

**STAFF AND STUDENTS' EXPERIENCES OF INTERNATIONALISATION AT
CAPE PENINSULA UNIVERSITY OF TECHNOLOGY**

By

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DECLARATION

I, Hombakazi Portia Mbolekwa, hereby declare that the contents of this dissertation represent my own unaided work, and that the dissertation has not been previously submitted for academic examination. Furthermore, it represents my own opinion, and not necessarily those of the Cape Peninsula University of Technology.



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Hombakazi Portia Mbolekwa

.....

Date

ABSTRACT

Service delivery is one of the most important aspects of the Higher Education sector not only when dealing with international students. It is imperative that higher education institutions should monitor and evaluate its administrative and academic employees. There is a need for a good performance system, which includes standards that define whether staff performances have merits or shortcomings. This will encourage staff to be proficient in their work environment. It is also important to equip staff with service delivery training.

This research project examines staff and students' experiences of internationalisation at the Cape Peninsula University of Technology. The researcher identified problems that international students encountered at CPUT, subsequently made recommendations, which deal with how to improve CPUT services to international students.

The researcher undertook a quantitative research approach by administering a closed-ended questionnaire, which was compiled by a registered statistician. The study found that most of the participants did not understand or were not aware of internationalisation at CPUT. A majority of the participants did not understand their role when it came to assisting international students. They perceived that whatever international students required had to be sought from the international office. They understood their role within CPUT in terms of meeting the university's objectives, as being that, which is set out in the university's Vision and Mission.

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- Dr Kapondoro and Mr Arnaud Nzawou, for their invaluable insight and professional comments that enabled me to succeed.
- Mrs Corrie Uys, CPUT's in-house statistician who assisted me with developing and analysing the study's statistical data.

DEDICATION

This thesis is dedicated to my late parents. Thank you for your spiritual and moral support and for always encouraging me to succeed.

To my son (Sipho Charles). Thank you for your support during difficult times; I also pray and believe that you will also make it one day, my son.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION AND BACKGROUND

This study focuses on experiences of internationalisation at the Cape Peninsula University of Technology (CPUT). International students' expectations, and research attempts to investigate the problem that international students are dissatisfied with the process of internationalisation at CPUT, include considering the following processes: application; registration; and accommodation. The aim of the study is to examine staff and students' experiences of internationalisation at the Cape Peninsula University of Technology in order to increase understanding between staff members and students.

Oyo (2008: 2) advises students to adjust in varying international environments so that they are ready to survive and manage struggles in a self-motivated workplace. He believes that South Africa is becoming the continental provider of high quality tertiary education, whilst encouraging South African universities to increase their active participation in the International Education Association of South Africa (IEASA). He further encourages South Africa to carry a twofold procedure concerning internationalisation, which means that South Africa must expose citizens to new information from other countries and, most importantly, become partners of global change that forms the foundation of potential initiatives by growing opportunities for staff and students at Higher Education Institutions (HEIs).

Internationalisation of higher education is seen as the process of integrating international students in their different intercultural and educational dimensions (Qiang, 2003:249). According to Knight (1999:3) there is a need to note that internationalisation means different things to different people, resulting in great diversity of interpretations, which are ascribed to this idea, while she also sees internationalisation as being used more and more, which means that internationalisation is becoming more accepted, as well as a central provision of higher education.

According to Abdouli (2007:241), internationalisation could be viewed as a process of planning and implementing projects for the international exchange them for use. He asserts that internationalisation process systems are mutually dependent, even though they are different, whilst maintaining that internationalisation is a non-integration of systems because

integration is an aspect of globalisation. But Knight (1999:13) observes that globalisation is a term used interchangeably with internationalisation, hence it is important to investigate the relationship between globalisation and internationalisation, as internationalisation can be described in a number of ways.

Internationalisation is becoming a policy for planning and also a research theme in African Higher Education (Teferra & Knight, 2008, Jowi & Huismana 2009). Since the 1990s internationalisation has been known in higher education, but it is now becoming more in demand in both developing and already developed countries. Internationalisation is centred on knowledge of societies, entrepreneurial universities, gaining more participants, cooperation with higher education, involvement in partnerships making a third stream income and integrating regionally.

Marko (2009:5), asserts that nationally and, particularly in developing countries, the impact of higher education has increased. He refers to the term that is used by Knight (2006) who regards internationalisation as “the movement of people, programmes, providers, knowledge, ideas, projects and services across national boundaries”.

1.2 Problem Statement

International students are dissatisfied because of the difficulties that they experience with application processing delays at CPUT, and as a result they do not apply on time for their study permits.

Osako (2002:55) suggests that criteria to evaluate internationalisation of universities should fit in as many values as possible, because different people regard the values of the term internationalisation differently. He furthermore suggests that quantitative evaluation should not be eliminated for numeric evaluation, which indicates a point of accomplishment to some degree. Qualitative evaluation should be conducted inclusive of diverse values and criteria, because examination of the present situation reveals internationalisation of universities in a range of forms.

1.3 Research Questions

In view of the research objectives, the following research questions have been posed:

- What factors affect internationalisation at CPUT?
- How do these experiences impact on activities at CPUT?
- What are possible solutions for this problem?

1.4 Research Objectives

The objectives of the research are to:

- Explain the process of internationalisation
- Investigate challenges which international students face; and
- Conduct an empirical study of staff and students perceptions of internationalisation at CPUT

1.5 Delineation of the study

This research focuses on CPUT staff and students. CPUT is a University of Technology, which is situated in the Western Cape region.

1.6 Significance of the study

By examining the experiences of both staff and students at the Cape Peninsula University of Technology, this research should enable management to address challenges that these parties experience with internationalisation.

This study could generate information that CPUT and perhaps other institutions of higher learning can use to improve the practice of internationalisation.

1.7 Preliminary literature review

1.7.1 Understanding internationalisation at tertiary institutions

Volvuli's and Volvuli's (2006:221) argue internationalisation of tertiary institutions has significant benefits, as well as risks. They further explain that countries without well-developed higher education systems and citizens of those countries can have access to higher education of the highest quality, which can help to build domestic capacity. Conversely,

there is a risk that international opportunities are likely to be unevenly distributed at national and individual level, militating against poorer, smaller countries and poorer students. This limited access to higher education sustains local inequality in the world, therefore, internationalisation of higher education can contribute to a more democratic, fair and equal world. They insist that without adequate higher education and research, which provide a critical mass of skilled and educated people, no country can ensure genuine endogenous and sustainable development.

Whitsed and Volet (2011: 146) consider the results of globalization as being a consequence of a shifting financial environment, since universities in many English-speaking countries use the responsibility of creating knowledge to include internationalisation as an income generating strategy. They continue to see some universities in the United States, United Kingdom, Australia and Japan as selling their courses internationally with the aim of attracting huge figures of fee-paying international students. They also describe this feature of internationalisation as having brought lots of economic repayment to the host countries, and they also see a need to tackle the intercultural scope of internationalisation as a fundamental element of the entire procedure.

1.7.2 The need for internationally recognized qualifications

Kwaramba (2009:5), clarifies the need for tertiary institutions as well as the need for qualifications that are recognised internationally, which means that there must be a demand for highly skilled labour – whether in developed or developing countries – as several countries promote collaboration with foreign countries so that there is an improvement in higher education quality. The above are demands that were observed for the improvement of higher education. Because of these demands, there is a need for the international trade of higher education services. The most common form of trade which is used, is moving students to study in foreign universities. It is common to see students being moved from their universities to foreign universities. Equally, the above author he asserts that nationally and particularly in developing countries, the impact of higher education has increased. He refers to the term used by Knight (2006) that sees internationalisation as “the movement of people, programmes, providers, knowledge, ideas, projects and services across national boundaries”. This common trade has been supplemented by the delivery of distant higher education programs and institutions to conversion and developing countries.

1.7.3 Providing an international dimension to research and technology

According to Knight and de Wit (1995:13), the internationalisation dimension that is introduced to higher education has to do with “a perspective, activity of programme, which introduces or integrates an international/intercultural/global outlook into the major functions of a university or college”. It is within this context that universities world-wide have taken the internationalisation agenda seriously. Therefore, in their view, an increase in student and faculty mobility, the popularity of an international dimension in curriculum, emphasis on international research collaborations and the formation of various kinds of global university alliances and research networks, have become increasingly prominent trends. As Knight (2004) suggests, different people may have different understandings and definitions of the internationalisation of education, and “there is a great deal of confusions about what it means”.

1.7.4 International students’ experiences in tertiary institutions

Akli (2011:325) takes into consideration issues that link to student experiences such as friendship, language, culture and, most of all, identity and how they influence the student’s vision for their educational environment. She also indicates that international students form a social network because they share common experiences, as they have all moved from their home countries to a new cultural environment. They are a strong group as they share an influential learning experience, as well as a universal experience, inspiring to be successful. She sees a mixture of psychological encouragement and practical and academic assistance as important aspects that inspire international students to carry on in the new country. She describes barriers to development relationships between two groups as age difference and the barrier to interaction, as language skills. She further explains that home students believe that international students need more attempts because of poor language skills whereas international students also quote worries of being misunderstood. She also raises the critical issue of learning about others in the experience of higher education in an internationalized world.

1.8 Research design and methodology

This research was conducted by using both qualitative and quantitative methods which are outlined below.

1.8.1 Quantitative research method

Quantitative research embodies investigations wherever relative facts can be analysed in stipulations of numbers that can be quantified or summarized (Fox & Bayat, 2007: 7). According to Hopkins (2008:1), the plan of quantitative research is a way to find out the link between an independent variable and dependent variable in a community. Quantitative research designs are either descriptive or experimental. A descriptive study establishes only associations between variables, whereas an experiment establishes casualty. In order to have an accurate estimate connection between variables, a descriptive study needs a sample of hundreds or thousands of subjects; for example, an experiment may need tens of subjects. The estimate of the relationship is mostly biased if one has a high participation rate in a sample that is selected accidentally from inhabitants. Experiments have less bias if subjects are accidentally assigned to treatments, and if researchers are blind to the identity of the treatments.

Janse Van Rensberg (2012: 64), describes quantitative research as that which produces quantitative data that can be represented through numbers and analysed by using statistics. Quantitative research is underpinned by a unique presumption as to what should be left behind as warrantable understanding, and it also requires methods such as experiments and surveys to portray and clarify phenomena.

A) Questionnaire design

This questionnaire was divided into two sections, namely demographic information in section (A); and content-based questions in section (B). The questionnaire was designed so that staff and students could complete it within five minutes.

A few advantages of using a questionnaire are presented below: (England, 2006)

- they are relatively easy to analyse:-
- a large sample of the given populations can be contacted at a low cost;
- they are simple to administer;
- they should be simple and quick for the respondent to complete;
- they are usually straightforward to analyse;
- they can be used for sensitive topics, which users may feel uncomfortable speaking to an interviewer about; and

- respondents have time to think about their answers, and are not usually required to reply immediately.

1) Section A: Demographic information

This section comprises variables such as gender, age, years of experience as staff members at CPUT, or years of experience as a student at CPUT.

2) Section B: Open-ended questions

3) Section C: Closed-ended interview questions

This section focused on staff and students' experiences of internationalisation. Each question was fully explained to participants.

B) Types of questions

Both closed-ended and open-ended questions were used in the research questionnaire.

1) Closed-ended questions

These types of questions are usually familiar to participants, and hence require less effort by the interviewer.

2) Open-ended questions

When answering these kinds of questions, respondents are usually required to provide their own opinions so that they can be able to express themselves concerning their experiences, and in this case, that of internationalisation. Open-ended questions are important, as these prevent respondents' answer from being discriminatory.

C) Sampling method

Sampling is a process that is always strategic and sometimes mathematical, and involves using the most practical procedures possible for gathering a sample that best represents a large population (O'Leary, 2004:103). Kumar (2005: 179) contends that sampling is useful when constructing a historical reality, describing a phenomenon or developing something about, which little is known.

A simple random sampling method was used to allow the researcher to make relatively few observations, which could be used to generalise both staff and students' experiences of internationalisation at CPUT.

A sampling survey is a quantitative instrument, and was used in order to provide a numeric description of a sample of the CPUT community. This method is important and advantageous, as it enables one to make inferences about a population, which makes it quicker and economical. The purpose of the research was to identify staff and students' experiences at CPUT. Questionnaires were circulated to a group of students (both local and international), as well as a group of staff members (both local and international). The sample size comprised 150, which included staff (both local and international) and students (both local and international). CPUT staff and students were informed of the importance of the research, and as Finch (2008: 157), indicates, there were no negative implications from the information that was supplied, and which remained confidential.

The formula shown below was used to calculate the total rate of responses:

Total response rate=; and

Total number of samples – (ineligible).

The questionnaires were designed so that they were short and concise, which enabled staff and students to complete them timeously.

D) Distribution of questionnaire

Questionnaires were hand delivered to six different campuses, and circulated to 150 respondents who participated in the sample. The researcher contacted the different campuses telephonically, informing them when the researcher would deliver the questionnaires. They were given a time frame of one week in which to respond.

1.9.2 Qualitative research method

The researcher also collected data by using face to face interviews.

The qualitative method is characterised by its aims, which relate to understanding some aspects of social life, as well as its methods, which (in general) generate words rather than numbers for data analysis. The aims and methods of qualitative research can seem indefinite. Common criticisms include samples, which are small and not essentially representative of the broader population, which means that it is difficult to know how far we can generalize the results; the findings lack rigour; it is difficult to tell how far the findings are biased by the researcher's own opinions (Patton and Cochran, 2000: PAGE).

Qualitative research comprises of three paradigms, which are known as positivism, critical theory and interpretivism. Any one of these paradigms can be utilised by the researcher, depending on that, which is suitable for the study.

Janse Van Rensburg (2010:5) finds qualitative research methods to be especially suited for studies that examine unfolding events, where exploration, explanation, description and illustration are needed, as well as focus on a broad analysis of an entire phenomenon. She also indicates that qualitative research design possesses the following characteristics:

- Data collections that take place by means of open ended questions and emerging approaches;
- The researcher that is able to position himself or herself;
- Participants' meanings that are collected;
- Single concepts or phenomenon that are focused on;
- Participants' contexts and settings that are studied;
- Interpretation of data that can also be made; and
- Collaboration with participants that can take place.

According to Hancock (2002:9) qualitative approaches to data collections mostly engage direct interactions with individuals on a one-on-one basis or in a group setting. Data collection methods are time consuming and, therefore, data is collected from a smaller number of people that would usually be the case in quantitative approaches such as a questionnaire survey. The advantage of using these approaches consists of richness of data and a deeper insight into the phenomena under study. Raw qualitative data cannot be analysed statistically. Qualitative data research frequently derives from face-to-face interviews, focus groups or observation,

and tends to be time consuming to collect. Samples are usually smaller than those in quantitative studies, and are mostly locally based.

The main methods of collecting qualitative data are:

- a) Individual interviews;
- b) Focus groups; and
- c) Observation.

(a) Interviews

For the purpose of this research study, interviews were conducted on a face-to-face (one-on-one) basis, while the questions were designed in advance.

The interview method of research involves face-to-face meetings in which a researcher asks an individual a number of questions with a limited set of responses Cohen and Minion, 1994: 273). It is important and valuable to attain.

(b) Focus groups

Focus groups were also used in order to obtain peoples' perceptions, opinions, beliefs and attitudes towards internationalisation. Questions were asked in an interactive group, whereby participants were free to talk with other group members.

c) Observation

Observation will be used to gain a close and intimate familiarity with groups through involvement with people in their cultural environment.

1.9.3 Ethical considerations

The researcher took appropriate steps to observe ethical considerations when conducting the empirical study. Hence, official permission was sought to conduct the research at the Cape Peninsula University of Technology. The participants were also informed that their participation in the research project would be voluntary, and that anonymity and confidentiality were guaranteed.

1.10 Summary

Internationalisation experiences are important to both staff and students at CPUT. This research attempted to identify factors that need improvement in the area of internationalisation such as poor communication with international students when applying to study, problems with accommodation upon arrival, as well as assumptions that are made by international students that they are accepted even without a letter of acceptance from the university.

1.11 Organization of the study

Chapter 1: Introduction and background of the study

This chapter contains a proposal, which deals with staff and students' experiences of internationalisation at CPUT, and sets the scene of what took place following the merger of the Cape Technikon and Peninsula Technikon, whilst it also presents perceptions of the internationalisation of higher education.

Chapter 2: Literature review

Chapter 2 presents a literature and explains internationalisation and its processes, as well as the criteria that CPUT applies in this regard.

Chapter 3: Research methodology

Chapter 3 clearly delineates the approach that was undertaken in pursuance of the study, including a detailed description of the sampling date collection methods that the study used.

Chapter 4: Results and discussions

This chapter focuses on crucial elements of this research, and reports the study's findings.

Chapter 5: Conclusions and recommendations

This chapter features conclusions and recommendations, which are based on the research findings.

TIME FRAME

	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
Proposal						✓						
Literature review							✓					
Methodology								✓				
Data collection									✓	✓		
Discussion												
Summary												✓

CHAPTER 2

A REVIEW OF COMMON DEMANDS IN INTERNATIONALISATION

2.1 Introduction

This chapter focuses on the impression of internationalisation of higher education and sets this study within a context. Hence, the following were considered:

- The concept of the internationalisation of higher education
- Student experiences of internationalisation
- Motivations that drive internationalisation; and
- An overview of major challenges within South African Higher Education.

Volvuli's and Volvuli's (2006: 221) argue that internationalisation of higher education has significant benefits, as well as risks. They further explain that countries without well-developed higher education systems and citizens of those countries can have access to higher education that is of the highest quality, which can help to build domestic capacity. Conversely, there is a risk that international opportunities are likely to be unevenly distributed at national and individual levels, militating against poorer, smaller countries and poorer students. This limited access to higher education sustains local inequality in the world; therefore, internationalisation of higher education can contribute to a more democratic, fair and equal world. They insist that without adequate higher education and research, and institutions that provide a critical mass of skilled and educated people, no country can ensure genuine endogenous and sustainable development.

Oyo (2008: 2) advises students to be aware of varying international environment so that they are ready to survive and struggle in a self-motivated workplace. He believes that South Africa is becoming the continental organiser in the provision of high quality tertiary education, whilst encouraging South African universities to increase their active participation in the International Education Association of South Africa (IEASA). He further encourages South Africa to carry out a twofold procedure concerning internationalisation, which means that South Africa must expose citizens to new information from other countries, and most importantly, become partners of global change, which forms the foundation of potential of initiatives by growing opportunities for staff and students at Higher Education Institutions (HEIs)

2.2 Concept of Internationalisation of higher education

Internationalisation is becoming a policy for planning and themes within African Higher Education (Teferra & Knight, 2008). Since 1990s Internationalisation has been known in higher education but, has become increasingly in demand in both developing and developed countries. Internationalisation is centred on knowledge of societies, entrepreneurial universities, gaining more participants, cooperation with higher education, involvement in partnerships, generating a third stream income and integrating regionally.

Kwaramba (2009:5) states that there is a need for higher education, as well as a need for qualifications that are recognised internationally, which means that there must be a demand for highly skilled labour – whether in developed or developing countries – as several countries are promoting collaboration with foreign countries so that there is an improvement in the quality of higher education. The above are demands that were observed for improvement of higher education. Because of these demands, there is a need for the international trade of higher education services. The most common form of trade that is used; is moving students to study at foreign universities. It is common to see students move from their universities to foreign universities. Equally, he asserts that nationally and particularly within developing countries, the impact of higher education has increased, hence he refers to the term which Knight (2006) uses that regards internationalisation as “the movement of people, programmes, providers, knowledge, ideas, projects and services across national boundaries”. This common trade has been supplemented by the delivery of distant higher education programs and institutions to conversion and developing countries.

Arkoudis *et al.* (2012: 6) states that there are several significant references to the importance of internationalisation in higher education. According to them, amongst other things, internationalisation often refers to the character of a university, its global reputation, recruitment of students, and the teaching and learning outcomes of graduates. They also believe that emphasis on internationalisation reflects the strategic importance of driving a globalised perspective across all areas of university policy and practice. They also indicate that mentioning internationalisation in the mission statement, or in the institution’s statement of goals and values, is mostly an indication of student body’s diversity and the development of the institution’s international community.

Van der Wende *et al.* (1999:66) assert that the concept of internationalisation has been broadened and developed into a concept that includes curricular reform, improvement of quality in education and research and institution-wide strategic development. They view internationalisation as a process, which is associated with the planned direction of higher education institutions, as well as higher education escalation and value.

2.2.1 Internationalisation – An evolving concept

IAU (2012:1) considers internationalisation of higher education to be a self-motivated development that is continued by international framework. When the purpose of the situation changes the goals, the meaning and even the strategies of internationalisation also change. They see a considerable change in the world, which has resulted in downfall of grand hegemonies and the rise of money-making powers, as well as new regional alliances. They see globalisation as the greatest appropriate aspect that shapes the internationalisation of higher education and, which also gives an international aspect to phases of peoples' lives and communities.

2.2.2 Internationalisation – Students' Perspective

Oyo (2008: 10 – 12) identifies four qualitative ways in which students understand internationalisation at the University of Witwatersrand. These are:

- Students think that internationalisation is merely about being an international students or bringing students from outside of South Africa to come and study in the country. According to the above author, students' perspective of internationalisation is determined by the presence of international students at the campus. Hence, students' understanding seemed to focus more on the presence of international students on campus. Their understanding also focused on seeing demographic on campus: in terms of White, Black South Africans and non-South Africans
- Internationalisation is an enrichment of the student's mind to learning about the world at large and to exchange ideas. Here they focused on the learning experience taking place outside South Africa and non-South Africans' presence at the university, as evidenced by the campus' diverse climate. In their understanding they articulated that the exchange of ideas in and outside of a class situation at the university is really enriching.

- They believe that internationalisation is about mutual respect and acceptance in the new world order, which is caused by globalisation. Their understanding is emphasised by the occurrences of xenophobic tendencies at the Witwatersrand University.
- Internationalisation is about Wits striving to become a top 100 university in line with their cliché, namely, “Wits give you the edge”. Apparently, all students both local and international concurred that internationalisation of higher education is vital for the university to pursue.

de Wit *et al.* (2005:19), mention that there is a connection between national-level and institutional level rationales, but they are not all as close as one would anticipate. The connection depends on several factors such as whether, and to what extent, the internationalisation process is a bottom-up or top-up process. They mention that in some countries where internationalisation is not known +or is important at a national level, institutional level rationales are important and might differ across institutions. They also tackle several factors that influence institutional level rationales which consist of mission, student population, faculty profile, geographic location, funding sources and level of resources and orientation of local, national and international interests.

According to Oyo (2009: 10) internationalisation presently assumes a vital dimension in higher education policy. In his view, it is believed that universities strive to be acknowledged globally and to be perceived as top universities because of the high rate of competition within higher education. He sees the aims of internationalisation as having two most important objectives, namely; to be more realistic and indescribable, and more solid and practical. The other purpose is to pass on certain skills and competencies that will make it possible for people to function in a global situation for example to have knowledge of foreign cultures and the history of other peoples’ nations. Furthermore, identified the important elements of internationalisation to include internationalisation as a procedure; internationalisation as a response to globalisation which should not be confused with globalisation itself; and internationalisation as including both international and local elements.

According to Oyo (2009: 10), internationalisation is nowadays assuming a vital dimension in higher education policy. In his view, it is believed that universities in the world seek to be acknowledged globally and be seen as top universities because of the high rate of competition in the higher education. He sees the aims of internationalisation as having two most important objectives, namely, to be more realistic and indescribable, and more solid and practical. The

other purpose is to pass on certain skills and competencies that will make it possible for the people to function in a global situation for example knowledge of foreign cultures and the history of other peoples' nations. Furthermore, he has identified the important elements of internationalisation to include internationalisation as a procedure; internationalisation as a response to globalisation which should not be confused with globalisation itself; and internationalisation as including both international and local elements.

According to Kritz (2006:6) international research relationships were previously only concerned with individuals from urbanised countries who roved from other urbanised countries to a developing country for the purpose of study cooperation. The purpose of this was to distribute lecturers at the host institution.

Knight (2003:1) defines internationalisation as ***“the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education”***. In other words, it is about embedding an international ethos across the institution for all its stakeholders through an integrated process. She asserts that internationalisation is a pacemaker for reform and for the development and modernisation of the higher education system. Institutions of higher education must assert themselves in international competition in order to acquire the best brains.

According to Knight and de Wit (1995) the internationalisation dimension that has been introduced to higher education has to do with “a perspective, activity of programme, which introduces or integrates an international/intercultural/global outlook into the major functions of a university or college”. It is against this context that universities globally have taken the internationalisation agenda seriously. Therefore, in their view, an increase in student and faculty mobility, the popularity of an international dimension in curriculum, emphasis on international research collaboration and the formation of various kinds of global university alliances and research networks have become increasingly prominent trends.

As much as there is an increased force for the internationalisation of higher education, there is also a need to consider replications regarding significances and consequences/values prior to internationalising universities (Mok 2007: 436). Elkin *et al.* (2005) infer that “internationalisation is not something that is either attained or not attained: therefore, it is a commitment with a variety of dimensions”. Knight (2004) suggests that different people may have different understandings and definitions of the internationalisation of education, and

“there is a great deal of confusions about what it means”. Teichler (2004:6) argues that internationalisation is not as bad as some people think as it creates more opportunities than risks. Furthermore, he specifies that people might think that the internationalisation procedure takes place simultaneously with a certain step of de-governmentalisation in higher education in relations to administrative control and shaping the position of individual higher education institutions on a national map. De-governmentalisation has had an effect on the international arena, particularly since governments had restricted mechanisms of international processes in the past.

Arguing along the same vein, de Wit (2006) also warns people not to oversimplify the complexity of the internationalisation of higher education, because some may refer to the internationalisation of higher education as means to mobilise students, while others may refer to the delivery of education to other countries as being new steps of arrangements, and still others may merely refer to curriculum-related changes. Consequently, Mok (2007: 436) suggests that complications around the manner in which the internationalisation of higher education relates should not be underestimated, especially as trade and opposition have become more important, motivating internationalisation developments

The President’s emerging leader’s project team on internationalization of the university (2007: 2) identifies internationalisation as a ‘key element of the university’s strategic positioning, which is committed to making the university a global leader in education and research.’ They also define internationalisation as “the process of integrating an international perspective into a college or university system, as an ongoing, future-oriented, interdisciplinary, leadership driven vision that involves top administrators creating an institutional vision and motivating people in both academic affairs and student affairs units to change an entire system to think globally, comparatively, and collaboratively while reacting to multi-dimensional environmental changes in global, political, economic, social and cultural arenas.” They see it as a way for an institution to adapt to an ever-changing, diverse external environment that is becoming more globally-focused.

They also see an urgent need for internationalising higher education, as there are rewards later. They find that internationalisation as beneficial to the individual, the community, the institution, the nation and the world. However, there are slight disagreements concerning most excellent practices for implementing internationalisation. They find that internationalised

institutions have different scopes of seriousness or depth and loyalty, and characteristics that have been identified are as follows:

- The presence of international majors and minors within the university and professional schools;
- World languages and area of studies or courses;
- International/comparative courses required for all students regardless of discipline;
- Co-curricular international conferences/events/involvement activities on campus;
- A solid international commitment in campus leadership including Chancellor, Vice Chancellor, directors, deans and a board of trustees;
- Commitment from institutional relations offices, including, communication plans by the public relations office and outreach to international alumni by the alumni office;
- International diversity among students, faculty, and scholars and intentional involvement of these stakeholders in internationalising aspects of campus life;
- International study, work, research programs and internship service opportunities for students (including scholarships);
- International teaching, research and consulting opportunities for faculty (including travel grants and fellowships); and
- Partnerships and networks with universities across the globe (President's Emerging Leaders Program [45] , 2007).

During the internationalisation procedure/practice, there is a need to consider a number of factors that are important and, which involve a background of the society, the cultural identities of the nation, the resources and priorities Shuriye (2011). According to Knight (1999), “internationalisation of higher education is the process of integrating an international and cultural dimension into the teaching, research, services and functions of the institution.”

The term internationalisation has grown to become a proverb in universities’ vocabulary across the globe; nevertheless, the idea refers to objectives, behaviours, concepts, practices, means, challenges and strategies that from time to time have different connotation to different universities. A number of universities have a firm academic idea of what internationalisation entails whilst others perceive higher education as a global market.

Shuriye (2011: 68) gives diverse approaches to internationalisation, which consists of an action orientated approach, a proficiency approach, a standards approach and a process approach. These approaches are highlighted as follows:

- *Action approach:* Endorses activities such as internationalisation of curriculum and exchange of scholars and students, research collaboration and internal linkages. These specific activities are intended to enhance and provide specific characteristics in terms of producing dimensional programs in the process of internationalisation:.
- *Proficiency approach:* Emphasizes the development of multiple skills, capacity building, attitudinal change and knowledge based initiatives, values for graduates, faculty administration and academic process. The key concept in this approach is the idea of building an international personality, which is knowledgeable enough and skilled enough to emphasize development of an international syllabus, with the hope that international proficiency will be the outcome.
- *Standards approach:* Emphasizes infusing the values into the programs, the curriculum and campus life, including new customs, traditions and cultures in the education system. It concentrates on a strong belief system, worldview and universal culture.
- *Progressive or Process approach:* Emphasizes on integration of diverse methods and schemes into the research and teaching activities of the institution. It is a permutation or mishmash of diverse performances, strategies and measures. In this process appropriateness and aptness of the activity is vital. And the emphasis is mainly on curriculum aspects, as well as the organisational understanding of the processors that govern that curriculum.
- *Serviceability of internationalisation:* Internationalisation is a course of action, which intends to integrate international perspective into the general outlook of the institution, products, curricular, staff, students and co-curricular activities. In this process the entire body focuses on worldwide exterior orientation. Although internationalisation is not a new concept to many fields, the idea became popular in the education sector in the early 1980s. International education, comparative education, global education and multicultural education are some other axioms that have been used from the 1980s to 1990s. Apart from internationalisation, scholars currently use other notions, which include borderless education, cross-border education and transnational education.

According to Antony and Liston (2008:14), universities respond international aspects of teaching and research also by having international staff and students and also facilitating the

international knowledge of their students and staff abroad, and this process is identified as internationalisation. They further state that universities have pinched their approach to conformity with their vision, goals and strategic plans, and make clear statements about their international meeting point. They see a strong international meeting point in all activities as being a goal of another university.

Benell and Pearce (2003:3) state that internationalisation of higher education in developed industrial countries has become as a major trend since the 1980s. They believe that internationalisation is manifesting itself in a multiplicity of traditions. Universities are motivated to react to the requirements of globalizing the economy as a result they are internationalising the curricula. They consider differences that were encountered in national education policies among developing countries as tapering, while most universities are drawing to a bigger number of foreign students.

2.3 Student experiences of internationalisation

Humfrey (2009:10) in her report interprets that international students' experiences of studying in the UK were extremely positive other than input themes for upgrading, which appear regarding lodgings, maintenance and community amalgamation.

Kritz (2006:28) finds criticism, which is directed at international student mobility that leads to brain drain for the sending country and brain gain for the receiving country. The author also argues that the migration of medical doctors from poor to rich countries deters global health; hence, doctors and nurses should not be encouraged to migrate, and countries should limit outflows of health workers. He also criticizes the high incomes of 29 countries that accept health professionals from low-income countries. According to him, this makes it more difficult to achieve health goals set by international agencies, because the supply of health professionals in many countries is small and decreasing speedily.

According to Strydom and Mentz in their SASSE Report (2010: 1), it is necessary to understand the critical importance of students' experiences and to realise that South African Higher Education is producing quite a number of quality graduates, as well as citizens that are needed in the 21st century. Students' success is a major issue that needs to be measured, which means that there is a need to focus on student engagement. It is important to consider the two components of students' engagement – what students do and what the institutions do.

Hyland *et al.* (2008:4) view the work of Higher Education as a support for the internationalisation initiative that develops student experiences within Higher Education. Their research provides a number of web pages with helpful links to resources and publications related to internationalisation, as well as teaching and learning and the Bologna process. The Bologna process is a plan to bring about a method of academic degrees that are easily recognised and equivalent and which to support the mobility of students, teachers and researchers, whilst ensuring a high quality of teaching and incorporating the European dimension into higher education. Their perspectives on internationalisation of the curriculum is that cultural diversity provides rich opportunities in which students learn from and about each other; hence, such learning can ensure that academics function ahead of local and national perspectives.

Pang (2012:28) states that for many international students who study in a foreign country it can be an alienating experience. As a distinct cultural group not routinely structured into higher education in such a large number and from a wide range of countries until recently, as in the case of New Zealand and Australia, they often find their sojourn experiences to be stressful. He also states that compounding these challenges is the fact that international students from non-English speaking backgrounds are supposed to be the carriers of different learning cultures. He finds that the literature on the experiences of international education has remained remarkably consistent in saying that foreign learning cultures often ‘clash’ with that of the host institutions. For instance, according to him, in New Zealand, “international students’ academic ‘problems’ have been identified as proficiency in academic English and difficulties in understanding lectures and textbooks, lack of familiarity with the Socratic mode of teaching, issues about academic integrity, inability to participate in class discussions and cultural distance to academic material”. Marginson *et al.* (2010:15) captured voices of students who narrated a litany of negative experiences which relate to academic and social disengagement, personal safety concerns, racism, language issues, workplace problems, accommodation issues and problems in dealing with bureaucracy. However, in their view, it is not easy to discuss such issues.

According to Ryan and Hellmundt (2003:2) international students’ most important problem is language and deficiencies in academic skills. They admit that language difficulties may be a problem for many international students, but there is a variance in academic expectations and experiences; hence, this is an incomplete problem for students. Sometimes students encounter

difficulties with language that lecturers use, together with different concepts, acronyms and anecdotes, particularly in some discipline areas where certain types of previous knowledge is assumed. A number of surveys that were undertaken amongst international students indicate that in United Kingdom 16 percent of students have English language problems, which the main issue that affect their need for educational achievement, whereas 38 percent stated that academic difficulties were their most important problem. Ryan and Hellmundt (2003:3) also highlighted a number of studies where international students experienced communication between themselves and teachers, resulting in differences of understanding and expectations of academic work such as unknown codes and prompts in essay questions.

Ryan and Hellmundt (2003:4) equally reported that for students the most important issues that proved difficult were relevancy of the course content and the use of ethnocentric perspectives and materials, as well as lack of recognition of different experiences, perspectives and background knowledge. They also explained that there were different views of learning involved, as well as attitudes towards curriculum, pedagogy and assessment – the course content proved mostly problematic for students because sometimes they lacked background knowledge and the texts and materials that were used most of the time lacked meaning for people from different cultural backgrounds. International students also found assessments to be unfair and unclear, complained of misunderstanding what the lecturer wanted, and they felt that they were unable to express their true abilities as a result of the lack of alternative assessment choices and their lack of sophisticated language to express their ideas.

Strydom and Mentz (2010:3) state that the stakeholder summit on higher education transformation highlighted the significance and challenges that involve student experience – understanding the learning experiences of different students, providing support for academic success and how student understanding relate to high drop-out rates and low throughput rates. They also state that it is difficult to understand the nature of student experiences as it is devastating, and also noted that higher education institutions require focusing their viewpoint of students' experiences through specific lenses that would help the sector and individual institutions to maximise students' chances of succeeding. They observed the balancing of learning opportunities that were shown inside and outside the classroom, which helped to increase the academic programmes and gave the experience of valuing diversity from both students and teachers.

Michiel Bass (2012:2) finds that students who travel to other countries face many difficult challenges when undertaking educational courses, especially when their home culture is different from that of the host country's culture. They state that factors that have an influence include adjustment to the host culture such as the difference between the culture of origin and the host culture, self-esteem, age, education level, age, gender, language proficiency and previous cultural experience.

2.3.1 Common problems in internationalisation

- **Environment:** Students feel isolated as they are new in the environment and do not know people. Everything is new to them
- **Accommodation:** Most students leave their countries to attend CPUT, not being sure of the accommodation challenges upon arrival.
- **Language:** Language is a problem for most students as they do not even understand or speak English properly: they find it difficult to express themselves, because it is not their first language.
- **Attitude:** There are some negatives attitude from both South African students and staff members who question the acceptance of international students, and make comments such as “international students are taking spaces of South African students”. Some staff members do not pay attention when an international student makes an enquiry, and so without attempting to assist the student, just send the student, merely sends the student to the International Office, even if the matter can be resolved by the respective offices/lecturer. One finds that an International student takes long to get an easy answer because they are usually sent from pillar to post. A typical example is when a student needs to know the status of his or her application, then instead of being helped, the student will be sent to the international office that does not have that kind of information unless it is forwarded by the faculty/applications office
- **Study permit:** Some of the students do not register because of study permits. Home Affairs takes long to process students' study permits and there is no way that a student can be registered without a valid study permit.
- **Cross cultural change:** Cross cultural change can be problematic for many international and other students at universities. Students need to become more accepting and understanding other cultures and cultural differences.

- **Fees:** There appears to be different perspectives or attitudes regarding the issue of increases in fees payments. It can make university staff sceptical: “we accept those students just for the money”. It can cause misconceptions amongst international students, their parents and sponsors themselves: hence, because they paid for the degree, the university cannot disappoint them. Sometimes even sponsors themselves do not pay university fees on time which causes problems between students and the institution.

Asaoka and Yano (2009:184) posit that some universities have insufficient support systems whereby teaching and administrative staff do not encourage students to study abroad. This might be because they also lack recognition of the merits of the studying abroad experience. Some students do not want to study abroad because of cultural diversities, as some of them are not confident enough with English, which makes them reluctant.

2.3.2 What can be done to improve internationalisation?

Following the earlier highlighted problems of internationalisation, the following recommendations would greatly improve internationalisation at CPUT.

Encourage students to apply early

Students should be encouraged to apply on time; the closing date for international applications at Cape Peninsula University of Technology is 31st August each year so that students can receive timeous responses. It would even be an advantage to close earlier for international applicants. Furthermore, the deployment of information technology in processing applications, especially for online applications should be considered.

Faculties to respond on time

An improved response time from the Faculty will enable the International Office to issue letter early enough to students. This will reduce or even eliminate the challenges that students face in obtaining their study permits because study permits takes about six weeks and more to process. An example is students who applied in October the previous year and until January the following year, (year that they must register) they never received study permits.

Creating a welcoming environment

When a student arrives at CPUT in South Africa for the first time, in particular, the student expects to be welcomed. However, most times such an environment appears lacking with some individuals feeling that the student is invading their territory. An example relates to accommodation as a tired student who has travelled from far arrives for the first time only to be told that there is no accommodation.

2.3.3 Objectives of internationalisation

There are diverse reasons for the internationalisation of any institution. Among these reasons are the following, which are outlined below:

Attracting international students: Recruiting international students from other countries in order to increase the numbers and to learn about other countries.

Develop multi-cultural and active staff: Make available opportunities for staff to engage in international activities (attending international activities).

Develop a proactive strategic approach to partnership development: A review of academic partnership in order to make sure that it is in alignment with the university's mission.

Delivery of an excellent student experience: Promote student and staff mobility and also develop customs of scholarship for the purpose of attracting students to study abroad.

Maximise stakeholder and alumni international contacts: Making contacts and links with international alumni.

Marketing the Institution

In respect of luring international students, the university should be marketed in the background at all times.

International students come to study at the university with the purpose of acquiring an education of great value besides contributing money to the institution. Without any doubt, international students do make a valuable contribution to the academic community as well as to the institution as a whole and from this point of view payment of fees is not what defines the value.

Academics should be engaged regarding the international marketing of students because they sometime do not seem to understand why internationalisation is important.

Scarborough (1998, 269) says that the most important and crucial thing is to understand cultural differences, knowing that it is a challenge as there is a tendency of judging people's cultures. One needs to acquire cultural intelligence if one wants to study or work in a culturally different environment (Thomas & Inkson; 2003: 164).

- Increase student and faculty internationalisation knowledge because staff and students at faculties do not seem to understand it.
- Broaden and diversify source of faculty and students.
- Area studies, foreign language, internationally focused courses (for example the Business Faculty has two international languages, namely Afrikaans and English) hence there is a need for other languages such as French and Portuguese, and so on.

It is clear that in most institutions internationalisation is a continuous mishmash of programmes and behaviour run by different units at the university, without being systematically included into these institutions' foundation university mission. Internationalisation stresses that the constituent parts of internationalisation within a campus should be brought together in a reasonable manner which details such reasons as reasons for internationalisation, while stakeholders should be involved in the process, and help with how the process will be implemented and evaluated. There are many reasons for internationalisation at a campus. Some of these factors are owing to social, economic, political, global, local, and national contexts within which internationalisation takes. (Green, 2003:1).

After 1994 South African Higher Education Institutions were pressurized to internationalise education because of increased globalization and competition in international markets. Most South African Institutions compete for money/funding, students and staff with their counterparts in the world. Institutions are being asked to make room for evidence enrolment figures, while obtaining extra funding from government. There was a need for South African Higher Education Institutions to internationalise owing to the education crisis during which universities shrank, as there was competition for diminishing numbers of skilled school-

leavers. As from 1995 there was a decrease in student enrolment; hence 1999 the loss of students was roughly 10%, which is about 30 000 students. The University of the Western Cape from 13 150 to 9 481, whereas Vista lost a quarter of its students at some of their campuses, while Fort Hare also experience a threat of declining student numbers (Crane, 2003:6).

2.3.4 SADC procedure on Education and Training

Mavhungu (2003; 69) states that South African institutions cooperate with other institutions to ensure admission of students from the SADC regions at their campuses, as well as locally. SADC's procedure (1997:16-25) encourage South African institutions to:

- Set aside at least 5% of their admissions for international students;
- Make easy the mobility of staff and local students with the aim of research, teaching and other pursuits, which link to education and training.
- SADC students be treated as local students when fees structure and accommodation are considered; and
- Create partnerships with other institutions in SADC countries in order to encourage institutional partnerships.

The case for the internationalisation of the Cape Peninsula University of Technology is strong

- There are a number of drivers, which include competitiveness, diversification/diversity partnerships, networks, collaboration, attracting the best mobile students, learning from international (including European) counterparts/competitors and international research.
- For students there is a potential for increased employability through international experience (mobility programs); and a richer student experience (including on campus).
- To enhance the teaching experience with shared practice.
- For curriculum-there is the importance of embedding an international dimension into the curriculum and equipping students with relevant skills for the global market, especially language and cultural knowledge.

- For employers-the value of international experience is important; students compete in a global skills market.

Institutions have the same culture and environment of the nations in which they operate. Culture and religion are other factors. For example, in the Muslim countries' universities Islam is infused into the curriculum; hence non-Muslim students may not be openly welcomed.

Higher Learning Institutions face a number of obstacles which relate to internationalisation services.

Some universities are not able to achieve notable, scientific development; they are also not adequately competent to create central attention. It seems that some institutions have not benefitted positively from internationalisation activities.

- *Lack of funds:* as an obstacle to internationalisation, this can be in the form of budgetary or strategic priorities.
- *Administrative problems:* these problems refer to problems that are linked to the accommodation of foreign students, quota problems, credit recognition problems, criteria set by the University for Access to certain courses (for example nursing at CPUT) and validation problems. The lack of vision in the admission system and hospitality level is another experience as a result of internationalisation. Most universities have no fully-fledged international students' offices with complete facilities and capacity to offer up-to-date services.

2.3.5 Why do postgraduate studies at the Cape Peninsula University of Technology?

According to international students, there are a number of reasons why they pursue their studies at Cape Peninsula University of Technology (CPUT). These reasons revolve around the following:

- *Fulfilling job requirements:* most companies are not satisfied with a basic degree and prefer candidate to have some sort of extra qualification/s. This could be in the form of experience or another degree or recognition through awards, and so on.
- *Pay hike:* A Master's degree leads to a higher post and an increased salary or other forms of increment; with increase in living expenses people strive to attain higher degrees in order to maximize their chances of earning more.
- *Status:* Qualifications seem to increase peoples' self-esteem.

- *Self-satisfaction*: it creates a sense of personal achievement.

Hermans (2005:182), makes it clear that the attitude changes when one speaks about internationalisation in the institution, whereby the community (staff and local students) perceives international students as creating unbalance and inefficiency within the institution, while they consider including of international students in debates as lowering the quality of their education, and in other institutions criticisms revolve around the 'we versus them' debate. These are some of the experiences that International students endure and which institutional managements should note, as these might be because of a lack of understanding other cultures. Hermans (2005:179-194) challenges Higher Education Institutions to be aware of these critical factors, because although international offices might be aware of them since they work with international students, there is a lack of understanding on the part of some staff members at some institutions.

Hyland et al. (2008;11) perceives the diversity of staff and students as a strong factor in the internationalisation process; hence, some students from the same country explained the importance of interacting with others from other countries, as this added to the richness of classroom discussions amidst their differing and interesting perspectives. Amongst important issues raised were comments regarding informing international communities of what to expect from increasing the cultural diversity of staff and students. ***There was a feeling that universities can present themselves as the best in internationalisation, but if one goes to the town centre, one will find that town centre is more international than the actual university-*** Some staff and students found difficulties in forming relationships across cultural groups.

Ritchie (2009:2) describes students as being at the centre for learning, teaching and experience, considering their engagement that lies at the heart of the university and its future strategy. They are seen as partners in delivering the university's strategy, plans and innovation in relation to student the experience.

Hellsten and Prescott (2004:346) find that communication in class is sometimes problematic. International students find it difficult to participate in class and to make classroom decisions. Most international students feel insecure when dialogue takes place in the English language; they are reluctant to pronounce words in English for fear of failure in front of students who speak English properly. Leaving their respective home countries to study in a foreign country can be a disturbing experience for international students, especially for younger

international students. Students lack support from teaching staff, while they would want and expect teachers to encourage them, much like their parents do. Furthermore, students also commented on the unavailability of consultation opportunities for the newly registered students.

Whitsed and Volet (May 2011; 146) consider the results of globalization to be a consequence of the shifting financial environment, and regarding universities in many English-speaking countries as having the responsibility of creating knowledge that is stretched towards internationalisation as an income generating strategy. Some universities in the United States, United Kingdom, Australia and Japan are perceived as selling their courses internationally with the aim of attracting huge numbers of fee-paying international students. They also describe this feature of internationalisation as having brought lots of economic repayment to the host countries, and they also see a need to tackle the intercultural scope of internationalisation as a fundamental element of the entire procedure.

Knight and de Wit (1995) perceive that an important aspect of internationalisation of higher education is to prepare staff, faculty and students to work/function in an intercultural perspective. According to Knight and de Wit (1995) the most important function of international education is to allow students to recognise, value and articulate the truth of interdependence among nations, and hence organize/arrange those who are involved to function in an international and intercultural framework.

Madalina Akli (2011:325) considers issues that link to student experiences such as friendship, language, culture and most of all identity and how they influence the student's vision for their educational environment. She also indicates that international students form a social network because they share common experiences, which include that all moved from their home countries to a new cultural environment. They are a strong group as they share an influential learning experience, as well as a universal aspiration to be successful. She sees a mixture of psychological encouragement and practical and academic assistance as being important, since it inspires international students to carry on in the new country. She describes the barriers to the development relationships between two groups as an age difference and the barrier to interaction, which is language skill. She further explains that home students believe that international students need to try harder because of poor language skills, whereas international students also worry about being misunderstood. She also raises a critical issue of learning about others in the experience of higher education in an internationalized world.

Knight (2011: 221) indicates that education centre does not refer to an individual branch campus nor a huge number of international students, but identifying the country as a centre involves a national level attempt to make a serious crowd of local and international students, as well as education institutions participate in education, training, knowledge and improvement initiatives. She further states that the movement of students from one country to another has been an experience for centuries, and also mentions that there is an increase in the number of international students in a foreign countries, namely from 238 000 in the 1960 to 3.3 million in 2008.

Arkoudis *et al.* (2012:5) define the term internationalisation as bringing together students from many different backgrounds and diverse education pathways with students who had never left their home countries, including students that are studying abroad for the first time. They, further mention that the term ‘international’ does not capture/confine the mixture that exists between international students organizations, which means that the term international covers students from many backgrounds and the dispute for institutions and academics is the way to bind the prospective students’ variety.

2.4 The motivation driving internationalisation

Euren (2005:6) regards internationalisation of higher education as a political aim/plan and a route of transformation in society, which associates the perception of internationalisation with something positive, namely international perspectives in education and research, escalating mobility for students and international values of excellence promise, as an international university is capable of promoting discussions and progress in communities.

Ali Ghasempoor (2011:37) asserts that internationalisation is an intentionally important experience in the higher education field, bringing on an escalating expansion in the cross-border relief of education, which results in considerable markets in exporting higher education products and services. He provides a valuable conceptual framework of four different probable rationales for internationalisation in higher education, which are: the academic, cultural, social and economic, also indicating that the political rationale is associated with issues of national security, stability and peace; the academic rationale is associated with the objective of achieving international standards; the academic rationale is associated/connected to the objective of achieving both teaching and research; the cultural and social rationale is of

the view that homogenizing effects of globalization need to be resisted, while nations' languages must be appreciated; and the economic rationale is a direct response to the market forces, coupled with economic aspect of globalization; simultaneously, economic rationale underlies hard work that is to increase the institution's revenue by providing education abroad and by attracting more international students.

The 2009 EMUNI conference of Higher Education and Research (Portorož, Slovenia, 25-26 September) mentions the major advantages of internationalisation of Higher Education, which are increased mobility, trust, contact and knowledge. They also add that benefits of internationalisation include entering the world system of academic research and innovation, whilst mounting student mobility, faculty as well as staff taking part in international accreditation and credit transfers, democratizing the administration of both universities and colleges and, most of all, learning new approaches to problem solving issues, academically and administratively.

2.4.1 Meaning of internationalisation and globalisation

de Wit (2010:8) argues that there has been various terms/stipulations that have been used in linking/relating to the internationalisation of higher education, making us aware that internationalisation of higher education uses language that addresses a small part of internationalisation and, which highlights a specific/detailed motivation/justification for internationalisation, and generally/habitually these languages are either programs/courses that are associated with: *international studies, global studies, multicultural education, intercultural education, peace education etc. or mobility related: study abroad, education abroad, academic mobility, etc.*

Teichler (2004:22-23) sees globalization as changes in higher education that are linked to increasing interaction between different parts of the world, and where nationwide restrictions are faint or disappearing, and he perceives globalization as being substituted for internationalisation in community discussions on higher education, which means that the meaning has shifted and is used for whichever supra-regional experience that is linked to top higher education; and on a global scale, which is linked to higher education characterized by advertisements and opposition.

Yang (2002:83) describes internationalisation for universities as a means of awareness and process of interaction between and amongst different cultures through its teachings, research and service functions, with the vital aim to attain common understanding across cultural borders. Additionally, he finds that for a national higher education system, internationalisation refers to conversations with people from other countries, while he also insists that internationalisation is not a recently developing subject. This is why internationalisation is linked to cultural integration and conflicts with non-Western countries, because, for example in Japan cultural and ideological meaning have been added.

According to the NCA-HLC Self-Study (2008:2), for teaching, the internationalisation process means adding or enhancing the international content of all curricula and promoting studying abroad among students and faculty. For scholars, the internationalisation process includes increasing research and associated actions, which have an international and a domestic focus; for service, the internationalisation process is a process of carrying the university's hard work to a broader discussion in a foreign country with procedural support and related programmes. The internationalisation process should have a focal point on the development of local service efforts which should have an international theme.

2.4.2 Rationales for internationalisation

de Wit (2010:9) stresses the significance of distinguishing between the rationale and meaning of the internationalisation of higher education. This, according to him, is because in much of the literature meanings and rationales are confusing, since often a rationale for internationalisation is presented as a definition for internationalisation. In his view internationalisation could be categorised into four aspects, namely political rationales; economic rationales; social and cultural rationales; and academic rationales. He further stresses that these rationales are different, but they are not limited and they may differ in value in each country, but economic rationales are measured as being more important and more dominant than the others.

According to Euren (2005:251), there are a number of diverse motivations for the need to include international aspects in higher education; the reasons for the internationalisation of higher education are concern for international safety, protection of economic competitiveness and fostering of individual understanding across nations. While these are not complete reasons for internationalisation, they differ in content and importance. Euren (2005:251) also

identifies seven imperatives for international education, which include economic comparatives, environmental interdependence, increasing ethnic and religious diversity of local communities, the reality that many citizens work for foreign owned firms, the influence of international trade on small business, the fact that college graduates will supervise people of different racial groups, for their own, national security and for relations between nations. He examines a variety of assumptions that motivate the internationalisation of programs at diverse universities, proposing three different models in an effort to confine the various approaches to the internationalisation of a university. The competitive model, which introduces international content into curricula, is to make students, the institution and other elements more competitive in a global economic market place. The liberal model identifies the most important purpose of internationalisation in a shifting world. The social transformation model suggests that the most imperative purpose is to give students a deeper consciousness of international and intercultural issues, which are associated with equity and justice, giving them tools to work enthusiastically and seriously towards change.

Yang (2002:85) asserts that the increase of a familiar explanation of internationalisation has not been easy, and that the review of motivations for internationalisation is a problem. He stresses that debates about internationalisation can, under certain circumstances, avoid debates about the nature of a university, and its responsibility in the communication and conception of forms of culture and understanding. Furthermore, he states that there is a principle that people share the bond of humankind, that the educational tradition of people is well-known in character, and while the bond of individuality provides people with a sense of identity, the bond of humanity opens the opportunity to experience unity and consistency.

2.4.3 Approaches

de Wit (2010:10) identifies three approaches to internationalisation, which are the activity approach, that describes internationalisation in terms of categories of activity; the rationale approach, that describes internationalisation in stipulating its principle; the competency approach that describes internationalisation in terms of increasing innovative skills, approach, and understanding amongst students, staff and faculty; and, lastly, the process approach that integrates framing internationalisation as a procedure, which integrates international aspects into key functions of the institution. Jowi (2009:3) states that rationales that motivate the procedure of internationalisation, which vary from one country to another, education institutions are attracted to internationalisation.

The OECD (2004: 4) views four approaches at higher education level that appear to be fashionable, namely skilled migration, revenue generation, capacity building, which has a strong economic force having emerged in the 1990s, and mutual understanding. These approaches are outlined below.

- The mutual understanding approach encompasses political, cultural and academic goals; which allow and encourages mobility of domestic, as well as foreign students and staff through scholarships and academic partnerships between educational institutions. The approach does not involve a strong effort to recruit international students.
- The skilled migration approach shares the goals of the mutual understanding approach; but places a stronger emphasis on the recruitment of selected international students, aiming to be a focus for gifted students to work in the host country's knowledge economy. In this regard scholarship programmes may stay a key strategy/plan, as this approach can have a variety of targets resulting in an increasing number of international students
- The revenue-generating approach, shares the rationales of both mutual understanding and skilled migration; however, it offers higher education services on a more or less full-fee basis. This approach has considerable development for fee-paying student mobility and involvement of cross-border education through revenue generation programmes and institution mobility.
- The capacity building approach encourages cross-border higher education. It is known as a quick way to build an emerging country's capacity, resulting in large numbers of outgoing students and foreign revenue-generating educational programmes and institutions OECD (2004:4).

Qiang (2003:250) states that a review of the literature, as well as the practice of international education reveals that several authors have used a similar typology of approaches - by approaches the authors refer to the stance, which is adopted by persons in leadership positions towards the promotion and implementation of programmes that are aimed at internationalisation. He also indicates that there are four different approaches used to explain the concept of internationalisation. Those concepts are:

- The activity approach, which promotes activities such as curriculum, student, technical assistance and international students;

- The competency approach, which emphasises the improvement of skills, knowledge, attitudes and values amongst students, faculty and staff;
- The ethos approach, which emphasises creating a culture that values and supports international perspectives and initiatives; and
- The process approach that stresses integration of an international dimension into teaching, research and service through a combination of a wide range of activities, policies and procedures.

Bandenbury and de Wit (2012) regard higher education as losing sight of what internationalisation concerns, as there is much debate around what it means, while there is also competition for talents, discussions on utilization of agents for the purpose of recruiting students, on a global stage. These debates are worldwide. They have concerns regarding growth in higher education, as well as concerns that there is a trend of moving from substance to a form, where the attractiveness might lead to a reduction of what internationalisation implies.

2.5 An overview of major challenges in South African Higher Education

Bredenkamp *et. al* (2010:25) state that South African Higher Education, like any higher education institution faces major challenges at national policy and planning level. Those are expanded upon below.

Governance of higher education institutions (universities)

- Since 1994 the relationship between the State and South African universities was described in terms of cooperative governance and conditional autonomy. Nationally, cooperative governance was seen as being a way of state supervision that was separated from state control and state interference, hence there was consistency from cooperative governance in terms of policy formulation.

Student enrolments and equity

- It is assured in the Council of Higher Education's Higher Education Monitor number 8 that of the 48, 5 million people in 2007, 761 were enrolled in public higher education. Since 2006 8, 9 percent of South Africans have attained a tertiary qualification.

In the SANORD report, Sorensen A (2009:3) states that internationalisation has three major challenges, namely a lack of financial facilities, dependency on Northern support and marginalisation of weak institutions in higher education cooperation. She makes it clear that there is a problem of marginalising weak institutions, which is associated with the challenges such as a lack of funds and resources, and mostly enlarged opposition (increased competition).

Price M (2009:26) in his input to a survey, which was conducted by HESA and SAQA states that institutions are entering into partnerships internationally, with the purpose of promoting internationalisation amongst staff and students. These partnerships cover a variety of actions/activities, as well as exchange agreements, recognition of credits and joint academic programmes. He further states that South African tertiary institutions are incapable of offerings joint programmes with other international universities at present; hence this impacts the ability to produce more graduates. The author requests that government should consider reviewing the matter.

2.6 CONCLUSION

Teichler (2004:3) sees internationalisation as being likely to provide harmony and communal understanding, excellence improvement, comfortable educational living and character maturity, the enhancement of educational excellence and financial development, as well as communal welfare. He further indicates that these do not imply that depressing essentials are not noticeable. There are burdens and expenses for individuals and risks, as well.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

The previous chapter discussed the literature review that defined internationalisation of higher education, and explained dimensions of internationalisation of Higher Education, as well as the process of internationalisation.

This chapter explains the research design and methodology that were utilised in this research project. The research methods that were used are described, as well as the targeted population, sampling size, research ethics and techniques.

There are two dimensions of research, namely research design and methodology. These dimensions guided the researcher to obtain and analyse accurate data from students and staff members at CPUT who are involved in the internationalisation of Higher Education. There is a difference between research methodology and research design. Babbie and Mouton (2001) Differentiate between these two concepts as shown below.

Table 3.1: Differentiation between research design and research methodology (Source: Babbie & Mouton, 2001:75)

	Research design	Research methodology
1.	Focuses on the end-product: what kind of study is being planned and what kind of results are aimed at.	Focuses on the research process and the kinds of tools and procedures to be used/followed.
2.	Points of departure – research problem or question.	Point of departure – specific tasks (data collection or sampling) at hand.
3.	Focuses on the logic of the research: what	Focuses on individual steps in the

	Kind of evidence is required to address the research question effectively?	research process and the most suitable procedures to be employed.
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3.2 Research Methodology

Research methodology is defined as the method that is used to collect data and handle it within the structure of the research process (Brunard & Hanekom, 1997:28). O’Sullivan *et al* (2017: 28) describe research methodology as a process that draws steps that are used to collect and analyse data.

Research methods can be in the formula of detailed tools, for example questionnaires and structured interviews, whereby the researcher takes notes and observes the conduct of the interviewees (Bryman & Bell, 2003:15). During the course of this study, the researcher focused on gaining an understanding of what experiences staff and students have on internationalisation at CPUT.

Babbie and Mouton (2001:74) define research methodology as “the systematic and accurate execution of the design”. There are two types of research approaches found in research methodology, and these approaches draw a conclusion regarding, which one is appropriate, depending on the study that is undertaken before deciding on the research design. According to Babbie and Mouton (2001:74), the best way to use these two approaches depends on the research question and the research objectives. These approaches are named quantitative and qualitative methods, and this enables one to explore unexplained, and previously explained but misunderstood phenomena (Welman, Kruger & Mitchell, and 2006: 9).

According to (Myers (2009:3) a research method is a strategy of enquiry, which moves from the underlying assumptions to research design and data collection. There are other distinctions in research modes, but the most common classification of research methods is into qualitative and quantitative approaches. Qualitative and quantitative research methods concern distinctions about the nature of knowledge – how one understands the world and the ultimate purpose of the research. On the other level of discourse, the terms refer to research methods; that is the way in which data is collected and analysed, and the type of generalisations and representations that are derived from the data.

Kothari (2004:7) sees research methodology as a way of solving a problem systematically. In research methodology there are many steps that are adopted by the researcher when studying the research problem and, most importantly, the researcher should know how to develop the methodology. The researcher needs to design his/her own methodology for his/her problem, and these should differ from one problem to another. There are various dimensions in research methodology; moreover, research methods also form a part of the research methodology

3.3 Qualitative methodology

Qualitative research is a type of scientific research that consists of the following investigations:

- Seeks answers to a question;
- Systematically uses a predefined set of procedures to answer the question;
- Collect evidence;
- Produces findings that were not determined in advance; and
- Produces findings that are applicable beyond the immediate boundaries of the study.

Qualitative research seeks to understand a given research problem or topic from the perspectives of the local population that it involves, and it is also effective in obtaining culturally specific information about the values, opinions, behaviours and social contexts of particular populations (Northeast University, n.d.:1). Qualitative research has a strong ability to provide complex textual descriptions on how people experience a given research issue, providing information about the ‘Human’ side of an issue, namely the often contradictory behaviours, beliefs, opinions, emotions and relationships of individual peoples’ relationships. Qualitative methods are also effective in identifying intangible factors, for example social norms, socioeconomic status, gender roles, ethnicity and religions. Qualitative methods can help to interpret and better understand the complex reality of a given situation, and the implications of quantitative data. Tools that are employed in qualitative research enable one to gain deeper insight into the social phenomenon. However, with the qualitative research method, the collection of qualitative data is generally more time consuming. These are the advantages and disadvantages of qualitative research. (Northeastern University, n.d.:1)

Qualitative research is concerned with qualitative phenomenon, which means that it involves quality or kind. An example is investigating the reasons for human behavior (why people

think or do certain things); people will talk of motivation research and this is an important type of qualitative research, as it aims to discover the underlying motives and desires by means of in depth interviews. The aim of qualitative research is to ascertain the essential motives of human behavior; hence qualitative research is extremely significant for behavioral sciences (Kothari, 2004:7).

3.3.1 Paradigms in qualitative research epistemology

Philosophical perspectives: All research whether quantitative or qualitative, is based on some underlying assumptions about what constitutes valid research and, which research methods are appropriate. In order to conduct qualitative research, it is important to know the assumptions about knowledge and how it can be obtained. Qualitative research can be used in any of three paradigms, which are known as-positivism, interpretive and critical, depending, which approach can best answer the research question. These three approaches are detailed below:

Interpretive approach: focuses on understanding the way people interpret and make sense of their experiences and the world in which they live Cohen & Crabtree (2006).

According to Maree (2008:60) the interpretive approach undertakes that access to reality is only through social constructions such as language, consciousness and shared meaning. The interpretive approach apprehends the reality through the meaning that people assign to them and the viewpoint that they have of their own activities. The main intention is to investigate the condition and acquire insight into the way in which people make meaning of situations that they encounter. Henning *et. al.* (2004:20) finds the interpretative approach to be an encouraging use of different sources and methods of analysis, which inspire for validity.

Critical approach: Maree (2008:62) contends that social reality is historically created and that it is produced and reproduced by people. The critical approach is not concerned with social reality, but with the ability to reveal relations of domination that exists within society.

Post-positivism: This approach originated from positivist research and has changed over the years. This philosophy is based on assumptions that reality is multiple, subjective and mentally constructed by individuals (Maree, 2008:65). Positivism is of the opinion that knowledge is constructed only through experience and observation. It is influenced by

context such as culture, and gender accordingly. Babbie and Mouton (2001:24) find positivist researchers to emphasize on finding out the truth and always searching for evidence that is valid and reliable in terms of the existence of phenomenon rather than generalization.

3.3.2 Advantages and disadvantages of qualitative research

The most important advantage of qualitative research is that it allows one to increase comprehensive understanding of the research problem (Babbie & Mouton: 2001: 309). At the same time it is also suitable for the study of approaches/attitudes, interpreting results easily, and discovering new ideas. Qualitative methods allow the researcher the flexibility to explore initial participant responses so that they can ask questions such as why or how. (Northeastern University, n.d.:4).

According to Babbie and Mouton (2001: 309), qualitative research can also be disadvantageous because results can on interpretation of the researcher, and therefore, makes it prone to biases, which could make results more subjective than objective, and make it difficult to generalize findings. Qualitative research is interactive and requires a person who has good communications skills to report the social phenomenon in a more objective way.

3.4 Research methods in qualitative research

According to Leedy and Omrod (2005:185) a questionnaire allows participants to respond to questions with the assurance that their responses will be anonymous, which means that the respondents can be more truthful than they would be in a personal interview. The research study's questionnaires were designed to gain insight into the attitudes and perceptions of students and staff regarding their experiences of internationalisation at CPUT. The objective of the researcher was to measure/find perceptions concerning experiences of internationalisation at CPUT.

There are various methods that are used to find data in qualitative research, which those include individual interviewing, in-depth individual interviews, focus group interviews, observation and participant observation and even use of personal documents (Babbie & Mouton 2001:). A structured interview was used as an instrument to collect data for this study.

3.3.2 Quantitative methodology

Quantitative research is research that uses numerical analysis. This approach reduces the data into numbers, hence the researcher knows in advance what he/she is looking for and all aspects of the study are carefully designed before the data is collected. The main objective of quantitative research is to develop and employ mathematical models, theories and hypotheses pertaining to phenomena.

Quantitative method can be classified into inferential experimental and simulation approaches to research, and the purpose of inferential approach is to conduct research in the form of data from which to infer characteristics or relationships of a population. In this survey research, a sample of the population was studied in order to determine their characteristics, as it is conditional that the population has the same characteristics. Kothari (2004:5).

3.4.1 Advantages and disadvantages of quantitative methodology

The quantitative research method produces quantifiable and reliable data that is generalizable to a large population. It allows researchers to test specific hypotheses. Anderson, M.L. and Taylor, H.F. (2009). The disadvantage of the quantitative research method is that it restricts respondents to only answering what they know, meaning that it limits answers. For this reason, (Babbie and Mouton, 2001:312) assert that deeper insight that is provided by interviews or open-ended questions, are missed. Another problem is the high potential risk of questions being misunderstood by the respondents, and as a result, they give wrong answers. According to Singleton and Straits (2005:142) quantitative research is useful when the research problem is understood by the targeted population.

Another disadvantage of the quantitative method is that it decontextualizes human behavior in a way that removes the event from its real world setting, and ignores the effect of variables that have not been included in the model, while it also lacks the depth richness of data that is present with qualitative research. It is impossible to know details about each and every participant because many of them use quantitative methods. Anderson & Taylor (2009).

3.4.2 Research methods in quantitative research

According to Myers (1997:48) research methods are employed to obtain data, including surveys, laboratory experiments, formal methods and numerical methods such as mathematical modeling. Surveys allow the researcher to search information via interviews, observation, documents and questionnaires. Surveys allow the research to gather data from a large number of people and they are flexible, as several questions can be asked from one topic, ensuring considerable flexibility in analysis (Babbie & Mouton, 2001:263).

This research project follows the quantitative approach to research, as it utilized a questionnaire survey.

3.5 Data collection

Data was collected by using questionnaires as the research instruments among CPUT staff members and students in order to implore information from them. These included administrative staff, academics and non-academics, senior managers, international students and local students.

3.5.1 Pilot study

When the first draft of the questionnaire was completed, a pilot study was undertaken before distributing to a large number of participants. According to Yin (2003:79), a pilot study is an important part of the quantitative research process. It enables the researcher to refine the interview and questionnaire by testing them within the real life context. A pilot exercise was conducted amongst five people, namely an administrative staff member, an international student, a local student and an academic and non-academic senior manager. The aim was to address the clarity of questions, the number of questions and the time taken to complete the questionnaire, based on the comments made by participants in the pilot study. Amendments were made to the questionnaire before it was distributed to the participants.

3.5.2 Questionnaire

A self-administered questionnaire was formulated and respondents were asked to complete it themselves. The purpose of using a self-administered questionnaire was to obtain staff and

students' opinions on issues relating to internationalization within CPUT. The questionnaire was compiled in a user friendly manner, and was limited only to closed-ended short questions and statements in order to ensure that relevant data was obtained. The statements included a list of answers that staff members and students could choose from, which made it interesting and flexible. The commonly used scale for measuring attitudes or perceptions in quantitative data collection, the Likert scale, was used to measure levels of statements.

An email was sent to staff respondents a week before the questionnaire was distributed to request their permission and to solicit their help in completing the questionnaire. Some international and local students were approached and requested personally two weeks before the questionnaire was distributed to participate. The purpose relevance and imperativeness of the research were made clear both in the email correspondence and consultation with students. The questionnaire was distributed to 65 international students, 50 administrative staff members, 65 local students and 30 academic and non-academic senior managers. The questionnaires began with profile questions and then moved to specific questions, which addressed the objectives of the research. The survey questions focused on research questions that have dependent and independent variables of the research problem. The sample size was 210.

Questionnaires were sent electronically to academic and senior managers, while administrative staff and students' questionnaires were hand delivered to explain the purpose, relevance and importance of the research. According to Babbie & Mouton (2001:259) questionnaires that are hand delivered and collected have a higher completion rate than those that are sent electronically, and this method reduces costs at the same time. Some respondents may disperse of a mailed questionnaire and even answer hurriedly without paying attention to what is asked. Administrative staff members were consulted during their lunch hour and were given two weeks to complete the questionnaire.

Respondents were asked to complete their forms online and to mail it back as soon as they completed them, and this was a quick and effective means. Thirty two percent (17) of respondents completed their forms online and of the 210 that were distributed, 198 were received, which yielded a response rate??% which was satisfactory response rate. Privacy and anonymity of respondents were maintained, and they were assured that the data was only for research purposes.

The main advantage of using a questionnaire is that it is cheap and quick. Self-administered anonymous questionnaires make large samples feasible and are useful when dealing with sensitive topics (Babbie & Mouton 2001:258). Another advantage of using a questionnaire is that it is good for measuring attitudes and eliciting other content from research participants and can be administered to groups. The disadvantage of using a questionnaire is that people who complete the questionnaire may not recall important information and may lack self-awareness, while the response rate may be low for mail and email questionnaires. The respondent may also feel irritated because of restrictions to respond to a particular question and while closed-ended questions lack depth and variety, they provide more reliable information. These disadvantages were taken into account in the design of the research study's questionnaire. The topic under study had the interests of respondents at heart, (particularly international students and administrative staff), hence the response was high. The aim was to attain numerical figures from the views and experiences of both staff and students, and to complement these with interviews in order to generalize the findings. A copy of the questionnaire is attached as Annexure A.

3.6 Population

In social research population is defined as the study of objects, consisting of individuals, groups, organisations and human products (*Welman et al.*, 2006:52). Any survey is required to clearly define its targeted population. Zikmund (2003) defines the target populations as “a complete group of entities sharing some common set of characteristics, whereas Target population is the complete group of specific population relevant to the research project”. Collis and Hussey (2003: 56) define population as “any precisely defined set of people or collection of items which is under consideration”.

Collis and Hussey (2003: 155-160) find the sample to be made up of some members of a population (targeted population), referring to the body of people or any collection of items under consideration for the purpose of research. According to Vogt (1993) and cited by Collis and Hussey (2003:155-160), it is a list or record of the population from which sampling units are drawn. According to Dane (1990:336) and Du Plooy (2001:100), there is a difference between population and the target population: population is all possible units of analysis, whilst the target population is the population to which the findings can be generalised.

The international student target population that formed the sampling frame comprised 2 822 international students in 2013 on the six campuses.

The employee target population that formed the sampling frame comprised ...employees. The sample frame consisted of 80 CPUT employees. Purposive sampling was used for the employee registration survey, as the researcher had chosen people who deal with student applications, registration and accommodation, and who also represent different views on the registration issue. The majority of employees who were involved in the sample were academic and non-academic senior managers, and administrative staff who are involved in application and registration, and accommodation services to international students at CPUT.

3.7 Sampling size

The sample consisted of 65 CPUT international students, 65 local students, 25 academic and non-academic 30 senior managers, and 50 administrative staff members. The method that was used was random and purposive sampling. The staff and student experiences survey was distributed to 125 international and local students at CPUT.

It was not possible to study the entire population, but general findings can be made from the study of subset population. According to Wellman *et al* (2006:180), the subset of a population is known as a sample. In an empirical survey the sample that is selected is assumed to represent the targeted population. Singleton and Straits (2005:118) assert that representative means to provide a close approximation of certain characteristics of the targeted population.

Babbie (2005:196-197) asserts that there are two methods for using random selection methods. According to the author here, the first procedure serves as a check on conscious or unconscious bias on the part of the researcher, while random (probability) selection removes risk from the researcher who selects cases on an intuitive basis in order to support his or her research expectations. The second random (non-probability) selection offers access to the body of probability theory, which affords the basis for estimating the characteristics of the population, as well as estimating the accuracy of the samples. Probability sampling was used in this research because the sample size that was selected represented the entire population. Probability sampling consists of random, stratified, systematic, quota cluster or multi-stage sampling (Singleton and Straits, 2005:147).

3.8 Ethical consideration during the research process

Respondents' consent sought before data was collected and they were fully informed of the contents of the questionnaire. Respondents were assured of the anonymity and confidentiality of information.

3.9 Conclusion

This chapter outlined the methodology that was used in this research. Two methods, which are qualitative and quantitative (which are called triangulation when combined), were used to best answer the research questions. A self-administered questionnaire and semi structured interviews were employed to collect data from staff and students at CPUT. Interviews were conducted with administrative staff, academics, non-academic senior managers and students.

CPUT documents were reviewed to support the empirical data. Ethics and evaluation techniques in collecting data were also discussed. The following chapter presents an analysis of collected data.

CHAPTER FOUR

RESULTS (DATA ANALYSIS AND INTERPRETATION OF FINDINGS)

4.1 INTRODUCTION

This chapter represents results from the questionnaire survey, which was conducted amongst staff and students at CPUT. The aim of this study, as mentioned in Chapter One, was to examine staff and students' experiences of internationalisation at the Cape Peninsula University of Technology in order to increase understanding between staff members and students.

This study examined staff and students' experiences of internationalisation at CPUT. The chapter is organised in terms of research objectives that were outlined in chapter One. It reports on the experiences of staff and students; how these experiences impact on activities at CPUT, and possible solutions to this problem.

4.2 PRESENTATION AND DISCUSSION OF RESULTS

The sample size was 210. Of the 210 questionnaires that were distributed, a total of 164 were returned. The questionnaire was distributed to 65 international students, 50 administrative staff members, 65 local students and 30 academic and non-academic senior managers. The questionnaires began with profile questions and then moved to specific questions, which addressed the objectives of the research. The survey questions focused on research questions that have dependent and independent variables of the research problem. A questionnaire was completed by 164 respondents. Responses were measured on the following scale:

- i. Strongly agree;
- ii. Agree;
- iii. Neutral;
- iv. Disagree;
- v. Strongly disagree;
- vi. LE; and
- vii. GE.

Percentages that are shown in the tables rounded up to the nearest whole percentage.

4.2.1 Responses from administrative staff

4.2.1.1 Biographical information of administrative staff

Table 4.1 Gender distribution of staff respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	19	45.2	45.2	45.2
	Female	23	54.8	54.8	100.0
	Total	42	100.0	100.0	

Regarding the question of Gender, the researcher wanted to discover the ratio of female and male respondents. In total, 19 (which comprised 45% of the population) of the respondents were males and 23 (55%) were females. See the frequency distribution above.

Table 4.2 Age distribution of administrative staff respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-39	22	52.4	52.4	52.4
	GE 40	20	47.6	47.6	100.0
	Total	42	100.0	100.0	

As shown in Table 4.2 above, of the 42 respondents, 20 were between 40-59 years of age. The highest concentration of the 22 respondents was in the category of 20-39 years (48%)

4.2.2 Experiences and perceptions of administrative staff

4.2.2.1 Language difficulties

Table 4.3: Perceptions and experiences of administrative staff on language difficulties

International students have language difficulties					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LE Agree	21	50.0	50.0	50.0
	Neutral/Don't know	15	35.7	35.7	85.7
	GE Disagree	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

Table 4.3 above shows that the majority of the respondents (50%) indicated that the statement was true, while 4 percent disagreed. Thirty six percent of the respondents remained neutral in this regard. They agreed with the assertion that international students have language

difficulties in class. This finding is consistent with Samir (2005), who found that learning difficulties among international students are grounded in weaknesses in students' prior learning experiences, especially grammar and reading skills, and that they lack confidence when speaking new languages.

4.2.2.2 Results of Question 2.1.2: Level of understanding between staff and international students

Table 4.4: Experiences and perceptions of the level of understanding between staff and international students

There is a lack of understanding between staff and international students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LE Agree	21	50.0	50.0	50.0
	Neutral/Don't know	13	31.0	31.0	81.0
	Disagree	8	19.0	19.0	100.0
	Total	42	100.0	100.0	

Table 4.4 shows that 50 percent of the respondents believed that the statement was true, while 19 percent disagreed with the statement, and 31 percent remained neutral regarding this statement. They agreed that international students who approach departments/faculties requesting information, are not aptly assisted; instead, the staff within the said department/faculty will send the student to the international office and only afterwards (when an international staff member finds out and explains to the departmental/faculty staff member/s what exactly the need of the student is), then the student will be assisted. When asked why they could not assist the student immediately, they said that the student did not speak properly or clearly or could not explain what exactly his/her need is. Maureen Snow Andrade (2006) also asserts that international students in higher education institutions in English speaking countries make a valued educational and economic contribution, therefore, there is a need for universities to become more educated about the adjustment issues that international students face and should hence implements suitable support services.

4.2.2.3: Matric level with English language amongst international students

Table 4.5: Matric level English language amongst international students

Most international students did not study English at Matric level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LE Agree	17	40.5	40.5	40.5
	Neutral/Don't know	16	38.1	38.1	78.6
	Disagree	9	21.4	21.4	100.0
	Total	42	100.0	100.0	

Table 4.5 above indicates that 41 percent of the respondents agreed with the statement, whereas 21 percent disagreed. A total of 38 percent were undecided. Some of the students studied English until Grade 11 and did not continue with it in Grade 12, while others did not study English at all. These students then registered of an English course, which takes six months or one year to complete and this is not enough. English is the medium language of communication that is used in all countries.

4.2.2.4: The influence of accent

Table 4.6: Staff experiences and perceptions regarding the influence of accent

International students are not used to the accent of some lecturers and administrative staff					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	13	31.0	31.0	31.0
	Agree	15	35.7	35.7	66.7
	Neutral/Don't know	10	23.8	23.8	90.5
	GE Disagree	4	9.5	9.5	100.0
	Total	42	100.0	100.0	

Table 4.6 above shows that 31 percent of respondents strongly agreed with the above statement and 36 percent agreed. A combined total of 67 percent regarded the statement as true, while 24 percent remained neutral. Nine percent of the respondents disagreed with the statement. It would appear that some of the students hail from French speaking, and Portuguese speaking backgrounds, which makes it difficult to understand their respective accents. But even South African students from Xhosa, Zulu, Venda and Afrikaans backgrounds, for example, also have accents that may prove difficult to understand in terms of the university context, and the statement above.

4.2.2.5 Results of Question 2.1.5: Staff members are not used to the accents of international students

Table 4.7: Results of Question 2.1.5

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	12	28.6	28.6	28.6
	Agree	14	33.3	33.3	61.9
	Neutral/Don't know	8	19.0	19.0	81.0
	GE Disagree	8	19.0	19.0	100.0
	Total	42	100.0	100.0	

Table 4.7 above shows that 33 percent of respondents agreed with the statement and 29 percent strongly agreed. A combined total of 62 percent regarded the statement as true, while 19 percent remained neutral in this respect. A total of 19 percent of respondents disagreed with the statement. This is a difficult situation for international students, since staff members are not willing to listen to the needs of the students, and merely sent them to the International Office to handle their queries and problems. It is understandable that some of the students do not behave well when they pose questions, but staff members should at least try to listen carefully before sending students away. It may appear that these students are abrupt and raucous simply because many of them speak loudly, but the most important thing is to listen carefully to what is said.

4.2.2.6: Exposure to technology

Table 4.8: Staff experiences and perceptions of prior exposure to academic technology among international students

International students lack exposure to technology					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Agree	2	4.8	4.8	4.8
	Neutral/Don't know	16	38.1	38.1	42.9
	GE Disagree	24	57.1	57.1	100.0
	Total	42	100.0	100.0	

Table 4.8 illustrates that a total of 57 percent of respondents disagreed with this statement while 38 percent were undecided. A total of 5 percent of the respondents agreed.

4.2.2.7 Results of Question 2.1.7: Applications from international students are processed within three months of receipt

Table 4.9: Results of Question 2.1.7

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LE Agree	5	11.9	11.9	11.9
	Neutral/Don't know	24	57.1	57.1	69.0
	GE Disagree	13	31.0	31.0	100.0
	Total	42	100.0	100.0	

Table 4.9 shows that a total of 57 percent of respondents were neutral while 31 percent disagreed. A total of 12 percent agreed with this statement. This aspect depends on the Admissions and Registration Centre (ARC), as they have timeframes to deliver to the respective faculties, while the Faculties in turn take their time to answer, as they seek more applicants that have better results.

4.2.2.8: Speed of response for applications to study from international students

Table 4.10: Staff perceptions of Admissions and Registrations Centre's (ARC's) speed of response for applications to study from international students

The Admissions Department takes long to respond to international students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LE Agree	10	23.8	23.8	23.8
	Neutral/Don't know	18	42.9	42.9	66.7
	GE Disagree	14	33.3	33.3	100.0
	Total	42	100.0	100.0	

Table 4.10 represents that 43 percent of the respondents were undecided in respect of the above statement, whereas 33 percent disagreed with it and 24 percent of the respondents agreed with the statement. The ARC department does not take too long to process applications, while there is a process that should be followed: international applications are first processed by the ARC department before they are sent to the International Applications Office for evaluation, thereafter they are returned, to the ARC again before they are sent to the respective faculties. Sometimes it takes even longer when the International Applications Evaluator finds a problem with the results and sends it to MIE for verification. This can be

quite a lengthy process, as MIE also take their time to check the authenticity of the results with the school of that particular applicant.

4.2.2.9: Faculties' speed of response for applications to study from international students

Table 4.11: Administrative staff perceptions of faculties' response speed of to study for international students

Faculties take too long to respond to study applications from international students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LE Agree	13	31.0	31.0	31.0
	Neutral/Don't know	18	42.9	42.9	73.8
	GE Disagree	11	26.2	26.2	100.0
	Total	42	100.0	100.0	

Table 4.11 shows that a total of 43 percent of the respondents were undecided in respect of the above statement, while 33 percent agreed and 26 percent disagreed with the statement. The reason why faculties take long is because they wait for more applications to be sent so that they can choose students that have the best results; hence, they hold the application for some time.

Table 4.12: Perceptions/experiences of submission of required application documents on time

Students submit the requested documents very late					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LE Agree	14	33.3	33.3	33.3
	Neutral/Don't know	19	45.2	45.2	78.6
	GE Disagree	9	21.4	21.4	100.0
	Total	42	100.0	100.0	

Table 4.12 indicates that forty five percent of the respondents remained neutral in response to this statement, while 33 percent agreed and 22 percent disagreed with the statement. It does happen that some students don't submit all the required documents, which necessitates that the ARC department have to request documents that were supposed to be submitted on time. The application is hence implicated because of the delays that prospective students themselves have caused.

4.2.2.10: Processing time of applications from international students

Table 4.13: Experiences and perceptions of processing time of applications from international students

Most international students are accepted during the registration period					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LE Agree	16	38.1	38.1	38.1
	Neutral/Don't know	15	35.7	35.7	73.8
	GE Disagree	11	26.2	26.2	100.0
	Total	42	100.0	100.0	

Table 4.13 shows that 38 percent of the respondents agreed with the above statement while 26 percent disagreed. Therefore, 36 percent of the respondents remained neutral in this regard. This may seem shocking but it does occur, as most of faculties accept international students in January during registration period. This does not only affect staff who are engaged in the registration process, as they have to go back to offices and write letters, but it also affects the students who then have to submit letters to the Home Affairs Department so that this Department can begin the process of issuing a Study Visa. This also leaves one to ponder why international applications close in August, while acceptance takes place in January.

4.2.2.11: Possession of study permits and VISAS among international students at the time of submitting applications to study

Table: 4.14: Possibility of registration without a study permits or VISA

International students cannot register without receipt of a valid study visa					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	22	52.4	52.4	52.4
	Agree	12	28.6	28.6	81.0
	GE Neutral	8	19.0	19.0	100.0
	Total	42	100.0	100.0	

Table 4.14 shows that 52 percent of respondents strongly agreed and 29 percent agreed. A combined total of 81 percent concurred with the statement, while a total of 19 percent of the respondents remained neutral. Because most international students are accepted in January, and owing to unforeseen reasons from Home Affairs, they allow students to register with receipts whilst awaiting study visas. The problem encountered is that nobody follows this up

unless the student submits the visa to the office after receiving it. Most of the time students do not return to submit their visas, because some of them receive rejection letters from Home Affairs. Not want to lose the space at CPUT, they do not inform the institution and no CPUT staff checks this after registration due to the shortage of staff. Another problem encountered is that some students register with the receipts from other universities, which this is not allowed but when registering (as cannot be identified by the person who registers the student. This also becomes problematic because once a student receives a study permit from another institution, they don't submit to the office that must receive it.

4.2.2.12: Impact of international students on class sizes

Table 4.15: Administrative staff's responses on the impact of international students on class sizes

The number of students in the classroom increases because of international students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	15	35.7	35.7	35.7
	Agree	11	26.2	26.2	61.9
	GE Neutral	16	38.1	38.1	100.0
	Total	42	100.0	100.0	

Table 4.15 shows that a total of 36 percent of the respondents strongly agreed with the above statement and a further 26 percent agreed. A total of 38 percent of respondents remained neutral in this regard. A total of 62 percent resonated with the statement. Having international students at the university is important, because not only they increase the numbers in class, but also increase other students' knowledge of their experiences and cultures; while they are also important for the country's economy.

4.2.2.13: Preparedness of lecturers to teach students from different communities

Table 4.16: Perceptions of lecturers' preparedness to teach students from various communities

Lecturers are encouraged to lecture students from different communities					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	13	31.0	31.0	31.0
	Agree	11	26.2	26.2	57.1
	GE Neutral	18	42.9	42.9	100.0
	Total	42	100.0	100.0	

Table 4.16 shows that 31 percent of the respondents strongly agreed with the above statement and a further 26 percent agreed. A combined total of 57 percent concurred with the statement. Forty three percent of the respondents remained neutral in this regard. Lecturers must be encouraged to lecture students from different communities as this increases understanding of one another's experiences.

4.2.2.14: Restrictions from Home Affairs' policy on registration of students without enough documentation

Table 4.17: Responses to Home Affairs' Policy

Home Affairs allows students to register with receipts while awaiting for study permits					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	21.4	21.4	21.4
	Agree	12	28.6	28.6	50.0
	GE Neutral	21	50.0	50.0	100.0
	Total	42	100.0	100.0	

Table 4.17 shows that a total of 21 percent of respondents strongly agreed with the above statement and 29 percent agreed. Therefore, 50 percent agreed with the statement, while 50 percent remained neutral in this regard. The Home Affairs Department takes long to process study permits for international students; hence, they allow students to register with receipts. Every year they put measures in place that no student will register with a mere receipt, but they usually do. This causes confusion amongst students and staff, as students feels that staff do not want to register them, but they are eventually registered.

4.2.2.15: Delays attributed to Home Affairs

Table 4.18: Experiences of administrative staff in processing delayed applications related to processing of permits from Home Affairs Department

Home Affairs Department takes long to process study permits					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LE Agree	29	69.0	69.0	69.0
	GE Neutral	13	31.0	31.0	100.0
	Total	42	100.0	100.0	

Table 4.18 indicates that a total of 69 percent of the respondents agreed with the above statement, while 31 percent remained neutral. The Home Affairs Department does take long to process the permits and as a result there are students who register with receipts for up to two years, which becomes frustrating for both to students and staff.

4.2.2.16: Staff training on internationalisation

Table 4.19: Administrative staff perceptions of the need for training on internationalisation

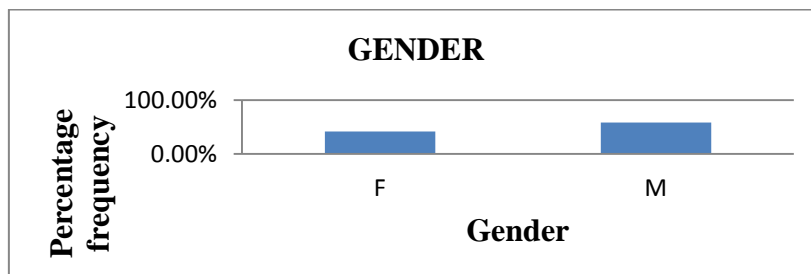
Staff training on internationalisation is needed at CPUT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	12	28.6	28.6	28.6
	Agree	9	21.4	21.4	50.0
	GE Neutral	21	50.0	50.0	100.0
	Total	42	100.0	100.0	

Table 4.19 shows that 29 percent of the respondents strongly agreed with the above statement, while 21 percent agreed with this statement. A combined total of 50 percent regarded the statement as true. Therefore, 50 percent of the respondents remained neutral in this respect. This is important so that staff can at least be aware of what internationalisation concerns. Some staff members do not understand why there are international students and they feel that these students are taking up local students’ places in class.

4.2.3 International Students’ Experiences

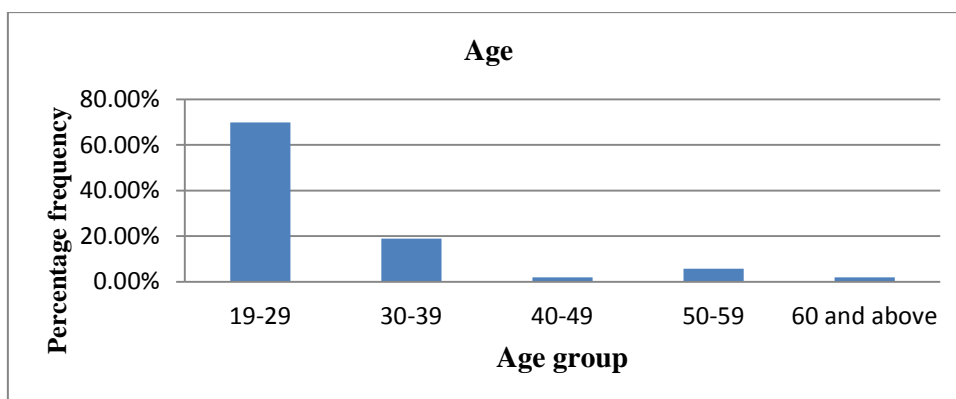
4.2.3.1: Biographical information of respondents

Table 4.20: Gender



The research probed the respondents’ gender to discover how many female and male respondents participated in the study. In total, 22 (41.51% of the population) of the respondents were females and 31 (58.49%) were males. See the hart above.

Table 4.21: Age



The majority age group amongst respondents was 20-29 years (69.81%); followed by 30-39 years (18.87%); 40- 49 years (1.89%); 50-59 years (5.66%); and 60 and above (1.89%).

4.2.3.2: Equity in allocation of residence

Table 4.22: Perceptions and experiences of international students on equitable allocation of students' residences

There is no equity in residence allocation for international students at CPUT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LE Agree	20	37.7	37.7	37.7
	Neutral/Don't know	22	41.5	41.5	79.2
	GE Disagree	11	20.8	20.8	100.0
	Total	53	100.0	100.0	

A total of 38 percent of the respondents agreed with the above statement, while 21 percent disagreed with this statement. Forty two percent remained neutral. Consideration should be exercised when dealing with international applicants, particularly when a student has been accepted for residence and arrives a day before registration. It becomes frustrating for students when they learn that they cannot be accepted at residence because of early arrival.

4.2.3.3: Delays in processing of study permits

Table 4.23: Experiences of international students with delays in the processing of study permits from Home Affairs Department

Study permits usually take long to be processed by Home Affairs Department					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	25	47.2	47.2	47.2
	Agree	19	35.8	35.8	83.0
	GE Neutral	9	17.0	17.0	100.0
	Total	53	100.0	100.0	

At total of 47 percent of the students strongly agreed with the statement and a further 36 percent agreed; while; 17 percent of the respondents remained neutral. In total, 83 percent resonated with the statement...

4.2.3.4: Ease of integration among students

Table 4.24: Experiences and perceptions of ease of integration amongst local and international students

International students at CPUT easily integrate with local students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	31	58.5	58.5	58.5
	Neutral/Don't know	9	17.0	17.0	75.5
	GE Disagree	13	24.5	24.5	100.0
	Total	53	100.0	100.0	

A total of 58 percent of the respondents believed that the statement was true, while 25 percent disagreed with it; and 17 percent remained neutral.

4.2.3.5: Role of the support/counseling unit

Table 4.25: Experiences and perceptions of assistance of the support/counseling unit

The support/counselling unit supported and assisted me when I had difficulties with my studies					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LE Agree	11	20.8	20.8	20.8
	Neutral/Don't know	25	47.2	47.2	67.9

	GE Disagree	17	32.1	32.1	100.0
	Total	53	100.0	100.0	

According to the above table, a total of 47 percent of the respondents remained neutral regarding the above statement, while 32 percent disagreed. Therefore, 21 percent of the respondents agreed.

4.2.3.6: Period of processing of applications

Table 4.26: International students' experience of the processing period of their applications

My application was processed with three months at CPU					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	71.7	71.7	71.7
	No	15	28.3	28.3	100.0
	Total	53	100.0	100.0	

A total of 72 percent of the respondents agreed that the above statement was true, while 28 percent disagreed. The university acknowledges receipt of application to students immediately once it begins with the process. This is to make the student feel at ease, knowing that the application has been received and that it is being processed.

4.2.3.7: Study permits application

Table 4.27: Submission of applications for a study permit on time

I was able to apply for my study permit on time					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	31	58.5	58.5	58.5
	No	22	41.5	41.5	100.0
	Total	53	100.0	100.0	

Fifty one percent of the respondents agreed that they were able to apply on time for their study permits, whereas 41 percent disagreed with the above statement. It is possible for the student to apply for their study permits on time, provided that the faculty responds on time.

CPUT closes international applications on 31 August each year in order to process and respond to students on time so that they can apply for study permits on time.

4.2.3.8: Submission of all documents for a study permit on time

Table 4.28: Submission of all the documents on time

I submitted all the required documents on time					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	51	96.2	96.2	96.2
	No	2	3.8	3.8	100.0
	Total	53	100.0	100.0	

A total of 96 percent of respondents agreed that they submitted their documents on time whereas 4 percent of respondents did not. Most of the applications, whether national or international, are delayed because applicants do not submit all the required documents when applying, which results in the Admissions and Registration Centre (ARC) being forced to send SMS's, post and/or emails to those applicants, requesting the outstanding documents. This causes a delay, and as a result, applications receive late Responses.

4.2.3.9: Registration to study at CPUT with my study permit before the last day of registration

Table 4.29: Responses of international students to registration with study permit before the last day of registration

I was able to register at CPUT with my permit before the last date of registration					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	43	81.1	81.1	81.1
	No	10	18.9	18.9	98.1
	Total	53	100.0	100.0	

A total of 81 percent of the respondents agreed with the above statement, and eighteen percent disagreed. Few international students register with valid study permits at CPUT. This depends on both the faculty and Home Affairs Department.

4.2.3.10: Registration to study at CPUT with receipt from Home Affairs Department

Table 4.30: International students' responses to registration to study with receipt from Home Affairs

I was able to register with receipt from Home Affairs because I received my response/acceptance late from CPUT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	49.1	49.1	49.1
	No	27	50.9	50.9	100.0
	Total	53	100.0	100.0	

Fifty one percent of the respondents disagreed with this statement whereas, 49 percent agreed that they registered with receipts from the Department of Home Affairs (DHA). Most international students register with receipts because their permits are not ready from Home Affairs. The reasons for this are either because CPUT responded late to the student as it takes six weeks to have the study permit ready, or because the Home Affairs Department delayed the process and in this case they (Home Affairs) gives approval that students can register with receipts.

4.2.3.11: Acceptance to reside at university residences

Table 4.31: Responses from students

I was accepted for accommodation before I arrived at CPUT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	28.3	28.3	28.3
	No	38	71.7	71.7	100.0
	Total	53	100.0	100.0	

Seventy two percent of international students were not accepted for accommodation before arrival. At total of 28 percent said that they were accepted for accommodation before arrival at CPUT. Some students are unaware that they must apply for accommodation before arrival; they expect to be accommodated as long as they have been accepted to study because they come from afar. Sometimes the student applied for accommodation and did not receive a response. The residence department does not accommodate students before registering and

this becomes difficult for someone who has come from another country and then fined themselves without a place to stay.

4.2.3.12: Provision of accommodation within the first two days of arrival

Table 4.32: Experiences of international students with provision of accommodation on time

I received an accommodation within the first two days of my arrival/ immediately after registration					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	15	28.4	28.4	28.4
	No	38	71.8	71.8	100.0
	Total	53	100.0	100.0	

A total of 72 percent of the respondents disagreed with this statement, whereas 28 percent agreed that they received an accommodation after registration. It is difficult to obtain accommodation at residence because residences are limited at CPUT, which makes it difficult for some international students; they have to rent hotels and private accommodation, which costs a lot of money and some of the residences are dangerous, and students only learn this much later.

4.3.2.13: Rejection of study permits from another university

Table 4.33: Experiences of international students with rejection of study permits from other universities

I was not allowed to register with a study permit from another university, although I received the response late from CPUT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	20.8	20.8	20.8
	No	42	79.2	79.2	100.0
	Total	53	100.0	100.0	

A total of 79 percent of the respondents agreed that they were not allowed to register with a permit from another university, while twenty one percent of the respondents agreed with this statement.

4.2.3.14: Language difficulties among international students

Table 4.34: Experiences of language difficulties among international students

I had difficulties in understanding the lecturers at CPUT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	20.8	20.8	20.8
	No	42	79.2	79.2	100.0
	Total	53	100.0	100.0	

Seventy nine percent of respondents had no language difficulties in class and 21 percent had difficulties in understanding lecturers. Every student, whether from national or international said that they found it difficult to understand lecturers because the teaching levels at high school are not the same as those at university? With time, they have had to adapt to the lecturers' respective styles.

4.2.3.15: Bias based on cultural differences

Table 4.35: Experiences of bias related to cultural differences

I was treated biasedly as an international student from the staff members as a result of cultural differences					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	17	32.1	32.1	32.1
	No	36	67.9	67.9	100.0
	Total	53	100.0	100.0	

A total of 68 percent of the respondents did not experience this, while 32 percent did.

4.2.3.16 Integrated orientation seminars at CPUT

Table 4.36: Experiences of international students with orientation seminars

I took part in orientation seminar with local students at CPUT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	21	39.6	39.6	39.6
	No	32	60.4	60.4	100.0
	Total	53	100.0	100.0	

A total of 60 percent of participants did not take part in orientation seminars, while 40 percent did. When students first arrived in the country, they do not want to mix with other people because they are starting to learn more about the place, and their purpose of coming to study. Few of the new students attend the orientation sessions, as it is mainly second year students who do.

4.2.3.17 Provision of support from Fundani Centre

Table 4.37: Availability/relevance of Fundani Center for international students

I received support from the Fundani Centre for student's learning					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	13	24.5	24.5	24.5
	No	40	75.5	75.5	100.0
	Total	53	100.0	100.0	

Seventy five percent of the respondents did not receive support from Fundani, while 25 percent said they did. Most of the students are not aware of the Fundani center, which is an important and support base for students.

4.2.4 Responses from local students

4.2.4.1 Biographical data of local student participants

Table 4.38 Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	35	59.3	59.3	59.3
	Female	24	40.7	40.7	100.0
	Total	59	100.0	100.0	

This gender question sought to discover the number of female and male respondents. In total, 24

24 (40.68%) of the respondents were females and 35 (59.32%) were male.

Table 4.39 Age distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	19-29	42	71.2	71.2	71.2
	30 or older	17	28.8	28.8	100.0
	Total	59	100.0	100.0	

Of the 59 respondents, 17 were between 19-29 years of age (29%), while the concentration of 42 respondents was in the category of 30 years and older (71.2%).

4.2.4.2 Integration of local and international students at CPUT

Table 4.40: Responses from local students on integration among international students

Local students at CPUT easily integrate with international students					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	9	15.3	15.3	15.3
	Agree	16	27.1	27.1	27.1
	Neutral/Don't know	16	27.1	27.1	27.1
	GE Disagree	18	30.5	30.5	30.5
	Total	59	100.0	100.0	
Total		59	100.0		

Fifteen percent of the respondents strongly agreed while 27 percent agreed to this statement. A total of 42 percent agreed and 29 percent disagreed, and 27 percent of the respondents were undecided.

4.2.4.3 Language difficulties

Table 4.41: Language difficulties between local students and lecturers

I had language difficulties in understanding lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LE Agree	9	15.3	15.3	15.5
	Neutral/Don't know	12	20.3	20.3	20.3
	Disagree	19	32.2	32.2	32.2
	Strongly Disagree	19	32.2	32.2	100.0
	Total	59	100.0	100.0	

A total of 15 percent of the respondents agreed with the statement, while thirty two percent disagreed and 31 percent strongly disagreed. This totaled 66 percent of the respondents who disagreed with the above statement. Twenty percent of the respondents remained neutral regarding the statement. All students, whether local or international, find the English language a bit difficult when they attend classes for the first week. This does not mean that they do not understand, but rather they are merely in the process of learning how lecturers conduct their lectures, while most of them from environments where English is not used language, and because most of the time they speak their home languages and only speak English during the English period.

4.2.4.4 Admission of biasness

Table 4.42 Local students' admission of bias attributed to cultural differences

I experienced biasness as a local student from the international students at CPUT as a result of cultural differences					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LE Agree	18	30.5	31.0	31.0
	Neutral/Don't know	10	16.9	17.2	48.3
	Disagree	21	35.7	34.5	82.8
	Strongly Disagree	10	16.9	17.2	100.0
	Total	59	100.0	100.0	

A total of 31 percent of the respondents agreed with the statement while, 17 percent remained neutral, and forty percent disagreed, and further 17 percent strongly disagreed. Hence, a combined total of 57 percent the respondents disagreed.

4.2.4.5 Provision of support/counseling

Table 4.43: Local students' experiences with the provision of support and counseling

The support/counseling unit supported and assisted me when I had difficulties with my studies					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	LE Agree	19	30.5	31.0	31.0
	Neutral/Don't know	10	16.9	17.2	48.3
	Disagree	16	27.1	27.6	75.9
	Strongly Disagree	14	23.7	24.1	100.0
	Total	59	100.0	100.0	

There were 31 percent of the respondents who agreed to this statement, while 17 percent remained neutral. A total of 27 percent disagreed and 24 percent strongly disagreed with this statement. Therefore, a combined total of 51 percent respondents disagreed with the statement. Most students merely choose courses for the sake of being registered, only to find difficulties later during the course and attend counselling sessions for assistance as a result. However, it was also found, as alluded to earlier, that many students are not aware of such services at the university.

4.2.4.6 Period of processing applications

Table 4.44: Experiences of local student with period of processing applications to study

My applications was processed within a month at CPUT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	23	39.0	39.0	39.0
	No	36	61.0	61.0	100.0
	Total	59	100.0	100.0	

Sixty percent of the respondents said that they did not have their applications processed within a month and 40 percent agreed with the above statement. Processing an application is not as quick as people think. First of all, it must be loaded onto the university's admission's system and then be sent to the respective faculty, and these are sent in batches and not individually. There are prescribed dates set for these, as well as for the faculties to return the applications to the Admissions Department, but faculties do not always do so timeously. The main reason for this is because the faculties await more applications in the hope of choosing students with best results.

4.2.4.7 Submission of documents on time

Table 4.45: Experiences of local students regarding submission of documentation on time

I submitted the required documents on time at CPUT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	54	91.5	91.5	91.5
	No	5	8.5	8.5	100.0
	Total	59	100.0	100.0	
Total		59	100.0		

Ninety percent of the respondents agreed that they submitted their documents on time, while 10 percent admitted that they did not. Reasons for getting late response or no response at all until January are because most of the time students do not submit all the requested documents, which make it difficult for the faculty to accept the student, as all the required documents have not been submitted.

4.2.4.8 Registration on arrival

Table 4.46: Experiences of local students

I was able to register upon my arrival at CPUT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	38	64.4	64.4	64.4
	No	21	35.6	35.6	100.0
	Total	59	100.0	100.0	
Total		59	100.0		

A total of 63 percent of the respondents said that they were registered upon arrival; while 36 percent were not able to register upon arrival. A common problem that they encountered is because of the results that they submitted when they applied. However, because their final results appear to be better, they now return in January hoping that the university will accept them on these grounds, as they then meet the minimum requirements.

4.2.4.9 Acceptance for accommodation/to study before arrival at CPUT:

Table 4.47 Experiences of local students with accommodation

I was accepted for accommodation before I arrived at CPUT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	23.7	23.7	23.7
	No	45	76.3	76.3	100.0
	Total	59	100.0	100.0	
Total		59	100.0		

A total of 75 percent of the respondents were not accepted for accommodations before their arrival at the university, while 24 percent were accepted for accommodation before arrival. Local students do not necessarily apply for accommodation, as they hope or plan to live with their relatives while studying, but once they arrive at university they insist on accommodation, and even state that they applied, when clearly they did not.

4.2.4.10 Language difficulties

Table 4.48: Language difficulties faced by local students during lectures

I had language difficulties in understanding the lecturers					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	14	23.7	23.7	23.7
	No	45	76.3	76.3	100.0
	Total	59	100.0	100.0	

A total of 75 percent of the respondents did not have language difficulties in understanding the lecturers, while 24 percent said that they did experience language difficulties. This does not mean that students do not understand the language, but rather because people come from different backgrounds and must learn to adapt to the new style of studying, as they have matriculated from high school, which is completely different in many aspects to university. Moreover, nowadays children study in multi-racial schools, so the English language is not difficult to understand; they must instead focus on adapting to the new environment.

4.2.4.11 Bias based on cultural differences

Table 4.49: Local students’ perceptions of the existence of biasness

I benefited from bias as a local student compared to international students at CPUT as a results of cultural differences					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	10	16.0	16.0	17.2
	No	49	84.0	84.0	100.0
	Total	59	100.0	100.0	
Total		59	100.0		

Eighty one percent of the respondents disagreed with the above statement, as they were not biased; however 17 percent of the respondents stated that they were.

4.2.4.12 Integrated orientation seminars

Table 4.50: Local students’ participation in integrated orientation seminars

I took part in orientation seminar with international students at CPUT					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	37.0	37.0	37.0
	No	39	63.0	63.0	100.0
	Total	59	100.0	100.0	
Total		59	100.0		

A total of 61 percent of the respondents disagreed with the above statement, and they did not take part in orientation seminars with international students. Most of students found it

difficult to participate in orientation as they are new and are trying to find their feet and mostly they think about the purpose of being at the university. Orientations also take place while most of the students are trying to negotiate to register so they are not interested in that at that time.

4.2.4.13 Provision of support from Fundani Centre

Table 4.51: Local students' experiences with Fundani Centre

I received support from Fundani Centre for students learning					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	18	30.5	30.5	31.0
	No	41	69.5	69.5	100.0
	Total	59	100.0	100.0	
Total		59	100.0		

A total of 69 percent of the respondents said they did not receive support from Fundani Centre, while 31 percent received support. Most of students are not aware of Fundani Centre as they are new at CPUT.

4.5 INTERPRETATION OF FINDINGS

4.5.1 STAFF PERCEPTIONS OF THE FACTORS THAT AFFECT INTERNATIONALISATION AT CPUT

	STAFF EXPERIENCES/FACTOR	LEVEL OF AGREEMENT	Findings/recommendations
1.	International students are not used to the accent of some lecturers and administrative staff	67%	<p>Staff members do not listen carefully, and once they find out that the student is not a South African (they become impatient). This is frustrating for students; as they get sent from pillar to post to try to resolve their issue/problem.</p> <p>Sometimes they pretend to understand when in fact they do not, because of the staff member's accent. They are also too afraid or embarrassed to ask the person to repeat what she/he said.</p> <p>Beoku-Bettors (pg 3) professors at US universities questioned the international students' ability to complete course assignments and encouraged them to take</p>

			<p>remedial classes because they criticised international students' accents. The results were that this made international students feel that there was no support when needed at school, and they observed the professor's responses as hurtful towards them.</p> <p>www.Articles/International%20Student's%20Challenges {Accessed 08 June 2016}.</p>
2.	Staff members are not used to the accents of international students	62%	<p>Experiences between White International students differ from those of colour. The White international students feel that because English is their home language they are less targeted than a student, for example from a French speaking or Portuguese speaking country. They do not have negative experiences at all.</p> <p>Students should be treated the same irrespective of the country from which they come.</p> <p>The finding is that some of the staff members are not empathetic owing to the international students' language proficiency. They criticise students for being irresponsible and expect everything do be done for them without them making an effort.</p>
3.	International students cannot register without a receipt from VFS or a valid study permit.	81%	<p>This is the rule from Home Affairs Department. At the start of Registration students are not allowed to Register with VFS receipts but as Registration continues and is about to close, Home Affairs allows students to register with receipts. The department considers students' reasons before allowing this. Most of the time they delay the process and eventually they allow registration. In 2016 Registration allowed it because of the national students that had taken place, hence students did not receive their visa letters on time.</p>
4.	The number of students in the classroom increases because of international students.	62%	<p>International students contribute to the university, as well as communities' diversity and internationalisation. In classes they add different perspectives and enhance mutual understanding and appreciation of differences that are found all over the world. They represent a large economic and international relations investment for South African universities through their expenditure on fees and living expenses.</p>
5.	The Home Affairs Department takes long to process permits.	69%	<p>This is a huge problem that causes some students not to register. Most students take about a year or two to wait for their study</p>

			<p>visas.</p> <p>The university should find a way to communicate with Home Affairs Departments to speed up students' study visas, because this causes problems for students, as well for the university at large. It would probably be better if the university would employ somebody who will specifically consider the need for study visas for students, and also to also remind them when their visas are about to expire.</p>
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4.5.2 INTERNATIONAL STUDENTS – PERCEPTION OF THE FACTORS AFFECTING INTERNATIONALISATION AT CPUT

	INTERNATIONAL STUDENTS EXPERIENCES/FACTOR	LEVEL OF AGREEMENT	Findings/recommendations
1.	Study permits usually take long to be processed by Home Affairs.	83%	<p>The Home Affairs Department takes long to process study visas. The findings are that some of the international students obtain their visas quick, while some take a year or even tow to receive their visas. It is not sure whether this depends on payment or not in terms of how soon it is processed. Sometimes they are rejected and they must reapply. This is a concern if the student is rejected, because when they register with receipt there is no way to find out that they are rejected as the staff members accept visas that the students bring (after registering with receipts).</p> <p>Most of the time CPUT accepts international students in December (during holidays) and in January, hence the international student must still apply for a study permit.</p> <p>International students' applications close at the end of August each year so that they can be accepted on time and apply for their study visas in time, but this does not always happen this way. Why does the institution have a closing date for international applications if faculties only accept international students in January?</p> <p>This becomes a problem for the administrative staff members who must register and then also issue study visa letters as they work in the Registration centres. The staff must go to office to issue that kind of a letter and because of this mistakes can be made.</p>

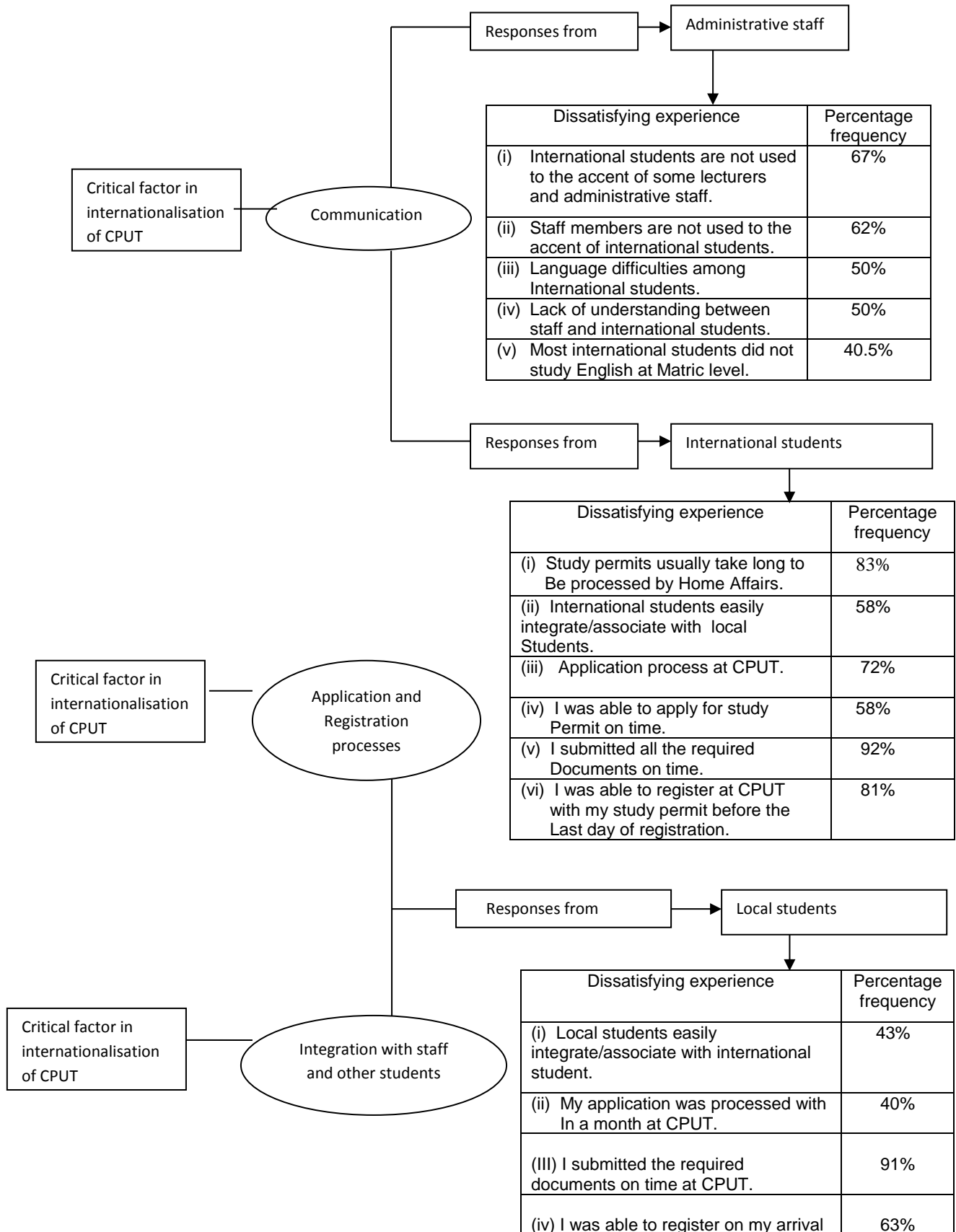
			<p>CPUT should employ someone who will be fully responsible for students' visas and be able to liaise with the Department of Home Affairs, from time to time.</p> <p>Prospective international students are always advised to submit their study permit documentation as soon as they possibly can. It normally takes six to eight weeks for applications to be processed. Passports with a valid study Visa must be presented by student at all times during registration.</p>
2.	International students easily integrate/associate with local students.	58%	<p>Most international students experience a lot of stress whilst familiarising themselves with the culture of CPUT.</p> <p>International students with a western ethnic background do well with both academic and social integration. They also achieve higher study performance when compared to local students. In contrast, international students with a non-Western background are less integrated compared to other international students.</p>
3.	My application was processed within three months at CPUT.	72%	<p>Applications are processed on time and students receive SMS's to acknowledge receipt, but the problem lies within the faculties, as they respond late to international students. Perhaps it is because they want to get more applications and select the best students, but this delays people who applied on time.</p>
4.	I was able to apply for my study permit on time.	58%	<p>If students have been accepted on time there will be no problems of getting study visas late because if the student applies for a visa in his/her country, it takes only two weeks to be processed, but for students who are already in South Africa, it take longer to get study visa.</p>
5.	I submitted all the required documents on time.	92%	<p>Most students submit their applications themselves so it is easy to check and request the required documents if there are outstanding documents, as the staff deals directly with the students.</p> <p>Sometimes it becomes difficult for the application that was posted as it must be posted back and that takes time. Sometimes international students are careless, and do not write down addresses correctly, hence the application ends up being sent back to</p>

			the university without a trace.
6.	I was able to register at CPUT with my study permit before the last day of registration.	81%	<p>For those students who applied and were accepted on time, they register with their permits, and there are no problems.</p> <p>If faculties can abide by the rules and accept international students on time, there would not be a problem of Home Affairs Department prolonging the process.</p>

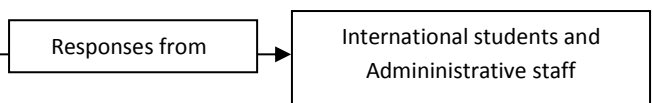
4.5.3 LOCAL STUDENTS – PERCEPTION OF THE FACTORS AFFECTING INTERNATIONALISATION AT CPUT

	LOCALS STUDENTS' EXPERIENCES /FACTOR	LEVEL OF AGREEMENT	Findings/recommendations
1.	Local students easily integrate/associate with international students.	43%	Both international and local students have limited social contact with each other and spend most of their private time differently. Moreover, students who have a non-Western background are less integrated than Western students and have lower academic and social integration scores.
2.	My applications were processed within a month at CPUT.	40%	Applications are processed on time and students receive SMS's to acknowledge receipt. The problem lies with the faculty, as they respond late because they want to receive more applications so that they can have a wider selection of students to choose from. As a result, CPUT registration takes long because most of students are accepted in January. This is problematic for administrative staff that must still file students' documents.
3.	I submitted the required documents on time at CPUT.	91%	If the students submit their application to the Admissions Department on time, there will be no need to delay as long as all the required documents are submitted.
4.	I was able to register upon my arrival at CPUT	63%	As long as the student brings the required documents during registration, there is no need to delay and as long as the student registers on the date and day of registration, there will be no delays.
5.	I took part in orientation seminars with international students at CPUT.	39%	Not all students are aware of the orientation, as most students are still learning to know the university and concentrate most on their studies; hence, they are not worried about orientation at all. Their focus is instead on getting an understanding of the lecturers.

4.5.4 Critical factors and summary of the results of internationalisation of CPUT

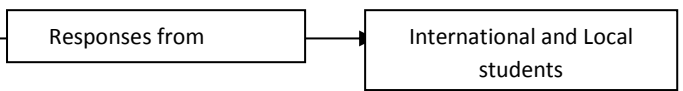
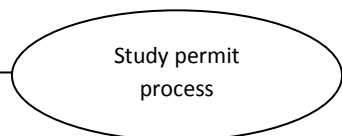


At CPUT.	
(v) I took part in orientation seminar with international students at CPUT	39%



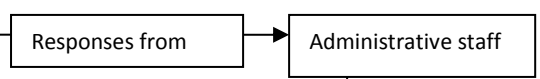
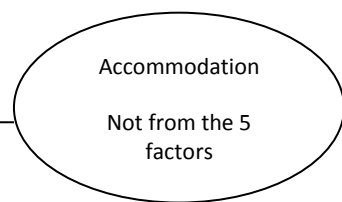
Dissatisfying experience	Percentage frequency
(i) Study permits usually take long to Be processed by Home Affairs.	83%
(ii) International students easily integrate/associate with local Students.	58%
(iii) Application process at CPUT.	72%
(iv) I was able to apply for study Permit on time.	58%
(v) I submitted all the required Documents on time.	92%
(vi) I was able to register at CPUT with my study permit before the Last day of registration.	81%

Critical factor in internationalisation of CPUT



Dissatisfying experience	Percentage frequency
(i) Study permits usually take long to Be processed by Home Affairs.	83%
(ii) International students easily integrate/associate with local Students.	58%
(iii) Application process at CPUT.	72%
(iv) I was able to apply for study Permit on time.	58%
(v) I submitted all the required Documents on time.	92%
(vi) I was able to register at CPUT with my study permit before the Last day of registration.	81%
(vii) Acceptance for accommodation.	28% Int. 24% Loc.

Critical factor in internationalisation of CPUT



Critical factor in internationalisation of CPUT

Training on internationalisation

Dissatisfying experience	Percentage frequency
(i) International students are not used to the accent of some lecturers and administrative staff.	67%
(ii) Staff members are not used to the accent of international students.	62%
(iii) Language difficulties among International students.	50%
(iv) Lack of understanding between staff and international students.	50%
(v) Most international students did not study English at Matric level.	40.5%
(vi) Staff training on internationalisation is needed at CPUT.	50%

Critical factor in internationalisation of CPUT

Support and counselling . **Not from the 5 factors**

Responses from

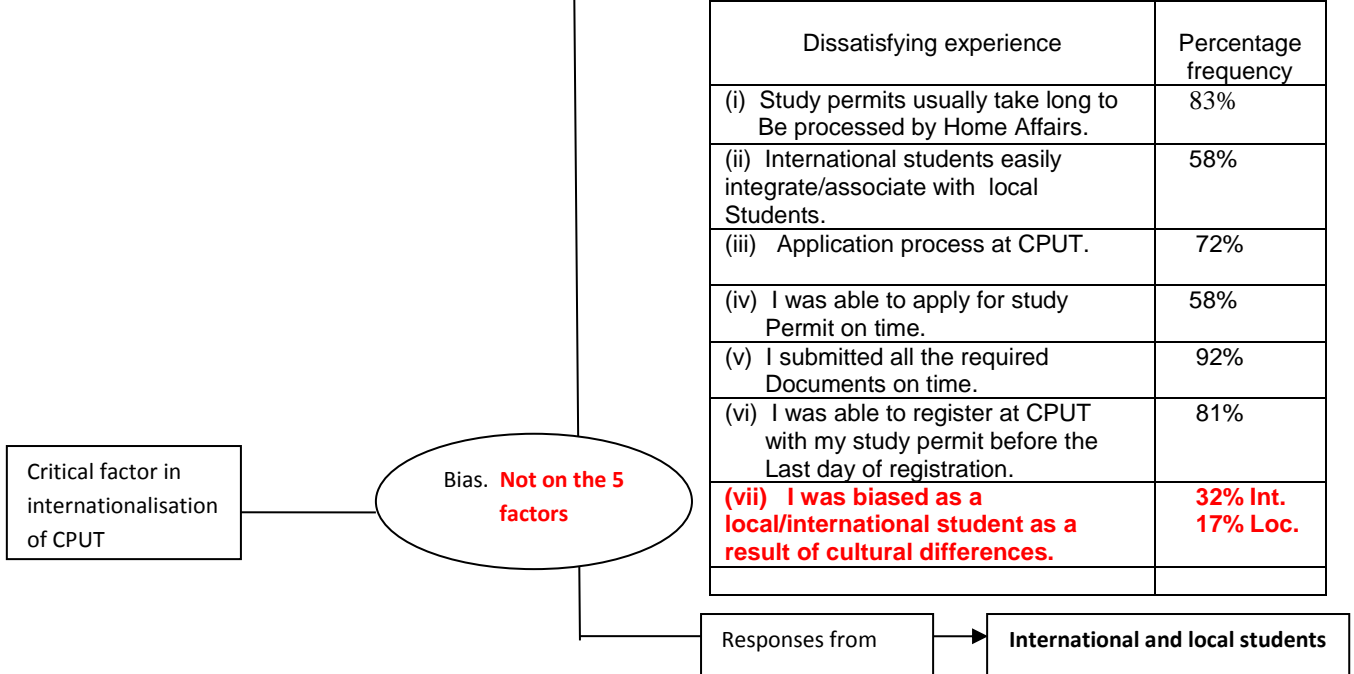
International and local students

Dissatisfying experience	Percentage frequency
(i) Study permits usually take long to be processed by Home Affairs.	83%
(ii) International students easily integrate/associate with local Students.	58%
(iii) Application process at CPUT.	72%
(iv) I was able to apply for study permit on time	58%
(v) I submitted all the required Documents on time.	92%
(vi) I was able to register at CPUT with my study permit before the Last day of registration.	81%
(vii) I received support from Fun	25% Int

Responses from

International and local students





Dissatisfying experience	Percentage frequency
(i) Study permits usually take long to be processed by Home Affairs.	83%
(ii) International students easily integrate/associate with local Students.	58%
(iii) Application process at CPUT.	72%
(iv) I was able to apply for study Permit on time.	58%
(v) I submitted all the required Documents on time.	92%
(vi) I was able to register at CPUT with my study permit before the Last day of registration.	81%

4.6 DISCUSSION OF THE RESULTS

The results of this study can be analysed in relation to the research question, as outlined in the sections below:

A. Staff and students' experiences of internationalisation

This study has established critical factors for the experiences of both staff and students in relation to internationalisation at CPUT. These factors are:

- Communication;
- Application and registration process;
- Integrating with staff and other students;
- Study permit process;
- Accommodation;
- Training on internationalisation; and
- Support and counselling.

- **Communication**

The majority of the respondents agree that international students are not used to the accents of some staff members, while staff members are also not used to the accents of international students. It is the responsibility of both staff and students to be patient with one another and learn to understand each other, as everyone hails from different backgrounds. Some students are from a French speaking background. And even local students become confused for a short while, as most of them are from rural Xhosa, Zulu, Sotho, and and so on speaking backgrounds.

Communication is a problem among staff and students. Staff members are not used to the accents of students from other countries and are not willing to listen carefully once they find out that the student is not a South African (they become agitated). This is frustrating to the student as they are sent from pillar to post for the simple queries that could be solved easily. Sometimes they have to pretend as if they understood when in fact they did not, and were afraid to ask.

Conversely, international students are also not willing to listen and become upset and shout quickly and easily. They want things to be done their way. The staff member has to explain several times if they do not see it their way then they are not good for their job, simply because they do not assist the international students.

Beoku-Bettors (pg 3) professors at US universities questioned the international students' ability to complete course assignments and encouraged them to take remedial classes because they criticised international students' accents. The results that made international students feel that there was no support when needed at school, and they observed the professor's responses as hurtful towards them.

Experiences between White International students differed from those of international students of colour. The White international students feel that because English is their home language they are less targeted than a student, for example from a French speaking or Portuguese speaking country. They do not have any negative experiences at all. Students should be treated the same, irrespective of the country from which they come.

The finding is that some of the staff members are not empathetic owing to the international students' language proficiency. They criticise students for being irresponsible and expect everything do be done for them without making an effort.

- **Application and registration process**

International applications close at the end of August annually so that international students are able to receive on time in order to apply for their study visas on time. Applications are processed on time and students receive SMS's to acknowledge receipt, but the problem lies within the faculties.

Faculties respond late to international students. Perhaps it is because they want to receive more applications and select the best students, but this delays people who applied on time. Conversely, they respond late to students that are already registered when applying for furthering studies, for example, B.TECH and M.TECH. The reason for this is that; before they can respond students must have completed the qualification and the results are only published in December, which may be the another reason for responding late.

- **Integration with staff and other students**

International students do not have a problem integrating with staff and local students, but local students do not easily integrate with international students. For the first year student it is not easy to integrate as they are new, and still want to learn more about the university, while their major focus is on becoming settled in classes because the main purpose of being at the university is to study and obtain a qualification.

Integration of international students is a critical issue for the quality of individual experience. It also helps the campus to promote outgoing mobility by generating interest in new study destination and research fields.

Young NE (2014: 6) indicates that integration is a strong sense in the international education arena, because whatever communications may be occurring, they are not sufficient, and universities must do much better in bringing local and international students together in an international way. She furthermore says that international students who get to know local students and staff have stronger language skills, better academic performance, lower stress levels and greater life satisfaction.

According to the EUA-ACA paper, several institutions are trying to talk about this concern, and are inspecting recruitment policies, aiming on the overall quality of mobility experience.

- **Study permit process**

The Home Affairs Department takes very long to process study visas. Some international students receive their visas quick and some take a year or even two to receive their visas; it is clear whether this depends on payment. Sometimes they are rejected and must reapply. This is a concern if the student is rejected, because when they register with a receipt there is no way to find out that the student was rejected, staff members accept visas that as the students bring along (after registering with receipts).

Most international students are accepted in December (during holidays) and in January, whereby the international student must still apply for a study permit. International students' applications close at the end of August each year so that they can be accepted on time and apply for their study visas on time, but this does not always happen this way.

Question: *Why does the institution have a closing date for international applications if faculties only accept international students in January?* This becomes a problem for *administrative staff members register and at the same time must issue study* visa letters, since they cannot also issue acceptance letters at the registration centres.

Recommendation: CPUT should employ someone who will be fully responsible for students' visas and be able to liaise with the Department of Home Affairs, from time to time.

Prospective international students are advised to submit their study permit documentation as soon as possible. It normally takes six to eight weeks for applications to be processed. The institution (university) in South Africa cannot register a student without a valid study permit that has to be produced on registration.

- **Accommodation**

Acceptance for accommodation is the most difficult part for both international and local students. It is painful for a student who comes to study at an urban university for the first time, and finds that there is no accommodation for them. Even if a student was luckily accepted for accommodation, if he/she arrives a day before registration he/she will have to

find accommodation elsewhere. *Think of the student who has been sitting on a flight for more than 24 hours and how it feels to not have accommodation.*

- **Training on internationalisation**

Staff training on internationalisation is needed at CPUT.

- **Support and counselling**

Most of the students are not aware of the support and counselling at CPUT. Most of the time students are concentrating on their studies and are hence not aware of such services at the campus.

B. How do these experiences impact on activities at CPUT?

The experiences discussed above have generally led to mixed feelings regarding the internationalisation process at CPUT. Some sections seem satisfied while others seem dissatisfied. CPUT should increase efficiency of its internationalisation structures through effective monitoring and evaluation.

C. What are possible solutions to this problem?

In order for the university to run smoothly and not lose many international students in future, there is a need to strategize and to consider the way in which it strategizes. There is a need to work hard and find strategies that will be successful in today's fast changing environment. There is a need to:

• **Explore:**

- Strategy formulation;
- Strategy implementation;
- CPUT organisational socialisation and development; and
- Evaluate Institutional strategy.

• **Integration:**

- Encouraging staff, international and local students to engage with each other in on-going interaction, branded by mutual respect, responsibility and commitment.

4.7 CONCLUSION

The results of the questionnaire were presented in Chapter Four. The next chapter focused on the researcher's recommendations, based on the discussion of the analysis.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The previous chapter, Chapter 4, presented analysis, discussions and the research study's findings. The purpose of this research was to examine staff and students' experiences of internationalisation at the Cape Peninsula University of Technology in order to increase understanding between staff members and students. In providing possible solutions to the problem, the following research objectives were set:

- Explanation of the process of internationalisation;
- Finding out staff and students' experiences of internationalisation at CPU; and
- Challenges faced by international students, which lead to dissatisfaction.

Below is a brief discussion of the above objectives, as set in Chapter One.

5.2 BRIEF DISCUSSION OF OBJECTIVES

5.2.1 Internationalisation process

The internationalisation process is one of change, which is tailored to meet individual needs and the interests of each higher education entity. Each country wishes to control its approach of internationalisation, based on its own clearly articulated rationales, goals and expected outcomes. Internationalisation is driven by an assessment of individual needs and priorities and that a fixed approach is not appropriate, helpful or suitable and there are challenges involved.

International dimension refers to a range of experiences, knowledge, values, beliefs and skills that are related to building capacity to contribute to the development of a multi-cultural society in a broad range of economic and social settings.

The international dimension of higher education is seen as becoming gradually important, difficult and more unclear. It is also noted that the national level has an important role in

influencing international dimension through policy, funding, programmes and regulatory frameworks.

There is a need for the re-thinking of internationalisation and a requirement for a broader concept, which contains the whole functioning of higher education through its various dimensions and actions of some individuals as part of it.

At CPUT there is a misunderstanding regarding internationalisation and international students. For example, when an international student requests information from the staff, most of the time the student is sent to the international office without listening properly to what exactly the student needs, and eventually one will find out that the student was in the right office, but was sent to the international office merely because a staff member did not have the patience to assist. When the international staff calls the office where the student needed assistance, it is only then that staff will understand what is needed, and that it was something that they could have assisted the student with in their office. This student will first go from pillar to post before he/she receives any assistance.

There is a closing date for international applications with the aim of accepting students on time so that they can apply for their study visas, but students get accepted late and some of them as walk-ins, which results in some students cancelling registration because they cannot apply for their permits on time, and sometimes the students are only accepted during registration, while still in his/her country. This may cause the student to give up on being accepted. Hence, the parents may also decide that it is not worth it for their child to come to CPUT.

There is no consistency around the closing date for registration. This has an impact on staff regarding their performance. There are other duties that staff has to fulfill such as filing and preparation for the intake for the following year, but instead they must continue with registration until the end of the semester. As a result, this can cause a negative attitude on the part of staff towards students.

There is no orientation for international students, which could also create an understanding among students and staff

There is nobody to follow up with the Department of Home Affairs regarding students' permits when Home Affairs takes too long to respond to students and, as a result, some parents decide to cancel studies for their children.

Some international students feel unwelcome at CPUT because when they arrive for the first time, they must arrive a day before registration, but CPUT does not provide accommodation for them for the night before registration, and they are left to fend for themselves.

5.2.2 Staff and students' experiences of internationalisation at CPUT

There is no formal internationalisation process. When international students apply to study at CPUT there is a closing date for their applications. The purpose of this is to accept them on time, meaning before the end of December each year so that they can apply for their visas on time in order to register the following year. However, instead students are accepted in January during the registration process, which makes it difficult when they must obtain their study permits because the Home Affairs Department takes long to respond to students. The Admissions Department also takes long to send the applications to the respective faculties, and sometimes they receive those applications late; as a result, they accept students in January instead of December, for the latest. Accommodation is also a problem for international students there are a few residences to accommodate them.

Communication is a critical factor for both staff and students at CPUT. The results have shown that there is lack of communications among staff and international students. Some international students are French speaking, while some are Portuguese speaking and accents pose a problem when other people cannot understand them.

The application process at CPUT has a closing date, which is 31 August for all international applicants. The purpose of this early closing date is to respond early to students so that they can prepare themselves and apply for their study permits on time. The problem lies with the respective faculties that accept international students late or even as walk-ins. M.TECH and D.TECH applications do not have a closing date, which makes it difficult when it comes to registration because the closing date for their registration is 31 May of each year but they receive acceptance on the last day of registration, whereas they must still apply for study visas.

The registration process does not have a closing date at CPUT, which poses a serious problem, particularly if international students are accepted during the registration period, as there is no way that they can be issued with study visas/permits on time by the Department of Home Affairs (DHA). This leads to conflict among international students and staff, as students cannot be registered without valid study permits/visas and students insist on being registered and at that moment the faculty that accepted the student is not there, and also does not understand why and administrator cannot register the student because they are the final decision makers as the faculty. It is even worse when M.TECH students are accepted on the last day of registration which is 31 May each year. Once the student has been accepted, the student expects to be registered and cannot be registered without a valid study permit and South African medical aid.

The study permit is another process that takes long. The DHA allows CPUT to register students with receipts and students only obtain their permits after waiting for a long time. Sometimes when the student has registered for the second year, they still register with a receipt not with a VISA simply because they have not received it yet. There is no process of following student permits as there office is short of staff that can be used to follow up the students' visa processes after registration.

Accommodation is also a problem at CPUT. International students are not accommodated before registration, and hence upon arrival before registration they find themselves without a place, and must then find their own way until registered as a student. This is stressful for one who has come to CPUT for the first time and is unfamiliar with the City

Orientation of international students and staff is no longer done at CPUT. International students are not orientated, where other departments could be invited to introduce themselves and provide assistance to international students. These students for example, be taken on a Cape Town tour so that they can familiarise themselves with the place where they are studying.

5.2.3 Challenges faced by international students that lead to dissatisfaction

- International students are not provided with sufficient support and this makes them feel discriminated against.

- African students are referred to as foreigners, whereas students from Europe and the United States are referred to as international students.
- A platform has been created for xenophobia by South Africans and attacks against residents from other African countries, which led to public outcry and international attention. This was reflected in behaviour among international students.
- It is a mistake to assume that international students are homogenous, especially when considering those from the rest of Africa. There is a need to realize that international students come from different backgrounds with different cultures.

5.3 Recommendations

Based on the findings of this study, the following recommendations are presented below.

5.3.1 Commitment and support from senior administrators

It is recommended that procedures should be established to deal with international students, as well as for international students to deal with staff. The responsibility lies with management and should not be neglected.

It is recommended that the support of senior administrators is crucial for successful internationalisation; therefore, both tangible and intangible commitments are necessary elements that have a current ripple effect on community leadership, as leadership clearly facilitates internationalisation.

5.3.2 Support and involvement of faculty staff

The interest of faculty and staff is essential and the researcher's experience shows that interest comes from individuals who have had direct international experience or activity, either on campus with international students, or through research or overseas assignments.

5.3.3 International office or position

It is of focal importance that an international office should be positioned with experienced personnel in order to provide advisory and communication support. The reason for this is that the role of an international office or position as a catalyst for institutional change would favour internationalisation of the entire institution...

5.3.4 Ways to make international students welcomed

When a student begins university, it is stressful because they meet new peers, while the surroundings are also new and there is a high level of academic expectation. This applies to all students who attend university for the first time. It is even worse for students who must not only find their way around the campus, but who must get to grips with different languages, culture and sets of customs.

It is recommended that the university should consider the best ways to make international students feel welcome and settled upon arrival. There is a need to find the best way to integrate international students once they have arrived. There is a need for a strategy that includes collaboration between universities and students' unions on a student-led approach to integration.

In order for international students to feel welcomed at CPUT, the university should encourage staff to be aware of the following:

- **Be Friendly:** staff should be warm, open, welcoming and non-judgmental – much like they are with everyone. Cultural differences will be a barrier if you treat them as such,
- **Be Inclusive:** for example, if there are international students in class, lecturers and local students should treat them like everyone else. They should not leave them out of any party, study groups or off campus excursion plans. If the student is quiet do not merely assume that your invitation will be unwelcome
- **Be supportive:** if the international student wants to hold on to seemingly weird aspects of their home culture, allow them to. Be supportive by making a big deal. If the international student does things that are socially inappropriate, rather say something politely.
- **Be curious:** adjust to the new and different culture as there are different cultures. Bear in mind that if the international student is from a part of the world that you have always wanted to see or a culture with culinary style that you want to learn, ask about it and they will definitely be proud to know that people are interested in their culture.

- ***Be an ambassador:*** Staff must try and make international students feel welcome on campus by being good representatives of the university. They must always strive to be friendly, helpful and, most importantly not to be mean or rude.
- ***Be respectful:*** as mentioned earlier, sometimes one cannot understand international students but it would help to follow social cues that the student gives and act accordingly.
- ***Be sensitive:*** do not put a student on the spot or make as if you find international students strange.
- ***Do not be presumptuous:*** if the international student asks for help with something, give it. Do not make assumptions about his/her cultural understandings.
- ***Do not make a big deal out of cultural differences:*** international students might prefer to eat things that you would never dream of snacking on, or might dress in a way that you find strange. They might also refer to family practices and traditions that seem really odd to you. This is their normal. Listen actively and communicate positively to everything or anything that international students say and do.
- ***Remember the golden rule:*** treat others the way that you would like to be treated.

5.3.5 Communication

Staff should be advised or educated to communicate the value of every student, irrespective of nationality, including an international student to the whole community before, during and after the study experience. There is a need for institutional support to develop intercultural competence.

5.3.6 Developing understanding

There is a need to develop a deeper understanding of the institutional context by: conducting our own research on students' attitudes to integration as not all institutions are the same. Most importantly, there is a need for authorities to listen to both international students' voice and to staff voice as well.

Mapping of integration interventions should occur within the university's academic departments, administrative departments, as well as students' union, taking into consideration that that this will help to identify the gaps in opportunities that can add value.

Structured opportunities for reflection and meaningful dialogue in different domains of student life should be increased because this promotes positive relations more than diversity and this can be attained by:

- Identifying potential events/activities (for example residential life, volunteering and seminars;
- Identifying techniques to promote effective communication in intercultural groups; and
- Organisations should train students and staff in the use of these techniques and their benefits.

5.4 Conclusion

The literature that was reviewed in this study clearly indicates that there were no responses at all from the academic and non-academic senior managers (which raise a question). The research underlines reasons why staff and students should be aware of the importance of internationalisation at CPUT.

It may seem as if staff does not want to provide proper services to international students, but do they understand or know about the policies and procedures for internationalisation at CPUT? It would appear that there are no guidelines in place, and no followed or managed situations of misunderstanding, which staff and students might have experienced. The policies and procedures in a well-run university are developed institutionally, which will enable policies and procedures to be developed for each and every function of the university.

The most important are the findings that communication is the problem among staff and students, which leads to inefficiency and could be attributed to a lack of knowledge around internationalisation at CPUT. The findings also show that international students are not used to the accent of staff and staff members are also not used to the accents of students, which contributes to a lack of understanding between and amongst students and staff. The results also revealed that the application and registration processes take too long, while students

receive their acceptance status at a late stage. This affects students' applications for study visas, as the Home Affairs Department also takes long to issue study visas and, as a result of this, most students register with VFS receipts.

Most of the staff in international offices are dedicated to maintaining and supporting existing students, scholars and programmes, although in some respects, the degree of emphasis on these activities has shifted. There is an oversight of education abroad programmes (for example management of partnerships abroad, coordination of faculty-led programmes and student advising. International students and scholar services involve support services, for example advising on immigration matters, orientations and cultural programmes.

5.5 Personal reflection

Undertaking this research has given the researcher a more informed understanding/view of the internationalisation of Higher Education. It has become clear that internationalisation is important and can sustain better relations amongst countries.

5.6 Limitations and future research

5.6.1 Limitations

The study was limited to CPUT staff and students. The sample that was selected was in the Western Cape of South Africa. The researcher used empirical evidence such as questionnaires. There may be other ways of conducting this research as well, but this would be a different research study.

5.6.2 Future research

Further research can be conducted at a National level, using a combination of qualitative and quantitative data to provide a bigger picture of internationalisation at Higher Education Institutions.

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APPENDICES

Section 1: Demographic Data

Please insert a cross (x) in the corresponding appropriate block.

1.1 **Gender?** Male Female

1.2 **Age?**
20-29 30-39 40-49 50-59 59+

1.3 **Home language** Xhosa English Afrikaans Others:
specify

1.4 **Type of qualification obtained** Academic Professional
Both

1.5. **Work experience** Years Months

1.6 **Position at CPUT** Academic Administrative

Section 2: Staff experiences of internationalisation at CPUT

Please read the statement clearly before answering.

Place a cross (x) in the appropriate corresponding box and provide only one response for each statement.

1. Strongly Agreed
2. Agree
3. Neutral /Not sure
4. Disagree
5. Strongly Disagree

	Staff experiences statement	Strongly Agree	Agree	Neutral / Not	Disagree	Strongly
2.1.1	International students have language difficulties in class.	1	2	3	4	5
2.1.2	There is a lack of understanding between international students and staff.	1	2	3	4	5
2.1.3	Most international students did not study English at Matric level	1	2	3	4	5
2.1.4	International students are not familiar with the accents of some lecturers and administrative staff.	1	2	3	4	5
2.1.5	Staff members are not familiar with the accents of international students.	1	2	3	4	5
2.1.6	International students lack exposure to technology.	1	2	3	4	5
2.1.7	Applications from international students are processed within three months of their receipt.	1	2	3	4	5
2.1.8	The admissions department takes long to respond to international students.	1	2	3	4	5
2.1.9	The faculties take long to respond to international students.	1	2	3	4	5
2.1.10	Students do not submit the requested documents on time.	1	2	3	4	5

2.1.11	Most international students are accepted during registration period.	1	2	3	4	5
2.1.12	International students cannot register without a receipt or valid study permit from Home Affairs.	1	2	3	4	5
2.1.13	The number of students in the classroom increases because of international students.	1	2	3	4	5
2.1.14	Lecturers are encouraged to lecture students from diverse communities.	1	2	3	4	5
2.1.15	Home Affairs allows a student to register with a receipt while they await a study permit.	1	2	3	4	5
2.1.16	The Home Affairs Department takes long to process study permits.	1	2	3	4	5
2.1.17	Staff training on internationalisation is needed at CPUT.	1	2	3	4	5
2.1.18	CPUT policies and procedures are not properly followed by international students at CPUT.	1	2	3	4	5

Any additional comments you may wish to share with the researcher?

.....
.....
.....
.....

Please do not hesitate to contact me at mbolekwap@cput.ac.za for any further information

THANK YOU

QUESTIONNAIRE 2
STUDENTS

CPUT INTERNATIONAL

Section 3: Demographic Data

Please insert a cross (x) in the appropriate corresponding box below.

3.1 Country of origin:.....

3.2 Gender? Male Female

3.3 Age group?
19-29 30-39 40-49 50-59 60+

3.4 Marital status? Married Single Divorced

3.5 What is your academic classification at CPUT?
Undergraduate Btech Mtech
Dtech

3.6 How long have you been studying at CPUT?
6 months 1-2 years 3-4 years 5-6 years

3.7 How did you find out about CPUT in your country of origin?
Television Internet Friend ecolleagues

3.8 Do you live in student residence? Yes No

Section 4: International students' experiences at CPUT

Please read the statement clearly before answering.

Place a cross (X) in the appropriate corresponding box and provide only one response for each statement.

1. Strongly Agree
2. Agree
3. Neutral/Not sure
4. Disagree
5. Strongly Disagree

		Strongly Agree	Agree	Neutral/Not sure	Disagree	Strongly Disagree
	Application and Registration processes					
4.1.1	There is no equity for residence allocation when it comes to international students at CPUT.	1	2	3	4	5
4.1.2	Study permits usually take long to be processed by the Home Affairs Department.	1	2	3	4	5
4.1.3	International students at CPUT easily integrate/associate with the local students.	1	2	3	4	5
4.1.4	The support/counselling unit supported and assisted me when I had difficulties with my studies.	1	2	3	4	5

4.2 Please place a cross (x) in the appropriate corresponding box below.

4.2.1 My application was processed within three months.

Yes NO

4.2.2 I was able to apply for my study permit on time.

Yes NO

4.2.3 I submitted all the required documents on time.

Yes NO

4.2.4 I was able to register at CPUT with my study permit before the last date of registration.

Yes NO

4.2.5 I registered using a Home Affairs receipt my CPUT response because I received my response/acceptance late.

Yes NO

4.2.6 I was accepted for accommodation before I arrived at CPUT.

Yes NO

4.2.7 I received accommodation within the first two days of my arrival/immediately after registering.

Yes NO

4.2.8 I was not allowed to register with a study permit from another university, although I received a late from CPUT.

Yes NO

4.2.9 I had language difficulties in understanding the lecturers at CPUT.

Yes NO

4.2.10 As an international student I was biased towards CPUT staff members because of our cultural differences.

Yes NO

4.2.11 I participated in an orientation seminar with local CPUT students.

Yes NO

4.2.12 I received support from Fundani, the Centre for student learning.

Yes NO

Please share any additional comments that you may wish to with the researcher in the space provided below.

.....
.....

Please do not hesitate to contact me at mbolekwap@cput.ac.za

THANK YOU.

QUESTIONNAIRE 3

CPUT LOCAL STUDENTS

Section 5: Demographic Data

Please insert a cross (x) in the appropriate corresponding block below.

5.1 Gender? Male Female

5.2 Age group?

19-29 30-39 40-49 50-59 60+

5.3 Marital status? Married Single Divorced

5.4 What is your academic classification at CPUT?

Undergraduate Btech Mtech
Dtech

5.6 How long have you been studying at CPUT?

6 months 1-2 years 3-4 years 5-6 years

5.7 Do you live in student residence? Yes No

Section 6: Local students' experiences at CPUT

Please read the statement clearly before answering.

Place a cross (x) the appropriate corresponding box and provide only one response for each statement.

1. Strongly Agree
2. Agree
3. Neutral/Not sure
4. Disagree
5. Strongly Disagree

		Strongly Agree	Agree	Neutral/Not sure	Disagree	Strongly
	Application process					
6.1.1	Local students at CPUT easily integrate/associate with the international students.	1	2	3	4	5
6.1.2	I had language difficulties in understanding the lecturers.	1	2	3	4	5
6.1.3	As a local student I was biased towards international students at CPUT because of our cultural differences.	1	2	3	4	5
6.1.4	The support/counselling unit supported and assisted me when I had difficulties with my studies.	1	2	3	4	5

6.2 Place a cross (x) in the appropriate corresponding box below.

6.2.1 My CPUT application was processed within a month.

Yes NO

6.2.2 I submitted all the required documents on time at CPUT.

Yes No

6.2.3 I was able to register at CPUT upon my arrival.

Yes No

6.2.4 I was accepted for accommodation before I arrived at CPUT.

Yes No

6.2.5 I was issued accommodation at CPUT within the first two days of my arrival/immediately after registering.

Yes No

6.2.6 I had language difficulties in understanding the lecturers.

Yes No

6.2.7 As a local student I was biased towards CPUT international students because of our cultural differences.

Yes No

6.2.8 I participated in an orientation seminar with international students at CPUT.

Yes No Yes

6.2.9 I received support from Fundani, the centre for student learning.

Yes No

Please share any additional comments that you may have with the researcher in the space provided below.

.....
.....
.....
.....

Please do not hesitate to contact me at mbolekwap@cput.ac.za

THANK YOU.

APPENDIX 4: CPUT ACADEMIC AND NON ACADEMIC SENIOR MANAGER

QUESTIONNAIRE FOR ACADEMIC AND NON-ACADEMIC SENIOR MANAGERS

Section 7: Demographic Data

Please insert a cross (x) in the appropriate corresponding block.

7.1 **Gender?** Male Female

7.2 **Age group?**
20-29 30-39 40-49 50-59 59+

7.3 **Home language** Xhosa English Afrikaans Others:
specify

7.4 **Type of qualification obtained** Academic Professional
Both

7.5. **Work experience** Years Months

7.6 **Position at CPUT** Academic Administrative

Section 8

Job Title: Contact details:

The aim of this study is to understand the process of internationalisation at the Cape Peninsula University of Technology.

8.1 Do you think that international students are motivated to study at CPUT?

Yes No

If Yes, Why?

.....
.....

If No, Why not?

.....
.....
.....

8.2 Are international students expected to submit documents when they apply to study at CPUT?

Yes NO

If Yes, Why?

.....
.....

If No, Why not?

.....
.....
.....

8.3 What is the role of the Home Affairs Department in the registration of international students?

.....
.....
.....

8.4.1 How often do you meet with other senior colleagues from other universities to discuss their respective internationalisation processes/strategies?

.....
.....
.....

8.5 Is international students' enrolment normally assessed at CPUT? How often?

.....
.....

8.5.1 What is your observation of the enrolment numbers of international students at CPUT?

Numbers are increasing

Numbers are decreasing

8.5.2 If the numbers are decreasing, what do you think are the possible reasons for this?

.....
.....
.....
.....

8.5.3 Do you think that junior staff members can be trained on the process of internationalisation?

Yes No

8.6 If Yes, Why?

.....
.....
.....
.....

8.7 If No, Why not?

.....
.....
.....

Please place any additional comments that you may have for the researcher in the space provided below.

.....
.....
.....

Please do not hesitate to contact me at mbolekwap@cput.ac.za

THANK YOU.



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04 October 2013

To whom it may concern

Masters Research: Ms Hombakazi Portia Mbolekwa

Ms Mbolekwa is a Business Administration student in the Faculty of Business at CPUT.

She is doing research at this university on Staff and student experiences of internationalization at CPUT.

Her Supervisor is Dr S Cronje.

I am aware of the research and hereby support her in her endeavor.

Yours sincerely



JOY FISH
ACTING CHIEF DIRECTOR: HUMAN RESOURCES

**STAFF AND STUDENTS' EXPERIENCES OF INTERNATIONALISATION AT
CAPE PENINSULA UNIVERSITY OF TECHNOLOGY**

By

HOMBAKAZI PORTIA MBOLEKWA

Comments	Corrections
Personal pronouns such I we and me	changed to researcher
Chapter introduction and conclusion	Page 62- Corrected (inserted word Conclusion) Page 103 Corrected (inserted word Conclusion)