar participation, and the lack of face-to-face interplay, requiring creative solutions and ongoing guidance from institutional sources. The pandemic underscored the important importance of strong



technological infrastructure in higher training (Lemoine and Richardson, 2020). There is a huge gap in income that you have returned as a foreign educated person you are getting a little salary even within the basics then there are problems of inflation in Pakistan there are problems of accommodation in Pakistan that people come from abroad Foreign-educated faculty bring unique expertise, enabling universities to offer a wider range of courses. This diversity enhances the academic portfolio. Students benefit from a broader educational experience They can develop and implement cutting-edge curricula that integrate global trends.

As higher education adapts to the brand-new ordinary, establishments want to stay agile, responsive, and attuned to emerging tendencies to thrive in a post-pandemic global is similar to (Tarka, 2020). Students gain a more holistic understanding of complex issues Their international background introduces students to diverse cultural viewpoints. This fosters global awareness and cultural sensitivity. It prepares students for careers in an interconnected world They can incorporate modern teaching methods and technologies into their courses. This problem ought to hinder overseas-educated college individuals' capacity to steady employment, obtain expert licensure, or enhance their careers inside the host United States's higher schooling device (Buchan et al., 2022). Their international experience can contribute to more effective governance. This can lead to better decision-making and strategic planning Foreign-educated faculty can oversee the development of new curricula, incorporating international best practices. This ensures that programs remain relevant and competitive. Their leadership can drive academic excellence Foreign-educated faculty can form research partnerships with universities worldwide. These collaborations enhance the scope and impact of research projects. They foster the exchange of ideas and resources.

It is noted that Limited admission to informal networks, professional institutions, and disciplinary groups ought to prevent possibilities for collaboration, research partnerships, and professional advancement is similar to (Odelia, 2023). They cultivate partnerships with international institutions, enhancing opportunities for student and faculty exchanges, joint degrees, and dual programs that enrich the academic experience. Opportunities may additionally arise for foreign-educated faculty to leverage their information in digital innovation to develop and deliver enticing and effective online publications, enhance student studying experiences, and contribute to institutional efforts to integrate era into coaching and getting-to-know practices is similar to (Plotnikova and Adhikari, 2023). By pooling resources and expertise from different cultural contexts, collaborations yield solutions that address complex global issues more comprehensively. Collaborations across cultures often span disciplines, fostering interdisciplinary insights that spark innovative approaches to societal challenge Foreign-educated faculty introduce varied cultural viewpoints that enrich discussions in classrooms and research settings, fostering a more inclusive academic environment.

## **CONCLUSION**

Foreign-educated faculty bring diverse cultural perspectives and global insights, enriching the academic environment and fostering a more inclusive educational experience for students. Their international networks facilitate collaborative research opportunities, driving innovation and contributing to the institution's academic prestige and research output. Exposure to different educational systems enables foreign-educated faculty to introduce new teaching methodologies and curricula, enhancing the overall quality of education. The integration of foreign-educated faculty into educational institutions in Pakistan presents both significant opportunities and challenges. On the positive side, these individuals bring diverse expertise, innovative curricula, interdisciplinary knowledge, global awareness, modern teaching methods, and strong research backgrounds. They can enhance the academic portfolio, promote critical thinking, foster cultural sensitivity, and improve learning outcomes. Additionally, their leadership roles and research partnerships can drive institutional performance and academic excellence.

However, the transition is not without its difficulties. Income disparity, economic challenges, resource limitations, institutional resistance, and cultural differences pose substantial obstacles. Securing international funding and navigating administrative hurdles are also challenging. Furthermore, adapting to new teaching methods and ensuring the sustainability of innovative programs require ongoing effort and

support. Regularly evaluate the effectiveness of new curricula and teaching methods to maintain high educational standards. Provide leadership training for foreign-educated faculty to prepare them for senior administrative roles. Encourage their involvement in strategic planning and policymaking to leverage their international experience for institutional growth. The effective integration of foreign-educated faculty requires strategic efforts, including the development of supportive institutional policies, the simplification of bureaucratic processes related to qualification recognition and visa procurement, and initiatives to promote cultural sensitivity and inclusivity within the academic community.

By addressing these challenges with targeted policies and support mechanisms, universities can fully leverage the potential of foreign-educated faculty, leading to enhanced educational outcomes, increased global engagement, and improved institutional reputation in the post-COVID-19 landscape. Develop competitive salary packages and provide financial incentives to attract and retain foreign-educated faculty. Implement policies to assist with accommodation and cost-of-living adjustments to ease their transition back to Pakistan. Encourage institutions to be open to new ideas and methods introduced by foreign-educated faculty. Create a collaborative environment that values and integrates diverse cultural and educational perspectives. Facilitate access to international funding sources and provide support in grant applications. The researchers highly recommended to the vice chancellor, HEC, policy makers that to invest in alternative technological solutions In universities like smart boards and whiteboards to compensate for the lack of projectors. Conduct workshops and training sessions focused on effective pedagogical techniques for all faculty members and to provide continuous professional development opportunities to help faculty stay updated with global educational trends.

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