



The Effect of Digital Globalization on Teaching Practices in Higher Education in Karachi; Quantitative Study of Private & Public Universities

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Abstract

*This research study aims to investigate the influence of cultural and digital globalization on teaching and learning practices in higher education, specifically public and private universities in Karachi. It addresses the gap in the recent empirical studies on how higher education institution of Karachi adapts to global pedagogical trends while navigating local constraints. Descriptive survey design was used to collect data from 195 faculty members and students across both public and private universities of Karachi of various disciplines to explore the influence and their perception of digital globalization's impact on teaching and learning practices of higher education in Karachi. Research results revealed that digital globalization positively impacted teaching and learning in the context of higher education using digitalization, global content access, and diverse teaching methodologies. Data were collected using a validated 15-item questionnaire adapted from Kalsoom et al. (2018), with reliability confirmed through Cronbach's alpha ($\alpha = 0.85$). Statistical analysis, conducted in SPSS, included descriptive statistics, independent-samples *t*-tests, Pearson correlations, and multiple regression to examine relationships between globalization dimensions and teaching practice. The research Findings revealed a statistically significant and positive relationship between globalization and teaching practices ($R^2 = 0.783$, $p < 0.001$). Public university respondents reported higher perception scores than their private-sector counterparts ($p < 0.001$). In conclusion, the study asserts that globalization has an active influence on educational practices in Karachi's universities. The Study also suggests that context-sensitive and evidence-based strategies must be implemented for institutions to remain competitive and globally responsive to support faculty members and students in navigating the complexities of a globalized academic environment.*

Keywords: Globalization, Higher Education, Teaching Practices, Institutional Challenges,



Introduction

Background of Study

Globalization has significantly changed the course of higher education across the world by reforming and reshaping the teaching and learning practices through national and international collaboration, using digital technologies, and increasing emphasis on the student-centered pedagogical approaches. In Pakistan, specifically in urban areas like Karachi, the trends and shifts are unfolding in complex and specific way of cultural context of the city. Globalization by incorporating new digital technologies, adopting the globalized curricula and internationally recognized teaching and learning practices not only open the doors for academic growth and opportunities but also it amplifies the existing structural disparities and cultural constraints. (UNESCO,2023; Qadir & Schweisfurth, 2023)

The Recent research studies highlights that in Pakistan universities, globalization-driven advancement in Information and Communication Technologies (ICTs) have accelerated the pedagogical changes and shifts. According to Ashiq & Habib (2025); Qayyum et al, faculty members are increasingly adopting digital, inquiry-based teaching and collaborative strategies that align international standards. In Sindh, an approach of global education reform of blending learning and its implementation has not only enhanced peer collaboration, teaching learning practices but also student engagement. Nevertheless, tenacious challenges such as inadequate infrastructure, digital inequality, and a lack of structured training continue to impede the effective integration of these innovations (Ali & Ullah, 2023; Nankhantee, 2025; Soomro et al., 2022).

According to research Studies of Shah, Saleem, and Ahmed (2019), focused on Karachi, highlight emerging concerns around “cultural imperialism,” where global academic norms infiltrate local institutions like the University of Karachi and NED University, influencing knowledge production and educational values. Zahra et. al., (2024) also note that internationalization and STEM comfort in Pakistani universities are reproducing global hierarchies, often to the detriment of local disciplines (Measuring Globalization, 2024).

At a broader system level, Anka (2019) shows that globalization has expanded teaching–research linkages and ICT-driven learning in Pakistan, while also underscoring the need for robust investment in research infrastructure and digital platforms (Anka, L. M., 2019). Policy discussions echo a broader call for higher education reform. Safdar (2024) argues for curricula aligned with twenty-first-century competencies—such as critical thinking, sustainability literacy, and emotional intelligence—to prepare graduates for a globally interconnected and rapidly changing world. In Karachi, institutions like Sindh Madrassa tul Islam University, Aga Khan University, and Bahria University are actively embracing internationalization, digital learning, and collaborative research initiatives, though their efforts remain uneven across institutions and disciplines.

Disparities in digital infrastructure and uneven faculty training continue to inhibit the full realization of globalization’s pedagogical benefits. Together, these developments form the



backdrop of this study, which examines how globalization is shaping teaching and learning in Karachi—exploring transformations in pedagogy, curriculum, institutional practices, and the tensions between global norms and local needs.

Literature Review

The growing influence of digital globalization on higher education has become a subject of sustained attention among educational scholars over the past decade, with recent years witnessing a particular focus on its impact in post-pandemic contexts (Qadir & Schweisfurth, 2023; Rehman & Qureshi, 2023). Globalization refers to the increasing interconnectedness of societies, economies, and cultures driven by advancements in communication, transportation, and information technologies. Among the benefits of digitalization are the following: digitalization stimulates the senses of sight and hearing; interactive learning improves the quality of education; improves the ability to work with learning materials; presentational e-contents are convenient; ensures the quality of educational services (Prokopiv.L & Stynska.V., 2023). In the South Asian context, these changes have unfolded unevenly, with considerable variation between public and private universities (Ashiq & Habib, 2025; Soomro et al., 2022). Globalization has compelled higher education institutions worldwide to adapt their academic systems and teaching strategies to remain globally competitive. These global forces are reshaping not only what is taught but also how education is delivered, evaluated, and managed.

Evidence has always pointed to structural and pedagogic contrasts between private and public universities in how they approach internationalized education trends. Private universities focus on innovation, internationalization, and readiness for industry, employing English-medium instruction, technology-intensive learning spaces, and modular curricula (Khan & Bughio, 2019). Private institutions also promote pedagogic experimentation by employing flipped classrooms, project-based learning, and employing international faculty and guest lecturers.

On the other hand, public universities, although cognizant of global expectations, are frequently constrained by heavy-handed governance, archaic curricula, and few professional development programs for teaching staff (Akhtar et al., 2021). Consequently, the implementation of globalized pedagogical approaches is incomplete and erratic across departments. Students at private universities indicate higher exposure to global content and practices, while their public-sector peers receive more conventional, lecture-habituated instruction (Mahmood, 2022).

A substantial body of research considers the institutional and organizational readiness required to integrate globally influenced digital practices into higher education (Henseruk & Boiko, 2020; Ali & Jabeen, 2023). The fact that globalisation is a catalyst for pedagogical change, encouraging a move towards collaborative learning, critical thinking, and information literacy, facilitates the dynamic and complex relationship between teaching practices and globalization. Faculty readiness, institutional culture, available resources, and policy coherence all influence this kind of relationship.



The private universities in Karachi, which use flexible and competitive models, show a stronger connection between globalization and changed teaching methods. Through academic mobility programs, international research collaboration, and hybrid teaching approaches, public universities are also progressively adopting international standards (Naveed, 2020). However, there are disparities in the rate and scope of change. Similar findings are supported by regional research from developing nations like Bangladesh, Sri Lanka, and India: when accompanied by faculty training and institutional preparedness, globalization has a positive impact on teaching practices (Bandyopadhyay, 2018; Perera, 2019). The degree of this relationship's strength in Karachi is still influenced by the city's governance structures, higher education spending, and the academic leadership's willingness to accept change.

Theoretical Background

This research is grounded in a two-theory framework that combines Dependency Theory and Modernization Theory to explain critically how globalization has affected the pedagogy practices in tertiary education institutions in Karachi, Pakistan. Dependency Theory, as expounded by Frank (1967) and Dos Santos (1970), holds that past trends of exploitation have established structural dependencies among developing countries and developed countries, fostering intellectual and institutional dependency on the Global North. At the level of higher education, this is seen in what Altbach (2004) refers to as "academic dependency," when indigenous pedagogical traditions are brought under the heel of exported educational models, curricula, and examination systems. This, colloquially referred to as "academic neo-colonialism" (Tikly, 2004), is associated with concerns over the suppression of indigenous knowledge systems and pedagogical freedom. Conversely, Modernization Theory, based on Rostow's (1960) work, takes a linear view of globalization as a transformative factor that allows developing nations to become modern by embracing technological, institutional, and pedagogical reforms from more advanced environments. In the context of Pakistan's higher education, this theory underlies reforms to improve institutional quality, research, and competitiveness at the global level by conforming to international standards (Safdar, 2024). But critics like Santos (2014) have decried the universalism of Modernization Theory and cautioned against the unthinking copying of Western models in disregard of local socio-cultural contexts. In this regard, the theoretical framework offers a robust lens to study how globalization is restructuring teaching practices in Karachi universities either as a means of innovation and advancement or as a location of dependency and marginalization. This framework therefore informs the empirical research of the perceived influence, relevance, and contextual adaptability of international influences on local teaching practices.

During times of rapid globalization, higher education systems are witnessing profound changes in pedagogy, curricula, and institutional governance. Karachi, being Pakistan's premier urban academic center, is reflective of this by embracing foreign curricula, digital technology, and international standards. As per the research studies Altbach & Knight, (2007) and Zahra, Aijaz, & Rehmani, (2024) these reforms strive to impact, modernize higher education and enhance global



competitiveness, they create issues around cultural relevance, pedagogical alignment, and marginalization of indigenous knowledge systems

Universities in Karachi increasingly work within a globalized academic context formed by the Global North, leading to increasing academic reliance and minimal contextualization (Tikly, 2004). Furthermore, inequalities of access to technology, staff readiness, and resources at institutions—particularly between public and private institutions—compromise balanced application of globalized practice (Soomro et al., 2022). As much as national policy reforms are taking place, scant empirical research determines how globalization is impacting actual teaching practices in Karachi. This research fills that gap by investigating how students understand the advantages and difficulties of globalization at home academic institutions.

The main aim of this research is to investigate the overall effect of globalization on teaching practice in public and private universities of Karachi. It seeks to inquire about how globalization influences instructional techniques, role of faculty, and classroom relationships in view of global academic trends. The study also aims to compare the effect of globalization on teaching and learning practices in public and private sector universities. This comparison will assist in the identification of sector-specific differences, challenges, and opportunities and reveal a greater insight into the ways in which different institutional settings react to global forces in higher education.

Research Question

1. How globalization influences on teaching practices in Public and Private universities in Karachi?
2. What is the difference in the influence of globalization on teaching and learning practices between public and private universities in Karachi?
3. What is the relation between globalization and teaching practices in Public and Private universities in Karachi?

Research Hypothesis

H₀₁: Digital Globalization has no significant influence on teaching practices in public and private universities in Karachi.

H₀₂: There is no statistically significant difference in the influence of digital globalization on teaching and learning practices between public and private universities in Karachi.

H₀₃: There is a statistically no significant relationship between digital globalization and teaching practices in public and private universities in Karachi.

Research Design & Methodology

This research study utilized quantitative research design to examine the influence of globalization on teaching practices on higher education (Private & Public universities) in Karachi. The research aimed to explore the difference in influence of the globalization in private and public universities



of Karachi and perception of faculty members and students 'perception in terms of challenges and opportunities regarding the teaching methodologies associated with the globalization. Data was collected through an adapted questionnaire from the original work of Kalsoom et al. (2018). distributed among the targeted population (faculty members & Students) from both public and private higher education institutions in Karachi.

The sample for this study comprised faculty members and students currently affiliated with higher education institutions in Karachi. This approach ensured the inclusion of a broad spectrum of perspectives within the city's academic landscape. To capture a comprehensive understanding of the perceptions surrounding globalization, participants were selected from both public and private sector universities. A simple random sampling technique was employed to ensure each eligible participant had an equal chance of selection. The study targeted a total sample size of 195 respondents, which was deemed adequate to achieve sufficient statistical power and support reliable analysis

To ensure content validity and contextual relevance, the adapted version was reviewed by three subject matter experts in the field of higher education and globalization. Feedback from all three reviewers was carefully analyzed and incorporated into the final version of the questionnaire. Subsequently, a pilot test was conducted with a sample of 10 faculty members from higher education institutions located in the South District of Karachi. Based on their feedback, further modifications were made to enhance clarity, language, and relevance of the items. This iterative process ensured that the final instrument was both reliable and well-suited to the study's objectives and the local academic context.

The survey instrument was divided into three sections. Section A collected demographic information, including gender, age, academic qualifications, teaching experience, discipline, and university type. Section B featured Likert-scale items measuring faculty perceptions of globalization across dimensions such as academic competition, digital learning integration, cultural impacts, and international collaboration. Section C focused on issues like curriculum modernization, and the adoption of new teaching methods. Sections B and C used a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree) to quantify respondents' views on the effects of globalization in higher education.

Results and Analysis

The data collected from the survey questionnaire was analyzed by using SPSS (Statistical Package for the Social Sciences) tool. Both inferential statistical techniques and descriptive statistics including percentage, frequencies, mean and standard deviations along with the explanatory factor analysis (EFA) were employed to interpret the results. To assess the reliability and internal consistency of the Likert-scale items, Cronbach's alpha was computed, indicating an acceptable level of reliability for the instrument.

For inferential analysis, a range of statistical tests were conducted to examine group differences and relationships among variables. Independent samples t-tests were used to determine whether



there were statistically significant differences in influence of globalization on teaching practices in both the public and private universities of Karachi, in addition, Pearson correlation analysis was performed to identify relationships between globalization and the teaching & learning practices. These statistical techniques allowed for a comprehensive examination of the data and facilitated the identification of significant patterns and associations related to the influence of globalization on university education in Karachi. Table 1 below shows the results of Cronbach Alpha.

Table 1
 Represents the Reliability statistics of Data collection Tool

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.850	.853	15

The internal consistency of the 15-item questionnaire was assessed using Cronbach's Alpha. The analysis yielded a Cronbach's Alpha value of 0.850, and 0.853 based on standardized items, indicating a high level of internal reliability among the scale items. This suggests that the instrument used to measure perceptions toward globalization in education is statistically reliable and that the items are closely related in measuring the same underlying construct.

Table 2
 Represents the Demographic Data of Respondents

Table	Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
1	Gender	Male	96	49.2%	49.2%	49.2%
		Female	99	50.8%	50.8%	100.0%
		Total	195	100.0%	100.0%	
2	Age	25–30 years	55	28.2%	28.2%	28.2%
		31–35 years	61	31.3%	31.3%	59.5%
		36–40 years	41	21.0%	21.0%	80.5%
		41–45 years	15	7.7%	7.7%	88.2%
		46–50+ years	23	11.8%	11.8%	100.0%
		Total	195	100.0%	100.0%	
3	Qualification	MA/BS	105	53.8%	53.8%	53.8%
		M.Phil/MS	70	35.9%	35.9%	89.7%
		Ph. D	20	10.3%	10.3%	100.0%



		Total	195	100.0%	100.0%	
4	Teaching Experience	0–5 years	76	39.0%	39.0%	39.0%
		6–10 years	49	25.1%	25.1%	64.1%
		11–15+ years	70	35.9%	35.9%	100.0%
		Total	195	100.0%	100.0%	
5	Discipline	Education	125	64.1%	64.1%	64.1%
		Computer Science	12	6.2%	6.2%	70.3%
		Management Science	15	7.7%	7.7%	77.9%
		Social Sciences	41	21.0%	21.0%	99.0%
		Media Science	2	1.0%	1.0%	100.0%
		Total	195	100.0%	100.0%	

The above table 2 represents the demographic profile of the 195 respondents shows a balanced gender distribution, with 49.2% identifying as male and 50.8% as female, indicating near equal representation from both genders. The age distribution reveals that most participants fall within the younger to mid-career range, with 28.2% aged between 25–30 years and 31.3% between 31–35 years. Fewer respondents were aged 41–45 years (7.7%) and 46–50+ years (11.8%), suggesting that most participants were relatively early in their academic or professional trajectories.

In terms of educational qualifications, over half of the respondents (53.8%) held a master's degree or a BS degree, while 35.9% had attained M.Phil./MS degrees, and only 10.3% possessed a Ph.D., indicating a predominantly postgraduate-level respondent base with a small proportion of doctoral-level academics. Regarding teaching experience, 39.0% of participants had between 0–5 years of experience, suggesting many early-career professionals. Meanwhile, 25.1% reported 6–10 years of experience, and 35.9% had more than 10 years of experience, reflecting a moderately diverse range of experience levels among the sample.

The disciplinary background of respondents shows that the majority (64.1%) were from the field of Education, followed by Social Sciences at 21.0%. Other fields such as Management Sciences (7.7%), Computer Science (6.2%), and Media Science (1.0%) were less represented. This distribution indicates that the survey sample was predominantly composed of education professionals, which is relevant considering the study's focus on perceptions of globalization within educational contexts.

H₀₁: Globalization has no significant influence on teaching practices in public and private universities in Karachi.



The first hypothesis examines whether globalization significantly influences teaching practices in public and private universities in Karachi. Table 3 below shows the Group Statistics.

Table 3
Group Statistics

	University	N	Mean	Std. Deviation	Std. Error Mean
Universities	Private	123	19.4309	3.75496	.33857
	Public	72	21.2639	3.03497	.35768

The above table 3 represents the descriptive comparison between respondents from private and public universities on a composite perception score (presumably related to the teacher licensing framework or policy awareness). Respondents from private universities (N = 123) reported a mean score of 19.43 (SD = 3.75), while those from public universities (N = 72) reported a higher mean score of 21.26 (SD = 3.03). The standard errors (SE = 0.34 and 0.36, respectively) indicate relatively consistent estimates, suggesting reliable group means.

An Independent Samples t-test was conducted to examine whether there is a statistically significant difference in the perceived influence of globalization on teaching practices between faculty members from public and private universities in Karachi. Table 4 presents the results of the Independent Samples Test, which examines the differences in the perceived impact of globalization between faculty members from private and public universities

Table 4
Independent Samples Test

		t-test for Equality of Means							
		t	df	Significance		Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				One-Sided	Two-Sided			Lower	Upper
				p	p				
Universities	Equal variances assumed	-3.522	193	<.001	<.001	-1.83299	.52044	-2.85948	-.80651
	Equal variances not assumed	-3.722	173.959	<.001	<.001	-1.83299	.49251	-2.80505	-.86094

To determine whether this observed difference is statistically significant, the Independent Samples t-Test was conducted. The test assumes equal variances and reports a t-value of -3.522 with 193 degrees of freedom, and a two-tailed significance level of $p < .001$. The result remains significant even when the assumption of equal variances is not made (Welch's $t = -3.722$, $df = 173.959$, $p < .001$).



.001). The mean difference of -1.83 (95% CI: -2.86 to -0.81) indicates that public university respondents scored significantly higher than their private counterparts on the measured perception variable. This finding supports the objective of exploring institutional differences, suggesting that public sector universities have a more favorable or informed perception of the licensing framework compared to private institutions. Possible reasons for this difference might include closer administrative alignment with government-led reforms, higher exposure to policy updates, or differences in institutional capacity-building strategies. The purpose of the regression analysis was to examine the impact of selected independent variables (Item 2, Item 3, Item 4, Item 10, Item 11) on the dependent variable, Teaching and learning practices, which represents the average perception score of respondents toward a given construct (e.g., teacher licensing, policy acceptance, or training effectiveness, depending on the study context).

H₀₂: There is no statistically significant difference in the influence of globalization on teaching and learning practices between public and private universities in Karachi.

The second hypothesis posits that there is no statistically significant difference in the perceived impact of globalization on teaching and learning practices between faculty at public and private universities in Karachi. Table 5 represents the results of Pearson Correlation between the items.

Table 5
Pearson Correlations Results

		Item 2	Item 3	Item 4	Item 10	Item 11
GE2	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	195				
GE3	Pearson Correlation	.600**	1			
	Sig. (2-tailed)	<.001				
	N	195	195			
GE4	Pearson Correlation	.514**	.667**	1		
	Sig. (2-tailed)	<.001	<.001			
	N	195	195	195		
GE10	Pearson Correlation	.521**	.515**	.463**	1	
	Sig. (2-tailed)	<.001	<.001	<.001		
	N	195	195	195	195	
GE11	Pearson Correlation	.452**	.485**	.547**	.619**	1
	Sig. (2-tailed)	<.001	<.001	<.001	<.001	
	N	195	195	195	195	

** . Correlation is significant at the 0.01 level (2-tailed).

Table 5 represents the Correlation Matrix evaluates the strength and direction of linear relationships among the five key items or constructs labeled GE2, GE3, GE4, GE10, and GE11. All correlations are statistically significant at the 0.01 level, indicating robust internal coherence among the variables. Specifically, GE2 shows moderate positive correlations with GE3 ($r = 0.600$), GE4 ($r = 0.514$), GE10 ($r = 0.521$), and GE11 ($r = 0.452$), all at $p < .001$. This implies that as



responses to GE2 increase, responses to the other items also tend to increase, indicating consistency in how respondents perceive related aspects of the licensing policy or framework. Notably, the strongest correlation is observed between GE3 and GE4 ($r = 0.667$), followed by GE11 and GE10 ($r = 0.619$), suggesting that these constructs may be tapping into similar or overlapping dimensions of perception or readiness. For instance, GE10 and GE11 could represent applied or future-oriented components (such as motivation for professional development or institutional integration), which naturally correlate. The consistently significant and positive inter-correlations reflect good construct coherence, suggesting that these items collectively measure a unified perception or attitude toward teacher and learning resources, computer assisted learning and practices. This supports the construct validity of the instrument and aligns with the objective to empirically validate the theoretical structure underlying perception formation.

H₀₃: There is no statistically significant relationship between globalization and teaching practices in public and private universities in Karachi.

The third hypothesis examines whether there is no statistically significant relationship between globalization and teaching practices in public and private universities in Karachi. Table 6 below shows the model summary.

Table 6
Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.885 ^a	.783	.778	.24602

The regression model shows strong explanatory power, with an R value of 0.885, indicating a strong positive relationship between the predictors and the dependent variable. The R^2 value of 0.783 suggests that 78.3% of the variance in teaching and learning practices is explained by Items 2, 3, 4, 10, and 11. The Adjusted R^2 is slightly lower at **0.778**, indicating a robust model with minimal overfitting. The standard error of the estimate (0.24602) reflects a good fit between predicted and actual values.

This result aligns with the study's objective of identifying key dimensions that significantly influence stakeholder perceptions, suggesting that the selected items (Item 2, Item 3, Item 4, Item 10, Item 11) are meaningful contributors to explaining perception variation. Table 7 below shows the results of ANOVA.



Table 7
Model

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.352	5	8.270	136.638	<.001 ^b
	Residual	11.440	189	.061		
	Total	52.792	194			

Table 7 The above ANOVA table tests the overall significance of the regression model. The F-statistic is 136.638, with a corresponding p-value less than 0.001, indicating that the model is statistically significant. This means that the combination of independent variables (Globalization) significantly predicts the dependent variable (teaching and Learning Practices). The high F-ratio and the extremely low significance level demonstrate that the regression equation provides a better fit to the data than a model with no predictors.

This outcome supports the study's objective to empirically validate whether the identified variables have a statistically significant effect on shaping perceptions. Table 8 below shows coefficients.

Table 8
Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.190	.102		11.648	<.001
	GE2	.114	.023	.227	5.053	<.001
	GE3	.051	.030	.088	1.739	.084
	GE4	.145	.029	.241	4.937	<.001
	GE10	.158	.028	.261	5.585	<.001
	GE11	.174	.028	.295	6.334	<.001

The Coefficients table provides detailed insight into the unique contribution of each predictor variable: The data on the provision of rich material for teaching and learning. ($\beta = 0.227$, $p < 0.001$) has a significant positive effect on perception. For every one-unit increase in item 2, the perception score increases by approximately 0.114 units, holding other variables constant. Moreover, the data for opportunities for computer-assisted learning (CAL) ($\beta = 0.241$, $p < 0.001$) also significantly influences perception. It is the second most influential predictor in terms of standardized beta value, indicating its importance in shaping the dependent variable.

Item 10 Globalization has improved students' access to international scholarships ($\beta = 0.261$, $p < 0.001$) and item 11 ($\beta = 0.295$, $p < 0.001$) both have strong and statistically significant effects, with GE11 having the highest standardized coefficient. This suggests that GE11 is the most impactful



predictor of perception among the five variables. Item 3 (CAI), while showing a positive unstandardized coefficient ($B = 0.051$), is not statistically significant ($p = 0.084$), indicating that its individual contribution is weaker and may not reliably predict perception in this model. The significant predictors (Item 2, Item 4, Item 10, Item 11) align with the objective of identifying the most influential components affecting perception. The results imply that interventions or policy improvements focusing on the areas represented by GE4, GE10, and GE11 would likely yield the most substantial improvements in perception outcomes.

The results of both the group comparison and correlation analysis provide meaningful contributions to the study's aims: Group differences analysis clearly shows that public university participants hold significantly more favorable perceptions, indicating the need for targeted engagement and awareness-building within private sector institutions. This could involve clearer communication from regulatory bodies or tailored capacity-building efforts. Second, Inter-item correlation analysis confirms the internal reliability and conceptual alignment among the perception indicators. Statistical coherence among the items strengthens the credibility of the perception construct being measured and supports its use in further inferential analyses (such as regression, SEM, or factor analysis). Together, these findings offer both empirical validation of the constructions and policy-relevant insights, particularly for stakeholders interested in improving perception and implementation outcomes across different institutional types.

Conclusion and Discussion

Discussion

The findings of this study carry significant implications for educational policy, institutional planning, and faculty development within the higher education landscape of Karachi. The presence of statistically significant differences between public and private universities, alongside strong inter-item correlations and a highly predictive regression model, underscores the nuanced and multifaceted impact of globalization on teaching practices. The results indicate that policy interventions must account for institutional disparities. Public universities may require continued support in aligning with international standards, while private universities may benefit from more structured engagement strategies—such as policy dissemination, international partnership facilitation, and capacity-building initiatives—to enhance their readiness for globalization.

It is evident that public and private institutions experience globalization differently. Therefore, policymakers and institutional leaders should design differentiated strategies tailored to the distinct needs of each sector. These strategies should ensure equitable access to global teaching resources and opportunities for professional development. Respondents consistently recognized that globalization has facilitated the broader use of computer-assisted instruction (CAI) and computer-assisted learning (CAL), reflecting an increasing reliance on technology to enhance teaching effectiveness and student engagement (T. Kalsoom et al., 2020). Faculty members also acknowledged that globalization has enriched instructional materials, with increased access to international content, digital tools, and diverse pedagogical resources supporting more inclusive and contemporary learning environments.



Moreover, the study highlights the growing importance of globalization-related competencies, including digital literacy, international collaboration, and intercultural pedagogy—which should be systematically embedded into faculty development programs. Aligning teaching practices with evolving global standards will require a deliberate and sustained focus on such competencies.

Although this study presents strong quantitative evidence, it also reveals a need for deeper insight into how globalization is perceived and practiced across institutional types and academic disciplines. Future research should consider adopting mixed approaches, incorporating interviews, focus groups, or longitudinal case studies to more fully explore how globalization is understood, negotiated, and enacted in diverse teaching contexts.

Conclusion and Recommendations

This study explained the faculty perceptions of the impact of globalization on teaching and learning practices in public and private universities in Karachi. The research aimed to assess globalization influences teaching practices, differences between institutional types, and relationship between globalization and instructional change. The rejection of all three null hypotheses confirms a strong and statistically significant link between globalization and evolving pedagogical practices in higher education.

The findings revealed that educators across institutional types recognize globalization as a positive and transformative force, particularly in areas such as curriculum reform, professional development, technological integration, and research collaboration. A key insight was the widespread belief among respondents that globalization has opened opportunities for computer-assisted instruction (CAI) and computer-assisted learning (CAL), indicating a shift toward digital, globally informed teaching tools and resources. Furthermore, faculty reported that globalization contributes to enriched teaching-learning materials, enhanced access to international academic opportunities, and alignment with global educational standards.

While institutional type emerged as a significant variable public university faculty exhibited stronger perceptions of globalization's influence than their private-sector counterparts no statistically significant differences were observed across teaching experience. This suggests a relatively uniform perception of globalization's educational benefits, regardless of demographic differences, and highlights a shared acknowledgment of its value across the academic workforce.

The study also identified the need for differentiated institutional strategies. Public universities may continue benefiting from government-led globalization initiatives, while private universities require more targeted interventions to bridge gaps in global engagement and capacity. Additionally, the predominance of early-career faculty in the sample suggests the urgency of embedding globalization competencies such as digital pedagogy, intercultural communication, and international collaboration into induction and professional development programs.

Finally, while quantitative findings offer strong evidence of globalization's impact, there remains a need to explore contextual nuances. Future research should employ mixed-method approaches



and examine rural-urban disparities, as well as disciplinary variations, to gain deeper insights into how faculty interpret, negotiate, and apply global trends within local institutional environments.

In conclusion, this study affirms that globalization is not only reshaping higher education in Karachi but also actively influencing faculty approaches to teaching, learning, and academic collaboration. For higher education institutions to remain relevant and competitive, context-sensitive, inclusive, and evidence-driven policies must be adopted to foster global readiness among educators and students alike.

Based on the findings, the following recommendations are proposed:

- Establish national guidelines for global pedagogy integration, ensuring alignment with local educational priorities.
- Invest in digital infrastructure and faculty training programs to enhance CAL adoption.
- Develop institutional partnerships with globally ranked universities for collaborative curriculum development and research.
- Create internal globalization task forces to monitor and guide integration efforts in teaching practices.
- Embed global competency training including intercultural communication, digital literacy, and collaborative pedagogy into ongoing professional development programs.

The study is limited to universities in Karachi and may not reflect patterns in other region of Pakistan and finding rely on participants' reply which may be influenced by subjective biases. Further a longitudinal study to track the evolving influence of globalization on teaching practices over time may be conducted and involving the rural areas universities to explore the geographic variations in globalization's impact can be conducted.

In conclusion, this study affirms that globalization is not only reshaping higher education in Karachi but also actively influencing faculty approaches to teaching, learning, and academic collaboration. For higher education institutions to remain relevant and competitive, context-sensitive, inclusive, and evidence-driven policies must be adopted to foster global readiness among educators and students alike.



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