

A COMPREHENSIVE BIBLIOMETRIC ANALYSIS OF THE INTERNATIONALIZATION OF HIGHER EDUCATION AND STUDENT MOBILITY: INVESTIGATING SCHOLARLY TRENDS AND DYNAMICS

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Abstract

The rapid growth in international student mobility in the past decades has been a topic of increasing interest in the field of higher education research. This study aims to examine the evolution, trends and future directions of internationalization of higher education and student mobility through bibliometric analysis which serves as a method for understanding academic research dynamics through quantitative and statistical evaluations of literature. The global higher education landscape has experienced a consistent rise in the mobility of international students, driven by a growing desire among individuals to explore diverse academic experiences and engage in cross-cultural learning opportunities. This study uses the ‘SCOPUS’ database to collect and analyze the articles published from 1995 to 2023 using significant keyword searches. Along this line, the study draws the significant themes to understand the global trends as part of cross-cultural research in international education. The diversity of research areas within the field of internationalization of higher education and students’ mobility domain has led to various themes, such as (i) factors facilitating internationalisation of higher education, (ii) inclusion of internationalisation and globalization in higher education institutes, (iii) issues of equality, diversity and inclusion among students, (iv) adaptation to a new culture, (v) challenges for international students. This bibliometric analysis has the potential to contribute in the understanding of the trends on Internationalization of higher education and student’s mobility. Moreover this study further adds to the cross-disciplinary research to address the emerging issues in global higher education and offers a path of improvement in internationalization methods by synthesising existing research.

Keywords: International Student Mobility (ISM), bibliometric, Internationalization, Higher Education, cross-cultural opportunities.

1. Introduction

“Internationalization of higher education” (IoHE) and “International Students' Mobility” (ISM) have become prominent topics of discussion among academicians, practitioners, and policy-makers in recent years (Ghani et al., 2022). According to Van Der Wende (1996),

internationalization refers to "any systematic, sustained efforts that aim to make higher education (HE) responsive to meet the challenges and requirement for globalization of economy, societies and labour markets" (p. 26). This process of integrating Higher Educational Institutions (HEIs) and their stakeholders, including employees and students, into a world of globalization that is changing quickly is known as internationalization (Thi Thu Le et al., 2024). Internationalization includes diverse activities like the mobility of staff and students, the Internationalization of the Curriculum (IoC), standard quality assurance, and the establishment of international universities across foreign countries. Amongst these factors, mobility is the most significant factor of IoHE. It has four modes such as course mobility, student mobility, institution and expert mobility. Out of these four modes, most of the studies prefer student mobility (Tokas, 2017), which refers to the student movements across national borders to pursue HE. ISM is a behaviour of learning in a particular setting, emphasizing the educational program, teaching strategies, and cultural flexibility for international students (Zhao et al., 2005). Over the period of time the share of ISM in total mobility has increased, that leads to a diversity of different perceptions of mobility, location and motivations among the students (Tokas et al., 2023). According to UNESCO's Institute for Statistics (UIS), approx. 7 million ISM worldwide from 2000 to 2020. The continuously increasing demand for quality higher education drives student mobility. This demand reflects a global trend towards desire for credentials and educational excellence that can provide a competitive edge in the global market. Internationalization is one of the promising strategies for higher education systems to remain viable in an interconnected and globalized world (Khan et al., 2015; Li-Hua, 2011). It offers tremendous opportunity for extending collaborative networks among nations leading to economic growth and prosperity. It has also changed the classroom composition, leading to changes in the anatomy of teaching curriculum and pedagogy (Lomer & Mittelmeier, 2021). However, the field of education is now confronting new challenges of a growing need to prepare students for rapid changes in the globalized and integrated economy. The pace of economic challenges, advanced technological environment, emerging society, new job profiles, dynamic technologies, undiscovered social problems and rivalry among HEIs to draw in international students (Choudaha, 2017). In the current scenario, universities are challenged due to the complex difficulties of a globally interconnected society and are required to produce graduates with global competency. Moreover, the effects of globalization and the scarcity of competent graduates in the twenty-first century are driving the international community to look for innovative ways to meet the job market needs on a worldwide scale (Miller & Rice, 2023). This has emerged as a major force for change in higher education dimensions in affluent nations as well as the majority of middle-class and lower-class communities (Hayes & Findlow, 2022).

The existing review on Internationalization of Higher Education (IoHE) and International Student Mobility (ISM) highlights four key aspects: (i) the evolution of these phenomena, (ii) the various reasons for internationalization, including both push (barriers in home country) and pull factors (enablers in home country), (iii) trends in student mobility, along with the enablers of these trends, and (iv) the barriers to internationalization, as well as the perceived and tangible benefits and challenges associated with the growth of IoHE and ISM. Although studies on internationalization have been attracting modern scholars in the last two to three decades, there is a need to have a bibliometric review to examine the evolution,

current trends, and future directions of the field. Such a study offers an in-depth understanding of various intricacies of the domain (Donthu et al., 2022). Accordingly, the present study attempts to review published manuscripts on the internationalization of education and students' mobility using bibliometric analysis. To the best of our knowledge, previous researchers have yet to review and analyze the rapidly expanding domain of scientific knowledge specific to the IoHE and ISM. Although few meta-analyses and systematic literature reviews are there (Albien & Beppo, 2022; Li et al., 2019), bibliometric analysis is deemed to be superior to systematic literature review studies and meta-analysis in terms of scope, coverage, utility, objectivity, and methodology (Donthu et al., 2022). For instance, Albien and Beppo's (2022) study systematically confines the students' decision-making process for international educational institutes. Tran et al. (2023) examine the challenges and success factors of transnational higher education in their systematic literature review study. Li et al. (2019) restrict to investigation of the well-being of East Asian students. Similarly, other studies also restrict to any specific area or subtheme like sustainability and challenges (Heleta & Jithoo, 2023; Bedenlier et al., 2018).

Bibliometric analysis studies logically examine the historical evolution and developments, current, active, and emerging trends and research areas, and future directions in a particular domain of interest. It is recommended for its absolute objectivity and ability to offer an intellectual structure of available publications through exploring the social and structural relationships between different facets of research (e.g., countries, authors, institutions, topics) using mathematical and statistical methods (Donthu et al., 2022). It focuses on "what has already been examined, and what has not been examined so far;" thus, it highlights the work done so far, the research gap, and future directions of research. Thereby, bibliometric analysis guides future researchers towards unknown territories; thereby expanding the knowledge horizon of the field. "It enable us to unpack the evolutionary nuances of a particular field while emphasizing on the emerging areas in the respective field" (Donthu et al., 2022, p. 285). Accordingly, this study performs a bibliometric analysis to answer the following research questions.

RQ1: What are the current publication and citation trends of IoHE and ISM research?

RQ2: Which are the most influential authors, articles, journals, publishers, and countries publishing extensively in the domain of IoHE and ISM?

RQ3: What themes related to the IoHE and ISM are contemporary researchers actively exploring? Additionally, which topics have scope for future research?

2. Methodological framework

The Scopus database has been utilised for this study. It is renowned for its extensive coverage of various topics. It is a high-quality database that provides reliable and valid information regarding the different contexts of the study (Jayus et al., 2024). Additionally, it maintains the citation analysis and impact metrics to address the value of the articles and journals. Furthermore, it covers a wide area of knowledge along with a diversified language system. The advanced options of Scopus database help the researchers to search and filter the valid data for their further study. The filtering option of the Scopus database includes the range of years, subject areas, document types, languages, nations, keywords, etc. This feature enables seamless access to data for various research tools, included VOSviewer, Biblioshiny, R Studio, etc.,

facilitating a more effective and efficient analysis process (McAllister et al., 2021). Hence, the comprehensive nature of the Scopus database facilitates the researchers to export the data from this source.

2.1 Search Strategy and data collection

For this investigation “Preferred Reporting Item for Systematic Review and Meta Analysis” (PRISMA) (Moher et al., 2009) serves the general guidelines. PRISMA is a widely accepted framework that first time has been applied in the medical sciences (Levay & Craven, 2019). PRISMA has been used to conduct systematic literature reviews (Peters et al., 2021; Hallinger & Kovačević, 2019). This study explores the Scopus database for article extraction that has been published from 1995 to 2023. Furthermore, researchers have used different keywords, for the search such as "internationalisation" OR "internationalization" OR "transnationalization" OR "globalisation" OR "mobilisation" AND "overseas student*" OR "international student*" OR "outbound student*" OR "mobile student*" OR "inbound student*" OR "offshore student*" OR "exchange student*" OR "student exchange" OR "student mobility" OR "cross border student*" AND "higher education institutes" OR "overseas education" OR "HEIs" OR "tertiary education" in the social science, business, economics and management domain for extraction of necessary data from the Scopus database in csv format. The keywords that has been used in this study are gathered from the relevant outcomes of several earlier searches that included international students' mobility (Barbosa & Ferreira-Lopes, 2021). The information includes articles and reviews of articles on the subject. The base year is considered as 1995, as it appeared while searching for the articles; therefore, that has been the first time since this concept was academically introduced. However, the first article that is significant for this paper on the ISM domain was found in 1995. Figure 1 summarizes the inclusion and exclusion criteria using the PRISMA framework.

3. Results

3.1 Current publication and citation trend of IoHE and ISM

3.1.1 Publication trends

This study identifies 686 articles on IoHE and ISM that have been published from 1995 to 2023. Higher education research about internationalization started to gain attention in the year 2010. There has been limited focus on internationalization research until 2010; however, a significant rise in publication is seen after 2010, which coincidences with the growth of international students globally (OECD, 2021). According to Reimers (2020), different forms of international educational cooperation, like faculty and student exchange, look at real-world issues of air and water pollution and depletion of natural resources. Figure 2 reports year-wise publication on IoHE. There has been a significant jump in publication from 2010 (22 articles) to 2023 (154 articles). In the last 5 years, the number of publications has almost doubled from 80 articles in 2019 to 154 articles in 2023. The increase in interest in IoHE and ISM over time (Tight, 2019; Bedenlier et al., 2018; Kosmützky & Putty, 2016; Kuzhabekova et al., 2015) with the trajectory of global growth in international students (Choudaha, 2017). The year 2020 has seen a sudden increase in the number of articles related to IoHE, which is attributed to the rise in contributions

related to COVID-19, during which the experiences of international students were prominently featured in the media and scholarly discourse (Huang et al., 2022).

3.1.2 Top-cited publications

Table 1 reports the top ten cited publications on IoHE and ISM. The top cited article “*Beyond national states, markets, and systems of higher education: A glonacal agency heuristic*” (citation=525) introduces a novel framework to highlight three intersecting and simultaneously existing forces influencing the ISM, i.e., global, national, and local forces guide IoHE (Marginson, 2016). In another highly cited study, Smart (2021) highlights five factors that help students in deciding their future international course, college, and country: i.e. personal reasons, the effect of country image, influenced by city image, institution image, and the evaluation of the programme of study. Similarly, Stein and Andreotti (2016) explore the ways people view and place international students in the context of the global education system. This paper investigates the reasons for enticing overseas students, including monetary rewards (cash), competitive benefits (competition), or altruistic goals (charity). It is important to note that the most cited articles are mainly devoted to theorising the process of IoHE and ISM, evaluating critical enablers and barriers to internationalization, and highlighting cultural issues related to the mobility of students.

3.2 Most influential authors, articles, journals, publishers, and countries publishing extensively in the domain of IoHE and ISM

3.2.1 Most prolific authors

Table 2 highlights top ten authors with most number of publications in IoHE and ISM. Yemini has published ten articles in the stated domain, focusing on multidisciplinary studies, examining and strengthening policy-making processes in the field of higher education and exploring the roles and practices of different stakeholders in the educational systems (Kot & Yemini, 2023). Additionally, she has proposed significant approaches and interventions to augment existing educational practices in IoHE (Weinreb & Yemini, 2023). Further, authors has contributed extensively to highlighting trends of internationalization along with social, economic, and political challenges and motivators of IoHE (Stein & Andreotti, 2016; Altbach & Wit, 2015; Altbach & Knight, 2007; De Wit & Altbach, 2020) It is interesting to note that out of ten top authors, four belongs to Europe, two each from Australia, Asia, and North American continent. It is unfortunate not to see any prominent authors from South American, Antarctica and the African continents. It highlights the dearth of quality research in the domain of IoHE and ISM in these three continents.

3.2.2 Most prolific countries and journals

Tables 3 and 4 illustrate journals and countries with a maximum number of publications in the internationalization of education. The top three journals are *Higher Education* (Articles=48, citations=2260), *Journal of Studies in International Education* (Articles=44, citations=1540), and *Sustainability* (Articles=18, citations=104). It is interesting to note that eight out of the top ten journals (except *Sustainability* and *Population, Space and Place*) directly deal with higher education, which highlights the prominence and significance of internationalization and mobility fields in academic research of education. The articles published in the journal

'Sustainability,' essential explore the phenomenon of internationalization and students' mobility from the perspective of sustainability. For instance, Alam (2023) illustrated the relevance of sustainable education amid the rapidly growing commercialization of international education. The top three countries (in terms of the number of articles published) are the United Kingdom (articles=212, citations=1872, and citations/paper=8.83), China (articles=76, citations=1626, and citations/paper=21.39), and the USA (articles=73, citations=782, and citations/paper=10.71). Seven out of ten (except China, the USA and Australia) are European countries, which clearly depicts the scarcity of studies in other regions of the world, especially South America and Africa. We also administered trend analysis to examine the recent country-wise trends in the publications. Figure 3 suggests that there is a recent spurt in the publications in non-European countries like China, Turkey, Pakistan, Israel, Vietnam, and Russia. These trends indicate the opening of relatively closer economies like Russia and China for international education and students.

4. Themes of IoHE and ISM Keyword co-occurrence

Keyword co-occurrence analysis has been performed in VOSviewer to determine major clusters/themes (Catone et al., 2020) in the domain of IoHE and ISM. Figure 4 highlights the following four major themes.

4.1 Theme 1: Factors facilitating internationalization of higher education (red colour)

This cluster includes keywords such as social network, flows, countries, mobility, etc. ISM is flexible with easy student visa regulations. Initiatives like the Erasmus program and the Bologna process have been vital in promoting cross-border cooperation in higher education within the European setting. In order to encourage mobility across European higher education institutions, the European Commission launched the Erasmus Program 1987 and Bologna process in 1999. Erasmus Program enables students to study, train, or acquire experience in another European nation. This program has grown over time to offer a wider variety of training and educational opportunities under the Erasmus+ framework. The Bologna process helps to promote mobility, improve educational quality, and helps in easy recognition of credentials and study durations. Government initiatives like research grants, financing for international cooperation, and scholarships for overseas students (Knight & Cavusgil, 2004) act as important facilitators. Cross-border research collaborations supported by the government significantly increase the internationalization of institutions (Enders, 2004). To facilitate academic mobility, universities collaborate on joint research projects, exchange agreements, and dual degree programs with foreign universities (Khadria, 2021). Geographical barriers have been removed, and internationalization has become more accessible due to the rapid growth of educational technologies. The reach of internationalization is increased by digital platforms, which facilitate virtual exchange, distance learning, and cooperative research (Altbach et al., 2019).

4.2 Theme 2: Inclusion of internationalization and globalization in higher education institutes (purple)

This cluster highlights internationalization and globalization as a key word in this section. Many studies use the terms "internationalization" and "globalization" interchangeably. HEIs promote international education by ensuring a high-quality and accessible education system. It

helps them to prepare for global world and future life. However, institutional strategies of internationalization and globalization make the higher education system more effective and successful. Specially, internationalization strategies like internationalization of faculty, research, and curricula are typically successful when it incorporated into institutional strategies (Hudzik, 2011). Effective internationalization initiatives are those that are well-planned, well-funded, and backed by a leadership team dedicated to incorporating global viewpoints into the institution's goal (Leask, 2015).

Internationalization is now primarily driven by global university rankings. High ranking positions of the institutes, draw the attention of the professors, research scholars, and international students towards the institutes. In present scenario, HEIs prioritize the internationalization as a weapon to enrich their international name and fame in global market (Altbach, 2015).

4.3 Theme 3: Issues of equity, diversity, and inclusion, experiences and curriculum among students (green cluster)

This cluster includes keywords such as experience, equity, inclusion, identity, inclusion, assimilation, and social integration. It highlights the issues of Equity, Diversity, and Inclusion (EDI) faced by international students in different cultural settings. In order to achieve fair access to international education and to foster intercultural understanding, internationalization processes must incorporate (EDI) (Deardorff, 2009). Internationalization in higher education must take (EDI) into account to guarantee that all students, regardless of socioeconomic status, gender, or ethnicity, can take advantage of opportunities. *Equality* is defined as "the presence of diversity as a marker of success, which correlates to diversity goals of increasing visibility (Wollscheid et al., 2023). Similarly, inclusion is about giving every group a voice and listening to them (Wollscheid et al., 2023). Equity, diversity and inclusion complements variety but goes beyond acknowledging it to value it, giving the speaker more power than the one who is giving voice (Gumus et al., 2020). Diverse viewpoints are frequently encouraged in courses by institutions dedicated to EDI, guaranteeing that all students gain from global learning (Marginson, 2010). Additionally, diversity programs draw a more diverse pool of foreign faculty and students, enhancing the learning environment and fostering global competency (Benett et al., 2016). Institutions can use these EDI-based objectives to enhance and change their learning environments significantly. From the perspective of internationalization, several research shed light on the inclusion and equitable experiences of international students (Guo & Guo, 2017). By creating a friendly and encouraging atmosphere, inclusive policies improve the experience of international students (Stein & Andreotti, 2016).

4.4 Theme 4: Adaption to a new culture (yellow cluster)

This cluster includes keywords like acculturation, cultural norms, beliefs, value system, food habits, adoption, and ethno-phobia. When it comes to adjusting to a new culture, international students experience several difficulties, such as language hurdles, social isolation, cultural norms and beliefs, academic expectations, homesickness, prejudice or discrimination (Titrek et al., 2016). When students are exposed to a new culture, they experience cultural shock, which causes feelings of discomfort and disorientation (Carlo et al., 2022). Effective communication can be hampered by language variations that make it difficult to understand and communicate (Luthans & Morgan, 2017). Understanding the dynamics of society,

interpersonal norms, and communication styles may be necessary to build valuable relationships in a foreign cultural setting (Chau, 2018). People may find it challenging to make friends and may feel alone when adjusting to the new social settings of the host country (Ward & Szabo, 2023). International students may find it difficult to adjust to differences in instructional approaches, learning objectives, and evaluation techniques (Sahin et al., 2016). There are several difficulties and challenges associated with adjusting to a new culture, ranging from social dynamics, language climate changes and cultural assumptions. It is a process that requires determination, acceptance, and effort. In order to successfully adapt, one must not only overcome challenges but also embrace the diversity of the new environment. In the end, the encounter advances understanding and connectivity on a worldwide scale.

4.5 Theme 5: Challenges for international students (Blue cluster)

This cluster contains different keywords, such as English medium, education policy, Equal Monthly Installments (EMI), language, impact, job prospects, discrimination, and ethnicity. Mainly, it highlights the difficulties, problems and issues of international students, during their studies in host countries. These barriers include their communication (Gao et al., 2024), institutional policies, academic and unacademic costs, and restricted scholarship opportunities (Marginson, 2016). Additionally, these students face different psychological issues due to their complex visa procedures, stringent immigration laws, and uncertainty regarding residency status (Byun & Slavin, 2020). Further, the academic standards between their home and host nations create diversified academic and employment issues (Jiang et al., 2020; Bretag, 2016; Waters & Brooks, 2011). Nguyen et al. (2023) suggest that a lack of internet access, digital resources, and technology may prevent them from participating in academic activities actively. Newman et al. (2020) enunciate that the cultural lag also influences their academic performance and integration (Wong, 2024). Hence, the HEIs, government and other stakeholders need to take the initiative to create an inclusive environment, provide support services and push for laws that advance the success and well-being of international students.

5. Recent trends and future directions

Figure 5 highlights three major clusters reflecting recent trends in research in the domain in IoHE and ISM.

5.1 Highlighted in purple colour: The earliest studies on globalization and the internationalization of education point to a significant focus on various key themes. It consists of keywords like globalization, education, students, curriculum, teachers, comparative education and policies. It suggests that earlier studies primarily explored the progressive evolution of globalized and internationalized different constituents of education, such as syllabus, faculty, language, placement opportunities, internships, and so forth. The ways in which the development of curriculum, teaching techniques, and ISM have been impacted by globalisation in higher education institutions across the globe (De Wit & Altbach, 2020), With an emphasis on the modification of academic programs and institutional tactics like international syllabus, faculty, language, placement opportunities, internships. The effect of internationalization on student mobility highlights the growing significance of international education and its influence on curricula and academic results. Tight (2019) enunciates that the mobility of students, professors, and educational models between countries has resulted in

major modifications in developing curriculum and academic structures, emphasising the growing importance of comprehending global education trends.

5.2 Highlighted in light green colour: It illustrates the issue of IoHE and the migration of talent from one country to another. It includes keywords like brain drain, migration, talent, talent regression, student migration, neoliberals, reverse brain drain, knowledge export and so forth. The cluster outlines the challenge of movement and settlement of talented, skilled, and knowledgeable students and potential employees from one country to another (host nation). Becker and Ferrara (2019) investigate the long-term impacts of brain drain, emphasising the difficulties developing nations face in holding onto highly competent people. The notion of “reverse brain drain” refers to highly qualified people returning home to support local innovation (Boschma, 2016). King and Raghuram (2012) highlight the export of knowledge through student migration, which frequently results in the loss of talent in the home country. According to Rizvi (2017), neoliberal agendas and higher education policies are changing talent migration in global knowledge economies.

5.3 Highlighted in yellow colour: The most recent cluster underlines the focus of current studies on sustainability issues associated with the internationalization of education and students’ mobility. It includes keywords like sustainability, environment, native students and citizens, society, economics, and so forth. The recent study advocates alignment of global higher education with the Sustainable Development Goals (SDGs). HEIs play a crucial role in preparing the next generation to continue living in a sustainable world. The constant pursuit of sustainability in educational setups facilitates more opportunities for engagement between HEIs and their immediate surroundings. The field of education is confronted with issues such as the growing need for students to be prepared for changes in the economy, environment, and society, as well as challenging job demands (Lotz-Sisitka et al., 2020). HEIs are increasingly recognized as an important key players in advancing the SDGs, contributing in it through research, teaching, innovation and community engagement, resource sharing, fostering knowledge exchange and collective problem-solving (Leite-Filho, 2021; Serdyukov, 2017; Lozano et al., 2015). One of the innovative ways to ensure sustainability in higher education is through incorporating the SDGs in curriculum, collaboration between governments, HEIs, businesses and non-profit organisations (Koehn et al., 2017). Students play a key role in promoting sustainability on campuses and beyond by contributing to a culture of responsibility and participation with the SDGs (Kremleva & Jukh, 2018). International higher education's alignment with the SDGs is a dynamic and vital endeavour that reflects an ongoing commitment to global responsibility and the creation of a future that is more interconnected and sustainable. The importance of environmental education pedagogies by demonstrating place-based learning and eco-justice activities can promote critical thinking and an ecological perspective in students (Lozano et al., 2015). Furthermore, as Sanchez-Carracedo et al. (2024) pointed out, incorporating sustainability education into degree projects and technical curricula is crucial for encouraging sustainable solutions in higher education and fostering long-term sustainable development. Sustainability principles are present in degrees, learning methodologies and course contents in higher education institutions (Sanchez-Carracedo et al., 2024; Sidiropoulos, 2014).

These three main clusters characterise current IoHE and ISM research developments. Early research on the effects of globalisation on education (purple cluster) concentrated on internationalisation tactics, faculty, and curricula. Later studies (light green cluster) focused on talent movement, emphasising knowledge export, brain drain, and the impact of neoliberal policies on student mobility. Sustainable Development Goals (SDGs) is aligned with higher education and advancing sustainability through curricular innovation, research, and cooperation with international stakeholders are the main focusses of the most recent studies (yellow cluster).

6. Discussion

The results on the publication trends, important authors, top-cited papers, geographic coverage and subtopics in internationalization studies shows that over the past decade, research on internationalization of higher education has grown positively. There has been an increase in the number of publications and this trend is predicted to continue as HEIs are consistently encouraging foreign students and faculty along with a growing pursuit to start offshore campuses. The results also suggest that the domain has attracted the attention of scholars in recent times, resulting in a two-fold rise in publications in the last five years. The trend is quite obvious as the globalization of the world economy has rendered access to geographical boundaries and people quickly move from one place to another for education, jobs, business, tourism, and other purposes. Internationalization of education has also followed the same trend, with countries opening their doors to foreign students, faculty members, and curriculums.

The country-wise analysis reports the UK as the top contributor, followed by distant China and the USA. Interestingly, top contributors to the field are geographically spread across countries like the UK, USA, Australia, India, Israel, and Canada. It suggests that the issue of internationalization of education and students' mobility has been studied across the globe. However, the findings also report a paucity of studies by African and South American scholars, highlighting an immediate need to examine the practice in these continents, too. The study highlights five major themes of the field: Factors facilitating the internationalization of higher education, issues of equity, diversity, and inclusion (DEI) among students, adaption to new culture, and challenges to the internationalization of education. These findings suggest that a large chunk of studies are devoted to the investigation of enablers and barriers to the internationalization of education and students' mobility. Policies that support international collaborations, scholarships, and worldwide collaboration are among the enablers of internationalization (De Wit & Altbach, 2020; Altbach & Knight, 2007). Since discrimination and unequal access to resources negatively affect international students' academic experiences, equity, diversity, and inclusion (DEI) issues are widely recognised (Stevenson, 2018). It is also commonly stated in previous studies that acculturation difficulties, such as language hurdles, social integration, impede the ability of overseas students to adjust to the new surroundings. (Spencer-Oatey & Dauber, 2019).

This study also highlights three major research trends: globalization and internationalization of different constituents of education, migration of talent from home country to host country and sustainability in higher education. Academic exchanges, faculty positions, and curricula have all changed due to internationalization and globalisation of

education components, preparing universities to become globally competitive (Knight, 2015). Both students and institutions benefit from the globalisation, which promotes a varied and thorough educational experience. According to Leal Filho et al. (2018). In recent scenario universities are incorporating sustainability principles into their global education programs, indicating the rise of sustainability as a significant focus. Internationalization fosters cross-border cooperation on sustainability-related concerns and the adoption of environmentally friendly laws and practices.

7. Limitations

This study has two significant limitations despite a thorough literature review of IoHE and ISM. Firstly, the analysis relies solely on the Scopus database for bibliometric analysis. While Scopus is a recommended source used in previous research, it may overlook papers that are not indexed in this database. Future researchers should consider combining data from multiple sources, ensuring that article duplication is minimized. This approach would provide a more comprehensive view of the current body of research. Additionally, other databases, such as Web of Sciences, could be utilized to support or challenge the findings of this study. Secondly, due to the large sample size of 643 publications, this study cannot examine the underlying theories, dimensions, constructs, scales, interventions, and procedures of the reviewed studies. Future researchers may want to focus on evaluating these elements through systematic literature reviews, meta-analyses, or theme-based reviews.

8. Conclusion and Implication of the study

This study comprehensively analyses the various components of IoHE and ISM. Additionally, it highlights the present trends in research that seek to transform HEIs into globalized platforms. The study concludes that the role of IoHE and ISM supports the broader goals of internationalization, ultimately contributing to a more interconnected and dynamic educational environment. The study identifies vital keywords, publications, citations, influential authors, and countries regarding the IoHE and ISM. Moreover, this study offers various co-occurrence network mappings to analyse the interconnections among authors, keywords, and the most active publication countries. Additionally, it outlines four themes of ISM for international students to adapt to different contexts. This review aims to synthesize numerous research findings into valuable insights that can aid in making well-informed decisions. In the IoHE and ISM fields, bibliometric reviews are essential for expanding academic knowledge, guiding future research directions, and offering practical applications. These trends have the potential to shape an emerging multidisciplinary field of study, as well as influence practice and policy in the years to come.

Figure-1: PRISMA Framework

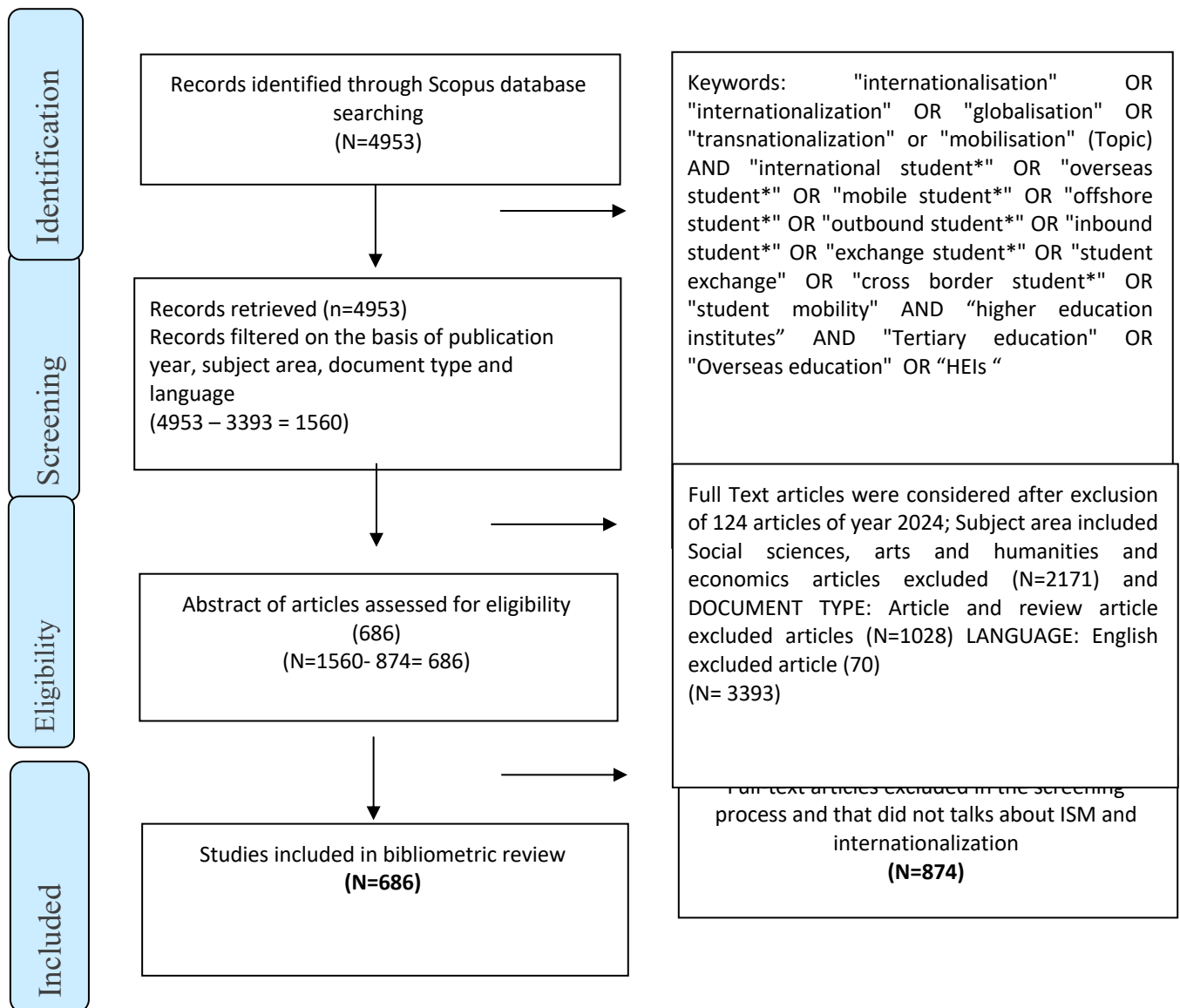
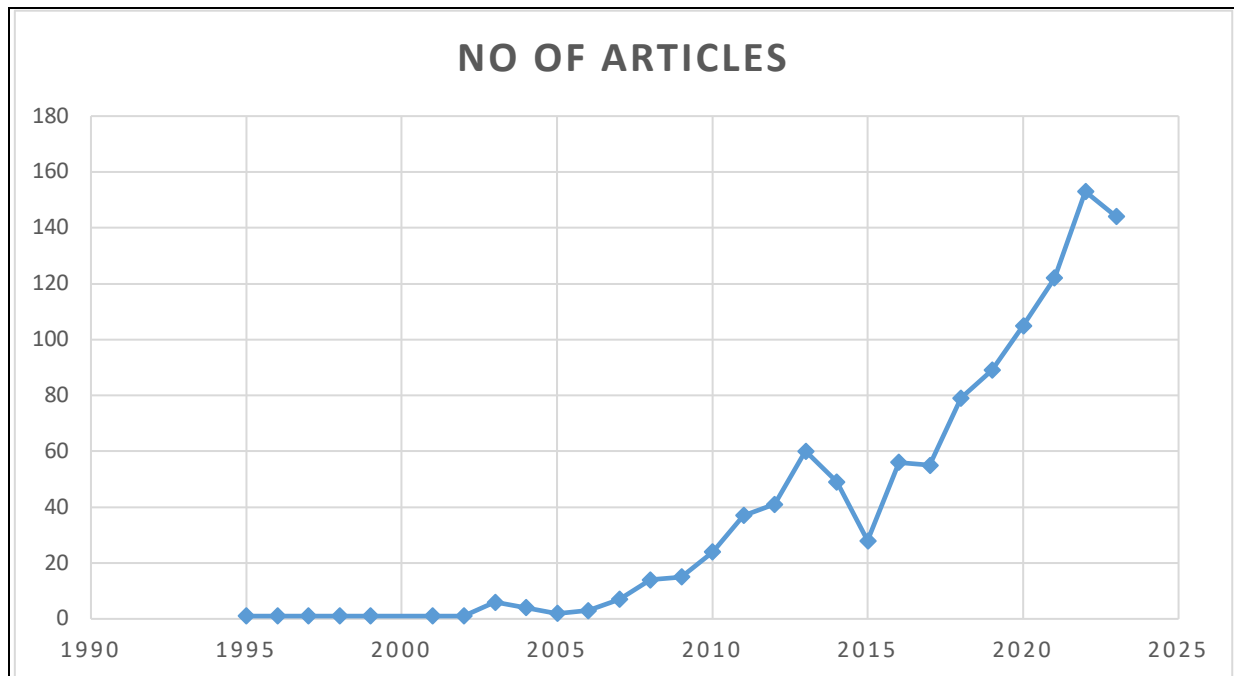
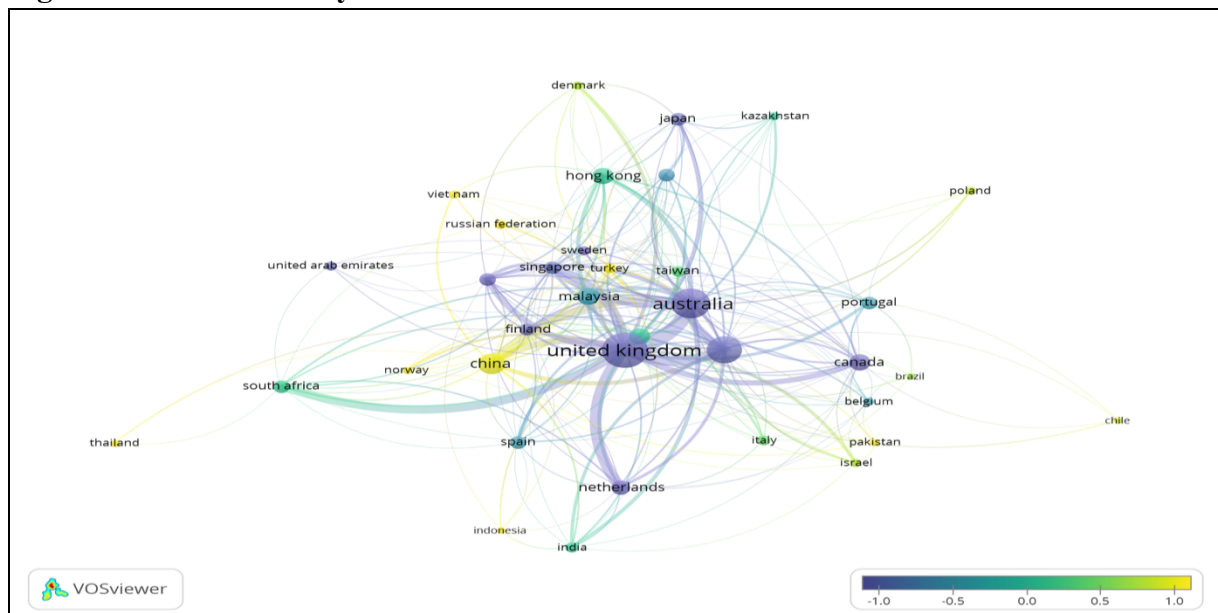


Figure-2: Year-wise number of articles on the internationalization of education



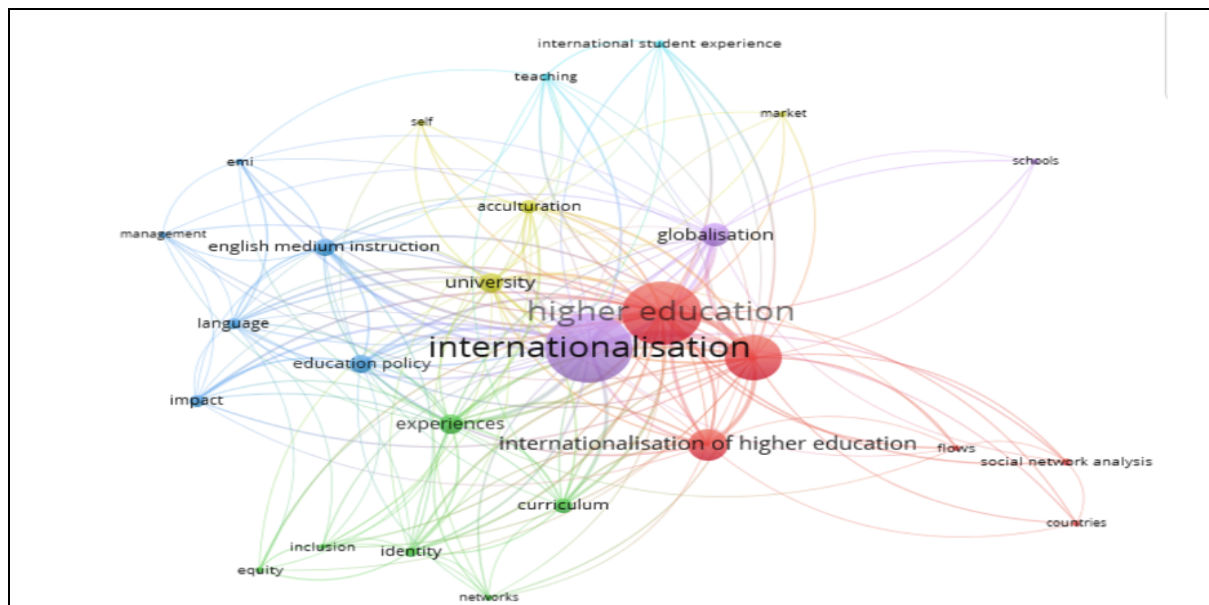
Source: Scopus database

Figure-3: Recent country-wise trends



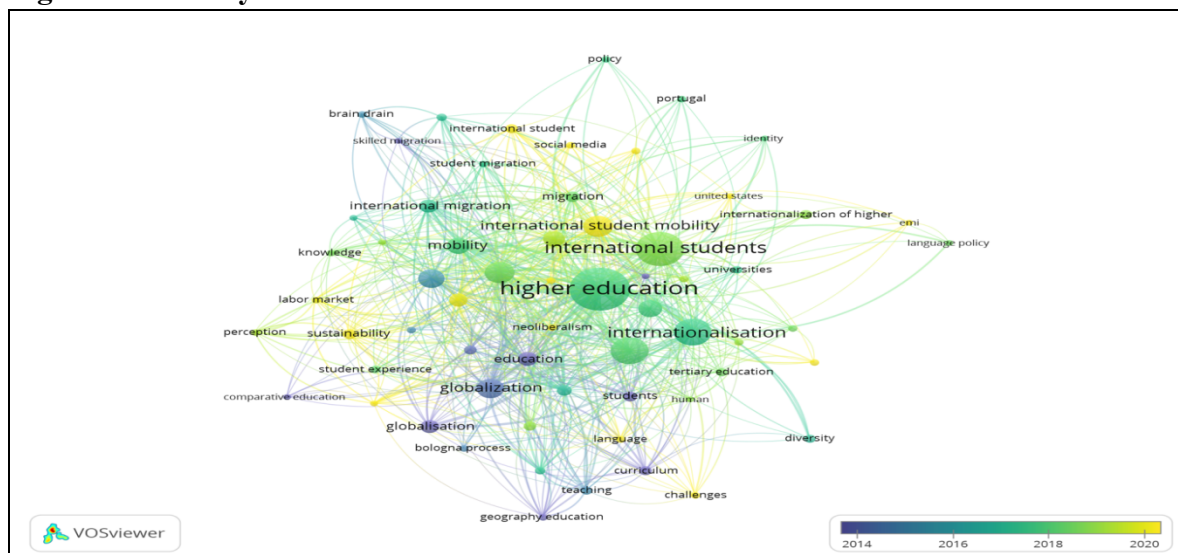
Source: Scopus database

Figure-4: Keywords Co-occurrence



Source: Scopus database

Figure-5: Overlay visualization



Source: Scopus database

Table-1: Top 10 most cited publications on International student mobility and internationalization of higher education

S. No.	Authors	Title of Publication	Journal	Citations
1	Marginson and Rhoades (2002)	Beyond national states, markets, and systems of higher education: A glonacal agency heuristic	Higher Education	525
2	King (2002)	Towards a new map of European migration	International Journal of	521

			Population Geography	
3	Cubillo et al. (2006)	International students' decision-making process	International Journal of Educational Management	278
4	de Wit and Altbach (2021)	Internationalization in higher education: global trends and recommendations for its future	Policy Reviews in Higher Education	250
5	Raghuram (2013)	Theorising the Spaces of Student Migration	Population, Space and Place	239
6	Mazzarol (1998)	Critical success factors for international education marketing	International Journal of Educational Management	219
7	Sawir (2005)	Language difficulties of international students in Australia: The effects of prior learning experience	International Education Journal	209
8	Otten (2003)	Intercultural Learning and Diversity in Higher Education	Journal of Studies in International Education	167
9	Madge et al. (2015)	Conceptualizing international education: From international student to international study	Progress in Human Geography	165
10	Stein and de Andreotti (2016)	Cash, competition, or charity: international students and the global imaginary	Higher Education	159

Source: Scopus database

Table -2: Most prolific ten authors (in terms of publication)

S. No.	Author	Institution	Country	No. of Publications	Total Citations	Citations per Document
1.	Miri Yemini	Technino Israel Institute of Technology	Israel	10	568	56.57
2.	Jane Knight	University of Toronto	Canada	9	452	50.22

3.	Phillip G.Altbach	Centre for international higher education	United States	8	645	80.625
4.	Parvati Raghuram	Indian Institute of Management Bangalore	India	7	564	80.57
5.	Ly Thi Tran	University of Queensland	Australia	7	167	23.86
6.	Ashley Gunter	University of Twente	Netherlands	6	161	26.83
7.	Tim Mazzarol	University of Western Australia	Australia	5	555	111
8.	Johanna Waters	University of Liverpool	United Kingdom	5	181	36.2
9.	Rachael Brooks	University of Brighton	United Kingdom	5	180	36
10.	Maia Chankseliani	University of Oxford	United Kingdom	5	159	31.8

Source: Scopus database

Table- 3: Top 10 Journals with their number of publication

S. No	Journal Title	Number of Documents	Total Citations	Citations per Document
1	Higher Education	48	2260	47.08
2	Journal of Studies in International Education	44	1540	35
3	Sustainability (Switzerland)	18	104	5.78
4	International Journal of Educational Management	18	1112	61.78
5	Globalisation, Societies and Education	17	323	19
6	Journal of International Students	17	187	11
7	Studies in Higher Education	14	370	26.43
8	Tertiary Education and Management	13	110	8.46
9	Higher Education Policy	13	223	17.15
10	Population, Space and Place	12	491	40.92

Source: Scopus database

Table- 4: Top 10 countries (number of documents)

S. No.	Country/Territory	No. of Publications	Citations	Citations per document
1	United Kingdom	212	1872	8.83
2	China	76	1626	21.39

3	USA	73	782	10.71
4	Australia	72	616	8.55
5	Germany	58	589	10.15
6	Spain	58	567	9.77
7	Netherlands	49	465	9.48
8	Italy	48	392	8.16
9	Sweden	39	271	6.94
10	France	35	134	3.82

Source: Scopus database

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