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Role of Transnational Universities in Capacity Building in Hosting Countries: A Review

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ABSTRACT

The current review was based on the significance of Transnational Education (TNE), the role of transnational universities in capacity building and hosting countries, and the innovative aspects in which transnational universities are addressing the needs of the international community. This review was executed using the recent review articles and research publications based on TNE in capacity building. The data was gathered from the last 8 years, from 2016 to 2023, from renowned publishers, including Emerald, Wiley Higher Education Quarterly, Open Journals in Education (OJED), Emerald, Taylor and Francis, Springer, Sage, and MDPI AG. This search was carried out using multiple keywords, including; "Role of Transnational Universities", "Transnational Higher Education", "Transnational Education", "Capacity Building", "Skills Development", "Host Countries" and "Hosting Countries". A standardised approach to data extraction and synthesis was adopted after finalising 16 studies in total. Findings revealed that When universities participate in international education collaborations, they should also evaluate potential partners based on endogenous notions of student happiness, loyalty, and extra-role behaviours. The study explored the impact of TNE on employment prospects and career development, focusing on marketable skills, hard and soft skills, and cross-cultural awareness. Notably, TNE experience positively impacts professional growth and future social mobility. The study highlighted the importance of capacity building, sustainability, infrastructure investment, and culturally appropriate pedagogy in TNE. Challenges include linguistic barriers and differences in teaching cultures during COVID-19.

INTRODUCTION

A relationship encounter among individuals is centred on education work or border work along axes of intersecting differences. Teachers, students, administrators and parents of different genders, classes, ages, capabilities, places, identities, races, and ethnicities converge in a specific time space to gain, contest, produce and transfer knowledge. Transnational Education (TNE) refers to the education provided by institutions in one country to students in another. TNE is an intriguing concept, particularly in the context of conceptualising power relations and borders in knowledge production (Leung & Waters, 2017). TNE collaboration among universities offers an opportunity to create and mobilise spaces of knowledge for creating an impact on global and local scales across multiple cultures. The purpose is to empower students through practices of doing, knowing and being to become agents of transformation (Caniglia *et al.*, 2018). Notably, different types of academic collaboration via TNE are embedded with the issues of coloniality, such as in brand campuses, international organisations, aid-funded PhD training and partnerships and research capacity-building projects (Madsen & Adriansen, 2021). TNE has been expanding rapidly since the 1980s; however, no authoritative databases are recording the national statistics and programmes of a number of transnational institutions. However, TNE is known for being developed from a marginal to an essential aspect of higher education. Transnational institutions and transnational programmes are the two modes of TNE. A transnational institution

must have three transnational programmes and must be affiliated with a higher educational institution (HEI) (Ding, 2018).

Capacity building often refers to development aid initiatives targeted at HEIs in the context of higher education. This strategy stressed the need for the partner nations to develop their research capacities. Four different forms of capacity building may be distinguished: focused capacity-building programmes, multilateral aid to higher education and research, fellowship programmes, and development research. The formation of PhD schools and the training of faculty in areas like research-based teaching, PhD supervision, and qualitative methodologies are just a few examples of the systematic approach taken by targeted capacity-building programmes, which often incorporate both development research and targeted capacity building (Adriansen, 2020). Building confidence in transnational innovation ecosystems and encouraging institutional transformation are both made possible by international university collaboration. Due to the intricacy of institutional structures and the distance between partners, this is particularly important in global environments. In order to add social capital to the human and financial capital already present in the landscape of innovation, colleges must act as institutional entrepreneurs or social trust builders. Institutional logic theory and social network theory may both explain these roles. The idea of a university's mission places a strong emphasis on the value of mutual trust among those involved in research, development, and innovation (Cai *et al.*, 2019).

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Past studies have examined the model of transnational collaboration in HEIs, placing focus on borders and power geometries of TNE. This review aims to highlight the significance of TNE in research capacity building. The purpose of the review is to present an in-depth exploration of the existing data and findings of published authors to highlight the key aspects of TNE, the role of transnational universities in capacity building and hosting countries and the innovative aspects in which transnational universities are addressing the needs of the international community.

LITERATURE REVIEW

Role of Transnational Universities

The two insights of the innovation ecosystem are concerned with the transnational and cross-sectional insights. The role of the transnational university industry is embedded in innovation ecosystems, which is also known as transnational technology transfer. The role of transnational universities is to enhance knowledge exchange, foster trust-building between industry actors and universities and adopt changes in social norms. Notably, transnational universities promote the implementation of new procedures and human capital in the countries as socially responsible entrepreneurial universities. For example, Chinese Universities develop Joint Research and Development (R&D) institutes to provide skill development education in host countries (Cai *et al.*, 2020). There is a lack of comprehensive individual accounts regarding the pedagogical strategies utilised by foreign academic educators in transnational universities, in which a variety of pedagogies, which include participatory pedagogies, are used alongside a diversity of staff and student composition to address linguistic and educational cultural disparities for active learning engagement. It may be easier to innovate, implement, and adapt evidence-based pedagogy in Chinese higher education if tactics and approaches for enhancing interaction in transnational education classrooms are shared, particularly in light of the present pandemic-imposed movement constraints (Che, 2023).

An increasing number of European universities have prioritised joining “the global flow” of teaching and research as globalisation has encompassed more and more national educational institutions in a transnational system of collaboration and competition. Students who moved throughout the world transformed research projects that were initially framed with “universalist concerns” into case studies of situations and problems unique to the local area. This method enables international students to explore numerous aspects of the local environment to undoubtedly provide them with the opportunity to learn about other cultures (Fabricius *et al.*, 2017).

Importance of Capacity Building

Capacity building is about creating critical thinking, and problem-solving abilities are characterised by the ability to recognise and analyse issues, develop and implement

solutions, and identify connections between seemingly unrelated pieces of information. These abilities include being able to use available evidence and sources combined with the lecturer’s creativity, logic, and prior experiences to find answers to issues. The capacity to recognise and assess difficult situations and form logical conclusions are components of this soft talent that they need to have (Tang, 2020). However, it is noteworthy that these days, efforts to increase student and staff capacity for a more sustainable campus and university (through training on topics like energy efficiency, waste reduction, and CO2 emissions) and externally focused initiatives to increase community capacity for sustainable development are the two main foci of capacity building activities. As evidenced by the PROSPER (PROmoting School-community-university Partnerships to Enhance resilience) partnership model, transnational universities have a critical role to play in partnerships with stakeholders and capacity building (Shiel *et al.*, 2016). It has been demonstrated that six principles will increase the effectiveness of research capacity building over the long run. These include investing in infrastructure, creating partnerships and connections, making sure research is closely related to practice, establishing appropriate dissemination, and creating sustainability and continuity elements (Kuzhabekova & Lee, 2018).

The globalisation of higher education has brought about significant changes to the field as well as to itself through its byproducts, which include the great brain race, commercialisation, accreditation and diploma mills, and worldwide rankings. The significance of internationalisation is acknowledged in light of recent advancements and difficulties pertaining to the global aspect of higher education. The main objectives of internationalisation are to maximise the benefits for individuals (students and staff), higher education institutions (HEIs) (learning, research, and service), and also for the nation and area. These benefits may be achieved through collaboration, mutual benefit, capacity building, and transfer (Honadle, 2018; Knight, 2018).

Foreign Transnational Education

Over the past two decades, international education has expanded phenomenally on a worldwide scale. The expansion of English-medium Western institutions into new platforms and regions of TNE delivery in the Middle East, East, and Southeast Asia is a distinguishing feature of this growth. There are currently more international students studying for UK credentials outside of the UK than inside (Sin *et al.*, 2019).

Singapore and Malaysia

Since the 1990s, major aims of education and training system changes have been to prepare the domestic workforce for the knowledge-based economy, with Singapore and Malaysia leading the way in Southeast Asia. Some nations have reformed their domestic higher education (HE) by acquiring foreign degrees and

training programmes by TNE and attracting investments from foreign HEIs that run offshore campuses and award foreign degrees locally, either independently or in collaboration with a domestic partner (Schulze & Kleibert, 2021). Various foreign HEIs from various countries in Malaysia and Singapore offer TNE, who participate in international education hub initiatives. The Raffles College of HE Kuala Lumpur (Singapore), Malika Manipal Medical College (India), Monash University (Australia), University of Nottingham (UK), Netherlands Maritime Institute of Technology (Netherlands), Xiamen University (China) and Asia School of Business are offering TNE in Malaysia. However, INSEAD Asia Campus (UK), Manchester Business School (UK), University of Chicago Graduate School of Business (USA), Technical University of Munich Asia (Germany), James Cook University (Australia) and Trinity College Dublin Singapore Program (Ireland) in Singapore (Schulze & Kleibert, 2021).

China and Hong Kong

Transnational institutions and programmes (TNIPs) have been growing in number in China during the 1990s, as is generally accepted. The Ministry of Education's website states that in March 2016, approximately 1100 transnational programmes were providing undergraduate and graduate education in 28 of the 34 provinces, with 73 transnational institutions, eight of which had legal affiliations. Only in conjunction with Chinese HEIs are foreign HEIs permitted to provide TNE by the Chinese government. As a result, 414 Chinese HEIs worked with 611 international HEIs from 35 different nations and regions to deliver the 1173 TNIPs (Ding, 2018). In China, TNE institutions or programmes have produced more than 1.5 million university graduates, and over 450,000 students are enrolled in TNHE programmes right now (Lo & Wan, 2021; Ou & Gu, 2021). Over 800 UK TNE courses are being taken by over 30,000 students in Hong Kong, resulting in the sixth-biggest TNE market for the UK in 2015–16. Although the majority of international students in Hong Kong have access to locally recognised foreign courses, limitations apply to mainland Chinese students for practically all programmes, and a 10% quota is enforced on students from Macao and Taiwan. The University of Chicago and The Savannah College of Art and Design are a few of the renowned TNE universities operating in Hong Kong (Sin *et al.*, 2019).

United Arab Emirates and Qatar

According to Wilkins (2017), a few concerns have been raised by stakeholders in the home countries regarding international branch campuses for TNE. These concerns mainly revolve around human rights and academic freedom issues in the host countries. Countries like China, Singapore, and the UAE have highlighted concerns related to academic freedom, treatment of various groups like females, and migrant construction workers. For example, the University of Connecticut's consideration of a Dubai

campus, stakeholders in the US and UK influenced decisions due to concerns regarding UAE policies on Israel (Wilkins, 2017). During 2014–2015, New York University Abu Dhabi (NYUAD) faced media scrutiny due to ethical issues. Additionally, in certain countries like Qatar and UAE, it is claimed that there are limitations on certain research topics or knowledge that professors can explore. In some cases, branch campuses are established by the host government, as seen with NYUAD and Paris-Sorbonne University Abu Dhabi. This situation has raised ethical questions about receiving funding while ensuring promised academic and operational freedom. Nonetheless, the Abu Dhabi government plays a role in setting student recruitment goals, prioritising Emirati nationals for a majority of the available places (Wilkins, 2017).

Qatar has been partnering with US and UK higher education institutions since 1997 to open branch campuses, costing over \$400 million annually. A study by Yafei *et al.* (2023) evaluated the undergraduate program at Qatar Finance and Business Academy-Northumbria University (QFBA-NU), a British transnational higher education program in Qatar. The study found that students perceive learning at a British transnational HE program as an opportunity to acquire necessary skills that benefit student employability and set themselves up for future success. This aligns with Qatar's vision to attract international universities to upskill its national workforce across various sectors (Yafei *et al.*, 2023). Transnational branch campuses in Education City offer students access to degree programs not available elsewhere, bringing international curricula to the local context (Graham *et al.*, 2020). Major universities like Northwestern University, Virginia Commonwealth University, HEC Paris, Texas A&M University, Weill Cornell Medical College, Georgetown University, Carnegie Mellon University, and University College London have established themselves in Qatar. The Science and Technology Park in Education City is partnering with multinational corporations to help Qatar become a knowledge-intensive hub (Azzali *et al.*, 2021).

METHODOLOGY

Search Strategy and Keywords

This review was executed using the recent review articles and research publications based on TNE in capacity building. The focus of the research was placed on highlighting the significance of TNE, followed by its role in capacity building in host countries. Data was gathered from multiple electronic databases to study the research area through a broader research strategy. These major databases included Google Scholar and Web of Science. For this study, the literature was searched for articles addressing the importance of transnational universities in hosting countries for capacity building. Studies were selected from different years ranging from 2016 to 2023 to examine the changes in TNE over time. This search was carried out using multiple keywords, including; "Role

of ‘Transnational Universities’, ‘Transnational Higher Education’, ‘Transnational Education’, ‘Capacity Building’, ‘Skills Development’, ‘Host Countries’ and ‘Hosting Countries’.

The search strategies for this review are presented in Table 1 below. For the first search strategy, the initial results of 3,960 were obtained. Similarly, for the second search

strategy, 321 results and for the third search strategy, 6,790 results were obtained initially. However, the search criteria were then refined by setting a custom timeframe of 2016 to 2023 to narrow the most recent results; then, the studies were thoroughly researched and selected for this study based on the inclusion and exclusion criteria explained in the next section.

Table 1: Search Strategies

S. No.	Search Strategy
1.	(“Role of Transnational Universities” OR “Transnational Higher Education” OR “Transnational Education”)
2.	(“Transnational Universities” OR “Branch Campuses” OR “International Branch Campuses”) AND (“Capacity Building” OR “Skills Development”) AND (“Host Countries” OR “Hosting Countries”)
3.	(“Transnational Institutions” OR “Overseas Campuses” OR “International Campuses”) AND (“Challenges” OR “Issues” OR “Problems”)

Source: Author

Inclusion and Exclusion Criteria

Table 2 below presents the criteria for the addition and omission of studies, which are used to filter the studies

most relevant for the current review. The researcher was also focused on opting for studies which are published in peer-reviewed journals.

Table 2: Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
All the studies published in peer-reviewed journals in the English language were included in this review.	All the studies not published in peer-reviewed journals in the English language were excluded from this review.
Studies highlighting any of the defined keywords were included only.	Studies not relevant to the research aim were excluded.
The inclusion of papers was based on studies between 2016 and 2023.	The exclusion of papers was based on studies published prior to 2016.
Studies available in full-text format publically were included.	Studies not available in full-text format publically were excluded.

Data Extraction and Synthesis

A standardised approach to data extraction and synthesis was adopted in this research after finalising 16 studies in total. The data extracted included author, year, title, journal/source, study details like the methodology, location or participants and contextual factors such as TNE and host country. The analysis in discussion is centred on the role of transnational universities in capacity building, skills development outcomes and challenges faced. For data synthesis, a thematic analysis approach was used to extract data by coding findings based on repetitive keywords. Themes were derived based on the constant repetition of words to explain the capacity-

building outcomes by TNE, skills gained by the host country’s students and challenges faced by transnational universities in hosting countries. A critical discussion of findings is presented, supported by contrasting results across papers and sharing the researcher’s views, followed by identifying implications for practice and policy.

RESULTS

Table 3 below depicts the summary of research articles selected for review highlighting significant findings relevant to the role of transnational universities in capacity building in hosting countries.

Table 3: Summary of Review Articles

S. No.	Author	Title	Publisher	Research Overview
1.	Heffernan, T., Wilkins, S. & Butt, M.M. (2018)	Transnational higher education: The importance of institutional reputation, trust and student-university identification in international partnerships.	Emerald	Quantitative research examined the influence of student behaviour on TNE partnership locations to analyse the critical relationship between student trust, university reputation, student behaviour and TNE partnerships.

2.	Mok K.H., Han X., Jiang J., & Zhang X., (2018)	International and transnational education for whose interests? A study on the career development of Chinese students.	Wiley Higher Education Quarterly	A mixed-methods research drawing on interviews and surveys explored the TNE affecting career development and job prospects with reference to contextual and employable skills.
3.	Weaver, G., Hildebrand, G., Ngai, G., & Chan, S. (2022).	Faculty perceptions of building collaborative teaching capacities within a transnational virtual exchange: A collaborative autoethnography.	Open Journals in Education (OJED)	A qualitative auto-ethnography case study explored the experiences of teachers of TNE virtual exchange, reflecting the role of cultural humility in capacity building.
4.	Shams, S. R. (2017).	Transnational education and total quality management: a stakeholder-centred model.	Emerald	This research followed an inductive explanatory and constructivist approach for the logical development of analysis of existing literature. It analysed total quality management in TNE.
5.	van den Berg, G., Joffe, M., & Porto, S. C. (2016).	The role of partnerships in academic capacity building in open and online distance education.	Taylor and Francis	A case study analysis of capacity building in TNE using new technologies. Both close-ended and open-ended online questionnaires were used to examine the skills and knowledge of TNE's faculty members to enhance learners' autonomy and readiness.
6.	Hoe, A. (2019)	Comparisons of QA systems, Review standards and Procedures, and Transparency in Taiwan and Indonesia Regions: Capacity Building for Transnational Education.	APQN Academic Conference 2019	A comparative study on reviewing the procedures, standards and transparency of TNE in Indonesian and Taiwan regions. The study analysed cross-border education resulting in increased mobility of academic staff, students, professionals and institutions.
7.	Kuzhabekova, A., & Lee, J. (2018).	International faculty contribution to local research capacity building: A view from publication data.	Springer	A descriptive case study based on a combination of social network, bibliometric and content analysis. 361 articles were retrieved from the Web of Science database to analyse the foreign faculty's role in the development of knowledge and skills for TNE.
8.	Carroll, P., Early, J. O., Murphy, N., O'Connor, J., Barry, M., Eagan-Torkko, M., ... & Stone, A. (2022).	Connecting classrooms and communities across continents to strengthen health promotion pedagogy: Development of the Transnational Education and Community Health Collaborative (TEaCH CoLab).	Sage	A descriptive article providing insights on the lessons and program model to strengthen interconnectedness in TNE.
9.	Chen, C., & Vanclay, F. (2021).	Transnational universities, host communities and residents: social impacts, university social responsibility and campus sustainability.	Emerald	A mixed-methods approach was conducted within 6 transnational universities, creating positive and negative social impacts on host communities.

10.	Horta, H., Jung, J., & Santos, J. M. (2020).	Mobility and research performance of academics in city-based higher education systems.	Springer	The study examined the mobility of TNE within HEIs of Macau and Hong Kong. These are associated with transnational job mobility beneficial in science, technology, engineering and mathematics (STEM) academics.
11.	van der Rijst, R. M., Lamers, A. M., & Admiraal, W. F. (2023).	Addressing student challenges in transnational education in Oman: the importance of student interaction with teaching staff and Peers.	Taylor and Francis	Research offering in-depth interviews and survey-based analysis on TNE related to the challenges and higher educational pedagogies.
12.	Ye, R. (2022).	Testing elite transnational education and contesting orders of worth in the face of a pandemic.	Taylor and Francis	A study on assessing the role of US and UK-based transnational universities in Asian countries considering the conditions of uncertainty post-COVID-19.
13.	Fonkem, M. (2020).	The Opportunities and Challenges of Online Instruction in Transnational Education and Learning.	Taylor and Francis	Qualitative research was carried out to explore the challenges and opportunities of online instruction in TNE involving issues of schooling in complex cross-sectional contexts.
14.	Sun, Y., Li, N., Hao, J. L., Di Sarno, L., & Wang, L. (2022).	Post-COVID-19 development of transnational education in China: challenges and opportunities.	MDPI AG	Qualitative research reviewing the development of TNE in China post-COVID-19. The study explored how TNE exhibits its resilience against the pandemic, addressing potential challenges of Sino-Foreign cooperative university.
15.	Che, A. A. M. A. (2023).	Benefits and challenges of transnational education: Reflections from a Sino-British joint venture university.	Sage	Observational research on enhancing student interactivity in TNE education arrangements assessing the challenges of quality insurance, impact, management and regulation from teacher's perspectives.
16.	Harima, A. (2022).	Transnational migration entrepreneurship during a crisis: Immediate response to challenges and opportunities emerging through the COVID-19 pandemic.	Wiley Higher Education Quarterly	A qualitative study evaluated the challenges of COVID-19, which affected entrepreneurs of TNE limited by cross-border mobility collapsed by the international value chain.

DISCUSSION

Significance of Transnational Education

According to Mok *et al.* (2018), an increasing number of students are starting their learning journeys by studying overseas or by enrolling in TNHE courses, all with the goal of improving their abilities to compete in the global job market. This study examined how international or TNHE affects employment prospects and career development, with a focus on marketable skills and contextual factors, including hard skills, soft skills, and cross-cultural awareness. Most of the respondents indicated that their professional growth would be positively impacted by

their TNE experience and thought that their experiences studying on international campuses have a favourable effect on their future social mobility. Additionally, they discovered that their employment prospects were good, offering competitive job kinds and income ranges. The study shows strong empirical evidence to support the favourable impact of foreign learning experiences on graduate employment and job searches (Mok *et al.*, 2018). Another study examined the relationship between TNE and the overall quality management (YQM) model, focusing on how TNE provides equal quality education to both home and international students, offering

prestigious scholarships. Direct international branch campuses, joint degrees, distance learning, franchisees, articulation, double degrees, and degree validation are the most common types of TNE. Universities may reach a larger market by offering their goods to those who cannot afford or are not motivated to attend their local university thanks to TNE, which expands their “off-shore capability”. “Stakeholder cooperation, communication, and engagement” operates as TNHE’s primary driver of quality assurance. The study highlighted the importance of understanding students’ needs through communication, cooperation, and engagement to maintain the quality of education services. It suggested integrating local business norms, values, and culture into business course materials for transnational students. It also emphasised understanding transnational employees’ needs and expectations, considering transcultural issues, for effective training and performance management in TNEs’ overall TQM (Shams, 2017).

According to a study done on British students in Sri Lanka and Hong Kong, Students’ association with each TNE institution was shown to be significantly predicted by university reputation and student trust. According to the findings, student relationship management strategies have to be centred on enhancing TNHE standing and growing students’ sense of belonging and trust. When universities participate in international education collaborations, they should also evaluate potential partners based on endogenous notions of student happiness, loyalty, and extra-role behaviours. TNE is defined as all forms and methods of delivering study programmes, courses, or educational services (which includes distance education) in higher educational institutions where the students are situated in a nation other than the nation where the institution that is awarding the degree is based. Many international institutions are increasingly including a transnational higher education (TNHE) strategic focus in their main goals. While there are many other TNHE typologies and forms, they may be essentially divided into three categories: physical presence, local delivery partnerships, and distance/online learning (Heffernan *et al.*, 2018).

In a qualitative case study by Weaver *et al.* (2022), teacher experiences in a transnational virtual exchange were investigated using collaborative autoethnographic approaches. The boundaries of a virtual exchange course between Hong Kong Polytechnic University (PolyU) and the University of Maryland (UMD) served as the border for this case study. The study identified that the identities associated with societal cultures enhance teaching for the growth of the virtual exchange of TNE depending on the collaborative autoethnographic strategy. The study focused on the importance of reflecting on past experiences and planning and delivering transnational virtual exchanges to enhance teaching capacity. It expands on collaboration building and a virtual community of practice, blurring the boundaries of diverse thought and allowing for innovation and teaching capacities to

develop. Recalling lived experiences has allowed teachers to support the complexity of virtual exchanges and understand the complex components of transnational classrooms, not only from the perspective of students and their learning outcomes but also from their capacities as instructors (Weaver *et al.*, 2022).

Role of Transnational Education in Capacity Building

Online education is still in its earliest stages and confronts several challenges, not the least of which is a shortage of qualified educators who can use cutting-edge teaching methods. 50 faculty members enrolled in master’s programmes participated in a case study of academic capacity building to determine how a partnership between the University of Maryland University College (UMUC) in the United States and the University of South Africa (Unisa) impacted teaching and learning (van den Berg *et al.*, 2016). The results demonstrated that, in spite of several challenges, including those related to administration, expenses, culture and language differences that might cause communication issues, the overseas experience offered faculty members a special chance to acquire knowledge and skills while also putting them into real-world applications. The challenges raised by the participants have a major positive impact on the support services, particularly the ones that increase learners’ preparedness and autonomy. Universities, funding organisations, and public policymakers must consider the inherent difficulty of developing TNE research capability to produce knowledge. The establishment requires to maintain and/or improve the development of any area or nation is seen as an advantage of international partnerships (van den Berg *et al.*, 2016).

In order to develop mutual trust and knowledge of each other’s higher education (HE) and quality assurance (QA) systems, a comparative study between the QA Agencies of HEIs in Taiwan and Indonesia was carried out through sharing of documents and workshop sessions. In order to encourage student mobility, it develops a TNE joint monitoring model. The employees of both organisations have expanded their perspectives and enhanced their capacity building through the project implementation, which has included Skype sessions, workshops, a combined seminar, and campus visits. Employees can take part in a variety of events and learn about TNE’s quality assurance and HEIs (Hou, 2019).

According to Kuzhabekova and Lee (2018), The term “research capacity building” (RCB) describes a series of initiatives meant to improve this capability. While some studies see the process as bi-directional, resulting in learning on both sides, others see it as uni-directional, coming from donors or other sources of “best practices” and aimed at the local recipients. The longevity of research partnerships, the reciprocity of the capacity-building process, the power dynamics in the course of skills acquisition and cooperation, and the link between research and policy and practises are all critical components for the long-term efficacy of capacity development. Capacity

Building in TNE ensures the development of long-term skills and confidence, appropriate dissemination, building elements in sustainability, investment in infrastructure partnerships and linkages, and research in practice (Kuzhabekova & Lee, 2018).

Another research examined TNE in the humanities and health promotion from three universities—the University of Washington, Bothell, the Institute of Technology, Carlow, and Waterford Institute of Technology—founded the Transdisciplinary Education and Community Health Collaboratory (TEaCH CoLab), a global teaching cooperative. The main objectives of TEaCH CoLab are to improve public health education and foster global learning and problem-solving skills. Findings revealed that the programme concept and the knowledge gained during the initial three years of the partnership offer insights into capacity-building initiatives in a variety of spatial, cultural, and geographical contexts. Digital collaborations between TNE institutions and the community, cooperative online learning, and the growth and discussion of pedagogy are the main avenues for collaboration. In order to expand their professional capacity-building abilities, partners must complete professional development courses. These courses focus on developing media to communicate and exchange experiences, such as creating podcasts, blogs, and digital stories (Carroll *et al.*, 2022).

Role of Transnational Universities in Hosting Countries

A mixed-method study examined the social impacts of six transnational university campuses in China, focusing on their relationship with local communities. The study concluded that locals frequently give new campuses a social licence because of the university's positive image. Nevertheless, these universities frequently fall short of managing their societal effects and taking corporate social responsibility into account (Chen & Vanclay, 2021). Their campuses should follow important international principles and human rights standards, such as resettlement and livelihood restoration, effective community engagement, complete information disclosure, local benefits, harm reduction procedures, monitoring and adaptive management, and putting in place a grievance redress mechanism in order to improve their social licence and meet guidelines around “university social responsibility” in host countries. Transnational universities attract students from a variety of cultural backgrounds, creating inclusive societies. However, in host countries, the growing competitiveness in the local employment market worries citizens with low levels of education about losing their jobs (Chen & Vanclay, 2021).

A study examined the effects of four different forms of mobility on the standard of academic research output and academic reputation in the HEIs of Hong Kong and Macau. Despite the fact that intersectoral and transnational employment mobility in the host country was associated with their professional careers, transnational educational mobility was linked to the academic educational route.

The research revealed that various forms of mobility impact research productivity, quality, and visibility in various ways, frequently improving one indicator while negatively impacting another. Both the universities that host these students and the expected advantages of mobility for individuals—such as increased technical human capital, personal development, encounters with broader influences and learning, and accessibility to new knowledge and the increased internationalisation of academic careers and activities are linked to the attention paid to these two types of mobility (Horta *et al.*, 2020).

The major components of TNE are the teaching staff from local HEIs who help students academically, the expatriate staff who live in the host country, and the distance HEI that offers programmes, certification, and quality control. Additionally, to provide students with greater assistance for academic success, it is essential to understand their problems. The study, which was carried out in Oman within the framework of UK-based TNE, explained it as complex, posing unique difficulties for the educational setting. In order to support learning in TNE, academics teaching UK courses are required to contextualise modules; nevertheless, this frequently involves offering local examples and making information understandable in the host country. In order to transform education, TNE should encompass culturally appropriate pedagogy, like discussion groups and cooperative learning, make global comparisons with regional and local case studies, guide conversations and debates towards analytical and critical thinking, and proactively support students in developing academic literacy in their field (van der Rijst *et al.*, 2023).

The COVID-19 pandemic has disrupted social and physical mobility for students from Asian countries to prestigious anglophone universities. The study examined public institutional responses from prestigious US and UK institutions that have previously hosted an increasing number of Asian students (Ye, 2022). As conflicts between domestic, civic, and commercial regimes put pressure on organisational efforts, it draws attention to the competing hierarchies of worth across governments and institutions. The results raise doubt on the most common premises of elite TNE. In international education studies, the idea of assessing individuals and organisations during critical periods of crisis or uncertainty is essential. Because they are unpredictable, these situations—which include the sending and the host countries—are specific to crossing borders. Conflicting reasons and logic of action are common in social circumstances. The research focused on elite TNE and emphasised the conflict between individual duty and collective responsibility. Because of the pandemic, international students' residential experiences were disturbed, necessitating accommodations from institutions and exposing the need for concessions in top TNE programmes (Ye, 2022).

Challenges Faced by Transnational Institutions

The research by Fonkem (2020) explored the challenges

of online teaching in the TNE context, particularly for transnational and cross-cultural teachers. It highlights the need for effective authority and power relations, especially for foreign-born professors who may have no prior experience with the host country's TNE system. The research also highlighted the need for effective communication between teachers and students, as well as the need for students to adapt to instructional methods and materials from other cultures. The findings highlight the need for more inclusive and effective teaching methods. Insufficient knowledge of cultural systems might provide a problem or restriction for educators and students. Unreliable computers, power supplies, signal dependability, demands, a lack of direct supervision, and student dedication are only a few of the challenges that are faced in TNE. Many students in underdeveloped nations rely on unstable Internet cafés since their computers are outdated and have minimal capacities. Because of these problems, academics and administrators in higher education have begun to minimise online learning, believing it to be inadequate to face-to-face TNE. For students in these areas, access to the internet is another issue (Fonkem, 2020).

Another study focused on a Sino-Foreign cooperative university and examined the prospects and difficulties of TNE development in China following COVID-19 (Sun *et al.*, 2022). Since they are recognised and supported by the government, parents and students in China choose traditional public institutions. However, getting public acceptance and adhering to Chinese government rules, as well as those of UK educational institutions like the University of Liverpool's quality assurance and curriculum structure, are obstacles that the TNE system XJTU must overcome. The linguistic issue is the biggest obstacle for students at XJTU while teaching English as a foreign language (TNE). An excellent way to handle this is to use a flipped classroom approach to instruction. This helps students learn important information, especially vocabulary, summarise queries and issues, and improve their communication abilities in English. TNE universities are required to deal with financial, academic and market risks by developing management skills to improve their reputation (Sun *et al.*, 2022). Another research identified TNE challenges, such as linguistic barriers and differences in teaching and learning cultures amidst COVID-19. Teaching sessions were scheduled in the afternoon to accommodate students in Western Europe and Africa, with time zones many hours behind China Standard Time (Che, 2023).

Another research explored the challenges associated with TNE, such as modifying the emphasis on markets, using institutional advantages, digitising transnational networks, limiting transnational social capital, meeting demands driven by crises and digitalising already-existing products and services. Additionally, it establishes three categories of entrepreneurial reactions that occur during pandemics: adjusting transnational value creation, mobilising transnational social capital, and maintaining a balance

between multiple TNHEs influenced at the individual, network, and macro levels (Harima, 2022).

Limitations and Future Implications

The current research is limited to the collection of data through public databases and articles available in open-ended format. However, in the future, the authoritative databases with records of national program details and statistics can be accessed for a comprehensive overview of TNE's impact. Furthermore, another limitation of the research is that the data was gathered within the last 8 years; however, future research can be extended to 20 20-year reviews of the literature exploring the advancements in TNE with time. The current review focused on capacity building in hosting countries by transnational universities; however, future research can be enhanced by comparing TNE in any two countries to identify the differences in its benefits and challenges. The academics, researchers and students can take assistance from this research in identifying the importance of TNE in capacity building and the related actions which benefit HEIs.

CONCLUSION

TNE offers equal quality education to both home and international students, offering prestigious scholarships and various types of courses. TNE expands universities' off-shore capabilities, allowing them to reach a larger market and cater to students who cannot afford or are not motivated to attend local universities. Quality assurance is driven by stakeholder cooperation, communication, and engagement, which helps maintain the quality of education services. The importance of understanding students' needs through communication and engagement is offered by TNE, integrating local business norms into business course materials for transnational students. Capacity development in TNE ensures long-term skills and confidence, sustainability, investment in infrastructure, and research in practice. International campuses should follow international principles and human rights standards to improve their social license and meet university social responsibility guidelines in host countries.

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