



Stakeholders' perceptions of the internationalisation of a university of technology

by

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Signed

Date

ABSTRACT

The purpose of this study was to evaluate the internationalisation of higher education at a university of technology in a developing country, from the perspectives of institutional stakeholders. The study was conducted at the Cape Peninsula University of Technology (CPUT) and took the form of a case study. It endeavoured to investigate the present status of internationalisation at the university and the practices through which it was achieved, as they were perceived by all of stakeholders. It was undertaken with the rationale of making a meaningful contribution to the available literature pertaining to the internationalisation of higher education in general, particularly in relation to the perceptions of those who implement its strategies and benefit from them, with specific emphasis on South Africa. An exploratory study of this nature has the potential to provide those who are tasked with formulating policy for higher education with invaluable information and it was deemed to be appropriate in the absence of a customised national framework for the internationalisation of higher education in South Africa.

A mixed methods research design, which employed both qualitative and quantitative research methods, was adopted. The qualitative data was gathered from sources such as official documents and archival records and also from interviews with 11 informants, namely, 5 foreign senior students, the deans of 2 faculties, 2 members of the academic staff, and 2 officials who worked in the office of international affairs. During the same period two separate online survey questionnaires were administered to 222 students and 177 members of the academic and administrative staff. The respondents represented different groups of stakeholders at the university and were purposively selected by applying predetermined criteria. The interviews were transcribed and their content was analysed through the use of Nvivo software, in order to identify themes which could contribute to the findings from which the conclusions were drawn.

The findings pertaining to the nature of internationalisation at CPUT could have significant implications for other universities of technology in South Africa. Although researchers have identified a distinct shift in the rationale for internationalisation. South African universities, such as CPUT, internationalisation agendas are pursued mainly in the interests of deriving academic benefits, is also used to improve the quality of education, achieving excellence in research, attaining international standards, and acquiring international profiles. However, it is to be anticipated that as the international reputation of the university grows in response to the quality of its education and research, financial priorities will become increasingly prominent. This study was conducted to contribute to a growing body of research concerning the internationalisation of higher education in South Africa. By conducting a case study of an institution which is considered to be a previously disadvantaged South African university, it is to be hoped that this study would prompt future research in the field.

Key words: *Institutional stakeholders, internationalisation, higher education institutions, globalisation, internationalisation of higher education.*

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DEDICATION

This thesis is dedicated to my parents, Matiyose and Novuyani Simane, and to the Simane family.

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GLOSSARY

Abbreviation	Explanation
ANIE	African Network for Internationalisation of Education
CPUT	Cape Peninsula University of Technology
DHET	Department of Higher Education and Training
DST	Dynamic Systems Theory
EAIE	European Association for International Education
HE	Higher Education
HEIs	Higher Education Institutions
HESA	Higher Education South Africa
IBSA	India, Brazil, South Africa
IEASA	International Education Association of South Africa
IaH	Internationalisation at Home
NAFSA	North American Federation for Study Abroad
OIA	Office of International Affairs
RTI&P	Research Technology Innovation and Partnership
SA	South Africa
SADC	Southern African Development Community
SPSS	Statistical Package for the Social Sciences

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

Throughout the world, higher education institutions (HEIs) have generally displayed a growing interest in internationalising their institution, by encouraging viewpoint learning and also by adopting an international perspective in their general activities, to the point that it could be maintained that all HEIs now pursue internationalisation, to a greater or lesser extent (Green & Schoenberg 2006, cited by Vavrus & Pekol 2015:5). Internationalisation practices and strategies vary significantly across HEIs, due to differences in opportunities and the specific difficulties which they encounter. Internationalisation may take several different forms, from casual exercises between institutions in two or more nations, to exchanges of students and members of university staffs, and can include curricular changes in response to grants from donors in other countries (Vavrus & Pekol 2015:5). As Jowi and Huisman (2009) explain, policies pertaining to higher education recognise the emerging interest in the internationalisation of higher education and the need to acquire a more observationally and experientially-based understanding of internationalisation in higher education, particularly from the perspective of the African continent (Jowi & Huisman 2009:259). Childress (2009) maintains that a limited understanding of internationalisation has restricted the capacity of institutions of higher education to develop appropriate strategic action plans for internationalisation. As a lack of adequate planning has served to impede internationalisation, HEIs have failed to enjoy the many potential benefits which can be derived from it (American Council of Education 2002). Ratliff (2013) recommends the conducting of further research, in order to investigate the perceptions of various groups of stakeholders of internationalisation, in order to determine and evaluate them in relation to the phenomenon (Ratliff 2013:150). Cattaneo, Huisman, Paleari, and Seeber (2016) point out that although various approaches to internationalisation have been distinguished and identified, there is little overall understanding or observable data pertaining to the rationales which are employed by particular HEIs concerning internationalisation or their reasons for doing so. One of the principal objectives of this study was to obtain relevant insights into these neglected concerns (Cattaneo *et al.* 2016:1).

Internationalisation practices are very often driven by financial or social objectives, or by a combination of both (Vavrus *et al.* 2015:5). From a financial perspective, institutions in host nations are able to profit from the fees which are paid by students from other countries and also from joint collaboration programmes with institutions abroad. It is now more imperative than ever before, that HEIs should instil in both their students and academic staff an awareness of global academic trends and to create inter-cultural capacity among their graduates which equips them with the knowledge which they need to participate in the global economy (OECD 1999). The need for universities and graduates to keep abreast of developments in the global business sector stems from the distribution of monetary weightings throughout the world, which ultimately plays a decisive role in the articulation of the financial and social goals for the internationalisation of higher education (Vavrus *et al.* 2015:5). Internationalisation is an inevitable process for most universities in the world today, as it is in the interests of all universities to attract the best students from all over the world to study and conduct research.

It could be suggested, with considerable justification, that as universities are very significant drivers of globalisation and internationalisation, conversely globalisation and internationalisation are equally significant drivers of change in higher education (Rensburg, Motale, & David 2015:91).

As the internationalisation of higher education has specific implications for the various policies and programmes which are developed at the institutional, regional, national, and international levels, it is vital that national governments should become adequately aware of them. In the case of South Africa, the internationalisation of higher education needs to be assessed from the perspective of the emphasis which the post-apartheid dispensation places upon democratic values in education (Rensburg, Motale, & David 2015:92). In this context, and owing to the fact that internationalisation is widely misunderstood (Altbach 2015:6), the researcher concluded that it would be advisable to conduct a study which investigated the perceptions of internationalisation amongst stakeholders in an institution of higher learning in South Africa.

As it was concluded from a study which was conducted at the University of Manitoba in Canada (Bartell 2003:43), effective internationalisation requires the formulation of a strategic planning process which is inclusive of all partners, in that it permits and makes proper use of the power of

inclusive societies in the domains within which internationalisation is practised. At present, the internationalisation of higher education is, for the most part, advanced at both the national and institutional levels in many countries, as both of which are crucial (Shaydorova 2014:1). The significance of the national level to the internationalisation of higher education lies in the improvement of approaches, the formulation of appropriate policies, the providing of subsidies, the implementation of programmes, and the development of standard regulatory frameworks. By contrast, it is at the institutional level that the actual process of internationalisation takes place (Shaydorova 2014:1). National strategies and policies are reflected at the institutional level, as many higher education institutions are becoming autonomous and strategic and assuming the roles of active players in the internationalisation process (Shaydorova 2014:2).

The research study has been guided by the perspectives which have been provided by the studies which have been cited in this section, the researcher has endeavoured to extend their scope by investigating the perceptions of internationalisation of the stakeholders in an institution of higher education.

1.2 STATEMENT OF THE RESEARCH PROBLEM

There is limited empirical data pertaining to the internationalisation of higher education in South Africa, as most of the discourse pertaining to it has taken place abroad (Altbach 2015:07). Dhimar (2009) emphasises the need for further studies which investigate the needs and practices of relevant institutional stakeholders. It has been suggested that as South African higher education does not have a clearly articulated national framework for internationalisation, whether or not the benefits which are associated with it are felt is debatable (Meda & Monnapula-Mapesela 2016:1). According to Luspa (2010:3), and Burriss (2006:17), contends that despite the increasing emphasis which is placed on internationalisation, almost no attention has been given to how internationalisation practices accord with the present structures and processes of higher education institutions (Luspa 2010:3). For Burriss (2006:17), this perceived oversight has resulted in a generally limited understanding of how HEIs endeavour to make internationalisation processes effective and sustainable. In the sphere of higher education, internationalisation has wide-ranging implications for stakeholders, educational modules, students, staff and policies, and strategies. Consequently, in order to make internationalisation processes viable, it is imperative

that all relevant considerations should be sufficiently comprehensively assessed and evaluated (Luspa 2010:3). In addition, Luspa (2012) explains that Ellingboe (2003:22) maintains that "this continuous process includes numerous partners attempting to change the interior flow of an institution in order to react and adjust suitably to an undeniably differing, comprehensively engaged, continually changing outside environment" (Luspa 2010:4).

Luspa (2010) goes on to suggest that as internationalisation entails intricate processes, higher education institutions should conduct thorough evaluating the application in curriculum and strategies in order to determine the extent to which the internal support which is provided by their managements, in terms of both strategic support, development and implementation of policy are adequately aligned and responds to the needs of all stakeholders in their institutions and supports their endeavours towards internationalisation. For the purposes of this study, the stakeholders include students, administrators, faculties, and communities which are associated with South African universities of technology.

Hénard, Diamond, and Roseveare (2012:8) explain that internationalisation is accompanied by potential difficulties pertaining to prevailing norms. They emphasise that it presents other options for consideration in relation to existing methods, it can call existing training and teaching models into question, and it can influence governance and management. Consequently, moves towards internationalisation are likely to result in unanticipated concerns, problems, and advantages, which are likely to be significantly influenced by the levels of socio-political development which have been achieved by the countries in which the institutions are located. Henard et al, is of the view that, whatever the case, the essential concern of internationalisation should be to develop the means to support and improve the quality of teaching and learning, and to ensure that qualifications are accepted and recognised throughout the world.

To date, endeavours to achieve Internationalisation at the Cape Peninsula University of Technology (CPUT) have been somewhat fragmented, as a result of the university's history of growth and transition from two localised technikons to a university of technology with aspirations towards internationalisation. There was no adjustment of structures for this very significant change in the role of the Office of International Affairs (OIA) within the Research Technology

Innovation and Partnership (RTI&P) portfolio. Although the OIA does play a role in certain respects at present, it does not do so in others, as a result of not being systemically adjusted to new key performance indicators (CPUT Draft Internationalisation Strategy 2014:10). At present, faculties and units pursue agendas pertaining to internationalisation activities outside of a clearly articulated strategic framework and the role of the OIA is performed on an *ad hoc* basis (CPUT Draft Internationalisation Strategy 2014:10). For this reason, the researcher has decided to investigate the perceptions of internationalisation processes of the various stakeholders at the university.

1.3 BACKGROUND TO THE STUDY

Knight (2004) explains that together with globalisation, internationalisation is changing the character of higher education. According to Hénard *et al.* (2012:7), the internationalisation of higher education is not a new phenomenon, as universities have long been considered to be among the most universal institutions of societies (Altbach & Teichler 2001; Teichler 2004). Although in earlier times researchers tended to travel mainly to universities in Europe, with the strong emphasis which is placed on national development in the developing countries, internationalisation has been promoted as a consequence. Both the Fulbright Scholar Programme in the United States and the Erasmus Mundus Programme in Europe have been launched in order to advance common understanding and encourage cooperation among higher education institutions throughout the world (Altbach & Teichler 2001:7). In addition, the accelerating rate of globalisation has encouraged collaboration in international research and the mobility of students (Teichler 2004:27).

Hénard *et al.* (2012:7) point that with the current worldwide proliferation of knowledge, innovation, interconnected systems and global awareness are progressively perceived as being of great significance and highly desirable resources. As labour markets increasingly oblige graduates to be able to function effectively in foreign settings, institutions of higher education are according ever-increasing significance to internationalisation. The numbers of students who are selected to further their tertiary education outside of their countries of birth have increased dramatically from 2000 to 2010 (OECD, 2012a) and this pattern is likely to continue. Another facet of internationalisation, which is sometimes referred to as internationalisation at home, entails

applying intercultural and universally accepted measurements to educational programmes, teaching, research, and extracurricular exercises, which helps students to develop universally applicable and intercultural abilities without needing to leave their home countries (OECD 2004; Wächter 2003). Other modes of internationalisation are proliferating rapidly, such as transnational training, which is often provided through the use of off-shore campuses, joint projects, and distance learning. These methods represent an open-ended and innovative approach to teaching and learning, which is particularly relevant to the perception of higher education as a crucial component of the global knowledge economy (Hénard *et al.* 2012:7). According to Venter (2014), curricula in South Africa need to be formulated more broadly than they are at present, and with specific goals in mind, such as increasing the mobility of students and academics. McLellan (2006) quotes the International Education Association of South Africa (IEASA) as maintaining that an extensive national strategy and policy for the internationalisation of higher education is needed in order to coordinate approaches, goals, and systems in all higher education institutions. However, many writers and researchers (Chiyemura 2015; Piro 2016; Vavrus & Pekol 2015), have pointed out there is a paucity of relevant available literature pertaining to research into the internationalisation of higher education institutions in South Africa and on the African continent. Relatively few studies have attempted to assess the motivations and practices of the various institutional actors or the obstacles which they encounter in the course of pursuing agendas of internationalisation (Nguyen 2016).

Meda and Monnapula-Mapesela (2016) maintain that further research could be conducted with students, in order to understand their experiences of internationalisation. It could be contended that most studies have tended to be concerned exclusively with the internationalisation of higher education at the national and institutional levels, from the standpoints of governmental, ministerial, and institutional administrators (IAU 2009; Knight 2000; 2003a; 2005a; Kuroda, Yuki, & Kang 2010). As other members of institutions of higher education, such as students and members of faculties, who play significant roles and are directly influenced by the process of internationalisation, have tended to be underrepresented in research to date, this study was conducted in order to allow their voices to be heard.

Since the 1990s, there has been a dramatic increase in the numbers of studies which have been conducted of the internationalisation of higher education (Kehm & Teichler, 2007; Teichler, 2005). To date, most have been concerned with the developed countries and their universities and relatively little attention has been given to the internationalisation strategies and practices of higher education institutions in developing countries (Kehm & Teichler, 2007:31). As the existing research is based mainly on North American experiences, there is a danger of the findings of these studies containing inherent neo-colonial, racist, or mono-cultural biases in relation to Africa if the basic concept of internationalisation is not properly understood and locally grounded (Magwa 2015). At present, the underrepresentation of the internationalisation practices and processes of higher education institutions constitutes a hindrance to academic research in South Africa and also to the formulation of policy to direct the processes by means of which it is achieved.

Higher Education Institution in South Africa are autonomous and independent, however there is a need to have a policy on internationalisation to guide and regulate the activities that relate to internationalisation of higher education by higher education institutions and other role players in the sector in South Africa.

1.4 DEFINITIONS OF INTERNATIONALISATION OF HIGHER EDUCATION

According to Deardorff (2004), internationalisation in higher education is endeavours to reconcile the different perceptions of and approaches to learning, research, and administration of countries throughout the world (Ozturgut 2013:31). The internationalisation of higher education has been articulated and represented differently over time and in different cultural contexts (Knight 2004; Leask 2012), which has resulted in the gradual evolution of definitions. Knight (2004:11) characterises internationalisation as "the way toward incorporating a universal, intercultural, or worldwide measurement into the reason, capacities, or conveyance of post-secondary education". Some writers and researchers have suggested that the primary goal of internationalisation should be to enable students, in terms of equipping them to cope and compete in a global economy (Yemini 2015). Yemini (2014) holds that internationalisation ought also to be pursued in order to counter global migration to particular countries and international financial rivalry, and to promote mutual understanding throughout the world. If the fundamental reason of universities for pursuing internationalisation is to benefit all students, as opposed to a

privileged few, then priority would be given to strategies to internationalise at home, rather than outside of the countries in which they are located.

Altbach and Knight (2007) and Altbach, Reisberg, and Rumbley (2009), internationalisation ought to incorporate the policies and programmes which are implemented through curriculum frameworks by institutions, governments, and even individual people, in response to developments in the global academic environment. By contrast, Hudzik (2011:7) describes comprehensive internationalisation as "a guarantee, affirmed through activity, to inject worldwide and relative viewpoints, all through the teaching, research, and administration missions of higher education". Most of these considerations are summarised in the working definition of internationalisation which was developed by the North American Federation for Study Abroad (NAFSA) (2011) as "the conscious push to coordinate and inject universal, intercultural, and worldwide dimensions into the ethos and results of postsecondary education."

1.4.1 Approaches to the internationalisation of higher education

Qiang explains that several esteemed writers and commentators (Aigner, Nelson, & Stimpfl 1992; Arum & Water 1992; De Wit 2002; Knight & De Wit 1999) have, for the most part, employed a comparable typology of approaches to convey and evaluate the ways in which internationalisation is conceptualised and carried out (Qiang 2003:250). Internationalisation approaches such as the Fulbright Scholars Program in the United States and the Erasmus Mundus Programme in Europe have aimed to promote mutual understanding and encourage collaboration among higher education institutions. Today, however, the accelerating rate of globalisation has focussed attention once again on student mobility, international research collaboration and education as an export industry Hernard et al (2012:7).

1.4.2 Strategies for the internationalisation of higher education

A variety of terms have been used to describe the character of internationalisation, in terms of the activities, elements, components, procedures, and strategies which are associated with it. In a number of consistent writings pertaining to internationalisation, Knight and De Wit have chosen the term 'strategy' to characterise the initiatives which are launched in order to internationalise higher education institutions (Knight 1999; 2004; 2008; Knight & De Wit 1995; 1997; 1999). In order to help institutions define effective internationalisation strategies, national policies and

country-specific goals for internationalisation should be well-aligned within a comprehensive policy framework Hernard et al (2012:10). For instance: Consistency is needed between policy directions and educational objectives with regard to internationalisation and those of related policy areas. For instance, a national fellowship programme for foreign students that also meets national policy objectives illustrates synergy between governmental and institutional policies.

Institutions' policies and strategies are closely linked to national policies on university autonomy. Autonomous and responsive institutions can simultaneously foster student mobility, develop internationalisation at home, and support internationalisation of research OECD (2012:11).

1.4.3 Rationale for the internationalisation of higher education

Knight 2008:25, explains that "without a clear arrangement of methods of reasoning, accompanied by a set of targets or approach proclamations, a plan, and a monitoring/assessment framework, the process of internationalisation is regularly an *ad hoc*, reactive, and divided reaction to the staggering number of new global open doors accessible" (Knight 2008:25). According to Knight and De Wit (1995:27), justifications for the internationalisation of higher education provide the reasons for countries, government departments, or institutions to wish to advance its cause and to be willing to invest resources in achieving it. At the institutional level, rationale can be understood as expressions of the motivation of students and members of staff and faculties for participating in internationalisation processes and of the advantages or results which they anticipate from pursuing internationalisation agendas. At both the national and institutional levels, rationale are reflected in the strategies and programmes which are formulated and ultimately implemented (Knight 2008). By contrast, for individual members of higher education institutions, rationales mirror their levels of interest, their willingness to be included in, and the sense of duty which they feel in relation to the internationalisation activities, projects, and initiatives of their institutions.

1.4.4 Framework of institutional strategies for the internationalisation of higher education

Although the two general categories of programmes and organisational strategies which Knight proposes encompass various ways to internationalise higher education institutions (Knight 1999), as Knight and De Wit (1995) point out, "only in a few exceptional cases will an institution have an

explicit strategy that covers all or even most of the activities” (De Wit 2002:40). It is helpful to refer once again to the conceptual frameworks that were developed for internationalization in the last decade (de Wit, 1995; Knight & de Wit, 1997, 1999). The term internationalization strategies was deliberately used to go beyond the idea of international activities. The strategies term referred to both program and organizational initiatives at the institutional level. The notion of a more planned, integrated, and strategic approach was implied in the use of the word strategies. Hernard et al (2012:14) provides program and organizational strategies at the institutional level as focusing on academic programs, research and scholarly collaboration, governance and operations of which are further detailed below.

Institutional-Level Program and Organization Strategies

Programme Strategies

Academic programs

Student exchange programs, foreign language study, internationalized curricula, area or thematic studies, work/study abroad, international students, teaching/learning process, joint/double-degree programs, cross-cultural training, faculty/staff mobility programs, visiting lectures and scholars and link between academic programs and other strategies.

Research and scholarly collaboration

Area and theme centres, joint research projects, international conferences and seminars, published articles and papers, international research agreements and research exchange programs

Organization Strategies

Governance

Expressed commitment by senior leaders, active involvement of faculty and staff, articulated rationale and goals for internationalization, recognition of international dimension in institutional mission statements, planning, and policy documents.

Operations

Integrated into institution-wide and department level planning, budgeting, and quality review systems, appropriate organizational structures, systems (formal and informal) for communication, liaison, and coordination, balance between centralized and decentralized promotion and management of internationalization, adequate financial support and resource allocation systems.

1.4.5 Benefits associated with internationalisation

When internationalisation is achieved, it can make a significant contribution to students, intellectual and aptitudes development for both basic and complex reasoning. Develop the means for engaging in diverse types of correspondence, increase their ability to adjust, adapt, and display both resilience and empathy. It will improve their capacity to perceive contrasts, and increase their understanding of themselves, their approaches to learning, and the general public. (Deardorff 2006; Crichton & Scarino 2007; Stier 2006; Stronkhorst 2005).

As Stronkhorst (2005), Deardorff (2006), Stier (2006), and Crichton and Scarino (2007) explain, internationalisation tends to be advocated at the national level for its potential for developing human resources locally, increasing national competitiveness, forging vital geopolitical alliances and financial partnerships. It also advance the generating of income, opening doors for business exchanges, and nation-building. Socio-cultural considerations are often accorded very low priority. At the institutional level, emphasis is often placed upon the need to upgrade the global profiles and reputation of institutions, improve the quality of their programmes, develop the intercultural aptitudes of students and staffs, generating much-needed income, stimulating partnerships, networks and improving abilities to manage socio-economic and socio-political problems which are encountered by countries throughout the world (Zezeza 2012:4).

1.5 THEORETICAL FRAMEWORK OF THE STUDY

This study was conducted among stakeholders at the Cape Peninsula University of Technology. The theoretical and conceptual frameworks were derived from Knight (2003; 2004a), who characterises internationalisation as a response to globalisation in terms of policy which is formulated and implemented at both the institutional and national levels. Qiang (2003:3), who emphasises the need for a precise definition of internationalisation which covers all of the

workings of higher education and provides an adequate general organisational framework. This study also incorporates Dynamic Systems Theory (DST), which provides a viable approach to investigating the dynamics of complex systems (De Bot, Lowie, & Verspoor 2007; Thelen & Smith 1994; 2006; Spencer, Austin, & Schutte 2012). Internationalization shapes the missions and goals of institutions and hence changes every aspect of higher education, and thus it has a variety of variables that interacting with each other, which makes internationalization a complex system (Qiang 2016:2). But few previous studies examined internationalization of higher education with a focus on these dynamic features (Knight, 2004; Tange & Jensen, 2012). Therefore, this study applies the Dynamic Systems Theory to reconsider the nature and development of internationalization of higher education and to provide solutions to the constant concerns of defining, developing, and strengthening internationalization. This study is guided by approaches which acknowledge the validity of Dynamic Systems Theory and discussions are developed in relation to it in the chapter which follows.

1.6 PURPOSE OF THE STUDY

The purpose of this study is to assess and evaluate the internationalisation of higher education by investigating the perceptions of stakeholders within the CPUT, how and in which form internationalisation is achieved.

1.7 RESEARCH QUESTIONS

The main research question which has guided the study is:

- What are the rationale for the internationalisation of stakeholders in higher education at Cape Peninsula University of Technology?

The subsidiary research questions are:

- What are the factors which mitigate against the promotion of internationalisation within the CPUT who participate directly in the process?
- What are the benefits associated with the promotion of internationalisation according to stakeholders within the university who participate directly in the process?
- How is internationalisation perceived by all stakeholders, namely members of faculties, students, and support staff at the Cape Peninsula University of Technology?
- What are the effects of internationalisation on the quality of teaching and learning?

- Which approaches to and strategies for the internationalisation of higher education can be recommended?

1.8. RESEARCH OBJECTIVES

The main objective of the study is:

- To investigate and determine the status of internationalisation at the Cape Peninsula University of Technology at present.

The subsidiary research objectives are:

- To identify the factors which mitigate against the internationalisation of higher education at the Cape Peninsula University of Technology.
- To assess and determine the benefits which are associated with internationalisation of higher education at CPUT.
- To investigate and evaluate the perceptions of internationalisation of stakeholders within CPUT.
- To determine the effects of internationalisation on the quality of teaching, learning, and research at CPUT.
- To develop a workable approach to and strategies for the internationalisation of the core business of the university.
- To provide recommendations on the basis of the conclusions which are drawn from the findings of the study.

1.9 DELINEATION OF THE RESEARCH

As the study took the form of a case study which was conducted at the CPUT, the findings which it yielded may not be applicable to other higher education institutions. The scope of the research findings would inevitably have been influenced by the research methodology, which consisted of the conducting of interviews and the administration of questionnaires at the CPUT only. Participation in the study was third year, Bachelor of Technology undergraduate students, postgraduate students, senior academic personnel, and senior support staff who participated directly in the internationalisation process.

1.10 SIGNIFICANCE OF THE STUDY

It is anticipated that the significance of the study could be apparent at both the institutional and national levels. It has the potential to increase awareness of the internationalisation process and its implications for HEIs. Its findings could provide invaluable insights to those who are tasked with formulating policies for the internationalisation of higher education and to anyone who appreciates the almost limitless benefits which are to be derived from internationalisation. They could also assist the Finance Departments and the Vice-Chancellors of universities responsible for institution and their senior partners with respect to the types of policies and programme strategies which should be formulated and implemented, and also concerning the types of support which they need to provide to their faculties and students in order to encourage their active participation in the internationalisation of their institutions.

This study has been conducted with the intention of making a significant contribution to the existing body of knowledge pertaining to the internationalisation of higher education in several different respects. It makes a valid contribution to the body of knowledge concerning the internationalisation of higher education, specifically in South Africa, but also on the African continent. It has endeavoured to assess and evaluate the contributions of those who perform crucial roles in internationalisation and also to investigate the practices of internationalisation which are adopted by particular South African universities. At the national level (National Higher Education), the findings may be of interest to institutions which are responsible for the formulation of policies pertaining to higher education, such as universities, the Department of Higher Education and Training, and other relevant stakeholders. The motivations for conducting the study was a perceived need on the part of the researcher to identify strategic priorities concerning the objectives of internationalisation and the practices by means of which they are achieved. The findings could be of value to those who are engaged in and committed to pioneering internationalisation at higher education institutions, by providing a representative range of perceptions and opinions pertaining to the research topic from participants who play a number of different roles in a South African university.

The study could be of particular benefit to the CPUT community in terms of providing an understanding of the perceptions of institutional stakeholders of the internationalisation of higher education and could make a positive contribution to the development of policies and strategies

for promoting internationalisation. In addition, it could make a valuable contribution to discourse pertaining to policy and consultation at the institutional, regional, and national levels.

1.11 ANTICIPATED CONSEQUENCES OF CONDUCTING THE RESEARCH STUDY

The study should contribute to the gaining of a comprehensive and insightful understanding of practices, priorities, and new developments in the internationalisation of CPUT, which could prompt new suggestions for policies and contribute to the promoting of internationalisation at CPUT and throughout the South African higher education system.

1.12 CLARIFICATION OF ESSENTIAL TERMS AND CONCEPTS:

1.12.1 Institutional stakeholders: In the context of higher education, a stakeholder typically refers to anyone who is invested in the welfare and success of an institution and its students. For the purposes of this research study, the term includes support staff, academic staff, and students (Abbott 2014).

1.12.2 Internationalisation: Internationalisation at the national, sectoral, and institutional levels may be defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions, or delivery of postsecondary education (Knight 2015:2).

1.12.3 Higher education institution: As it is defined by the Higher Education Act (101 of 1997), a higher education institution could refer to any institution which provides higher education on a full-time, part-time or distance basis and which is:

(a) established or deemed to be established as a public higher education institution in terms of the Act

(b) declared to be a public Higher Education Institution in terms of the Act

(c) registered or conditionally registered as a private Higher Education Institution in terms of the Act

1.12.4 Globalisation: In the context of the research topic of this study, globalisation may be regarded as the root cause of changes which are taking place in higher education and may be defined in terms of the flow of technology, finance, knowledge, people, values, and ideas across the borders of individual countries (Knight 1999:14).

1.12.5 Internationalisation of higher education: Internationalisation may be defined as the intentional process of integrating an international, intercultural or global dimension into the purpose, functions, and providing of postsecondary education, in order to increase the quality of education and research for the benefit of all students and members of academic staffs and to make a meaningful contribution to society (De Wit *et al.* 2015, European Parliament Study).

1.13 STRUCTURE OF THE THESIS

Chapter One: Introduction and Background to the Study

This chapter serves to introduce the research topic and to provide an appropriate background to the study. In addition, it endeavours to clarify the terminology and concepts which are employed, explain the purpose of the study, and provide a statement of the research problem. The objectives and research questions are articulated, the theoretical and conceptual frameworks are explained and the research design and methodology are introduced, after which the chapter concludes with discussions of the delineation of the research, the significance of the study, and its anticipated consequences.

Chapter Two: Internationalisation of Higher Education Institutions: An International Perspective

The second and third chapters are devoted to a comprehensive review of the relevant available literature pertaining to the research topic. Chapter Two takes the form of a survey of the international literature concerning the internationalisation of higher education, and also continues the discussion of the theoretical framework of the study.

Chapter Three: Internationalisation of Higher Education Institutions: African and South African Perspectives

In Chapter Three, the internationalisation of higher education institutions is discussed from African and South African perspectives, particularly in relation to the internationalisation process at CPUT.

Chapter Four: Research Design and Methodology

The fourth chapter is devoted to an in-depth discussion of the research design, the approach which was adopted in order to conduct the study, and the research methods which were employed to collect the data, before proceeding to a discussion of the methods which were used to analyse the data and a summary of the ethical considerations which were respected at all times during the conducting of the study.

Chapter Five: Presentation and Analysis of the Data and Discussion of the Findings of the Study

In Chapter Five, the data which was collected is presented and analysed and the findings which emerged are discussed in detail.

Chapter Six: Conclusions and Recommendations

The final chapter presents the conclusions which were drawn from the findings of the study, provides recommendations on the basis of them, acknowledges the limitations of the study, and offers suggestions for future research.

CONCLUSION

This chapter has endeavoured to provide an appropriate introduction to the research study and the approaches and methods which were adopted in order to conduct it during the process of developing the research proposal. The following chapter presents an overview from the relevant available literature pertaining to the internationalisation of higher education as a global phenomenon.

CHAPTER 2

INTERNATIONALISATION OF HIGHER EDUCATION INSTITUTIONS: AN INTERNATIONAL PERSPECTIVE

2.1 INTRODUCTION

This Chapter begins with a discussion of the concepts which underlie the definitions of internationalisation, before proceeding to a discussion of the obstacles which can impede internationalisation, the benefits which are associated with it, and also appropriate strategies, approaches, and rationales for the internationalisation of higher education institutions. Particular attention is given to the stakeholders who are responsible for planning the increased implementation of internationalisation initiatives. The study endeavours to investigate the relationships between the characteristics of institutions and the extent to which internationalisation is implemented and the chapter concludes with an in-depth discussion of the theoretical framework which informed the study.

2.2 EVOLVING DEFINITIONS OF INTERNATIONALISATION

Although the 'internationalisation' of higher education began to emerge as a specific concept in Europe and North America during the 1980s (Knight 2006), various terms have been used to describe the international dimension in education for considerably longer (De Wit 2006). Most of these terms are either related to curricula and refer to initiatives such as programmes in international studies, global studies, multi-cultural education, or peace education, or concern mobility in senses such as studying abroad, exchanges of students and members of academic staffs, and other forms of academic mobility (De Wit 2006). Ellingboe (1998) and Hanson and Meyerson (1995) explain that internationalisation was initially defined in terms of giving campuses an international orientation and implemented through a range of activities from integrating various international elements into curricula to increasing the presence of members of faculties and students from abroad on campuses. Making a comparison between the meanings of the terms 'international education' and 'internationalisation of higher education', De Wit (2001:104) points out that although the two concepts have been used interchangeably, they are defined differently in the contexts of Europe and the United States and also depend on historical developments. Wachter (2004) maintains that there are two types of internationalisation. 'Old internationalisation'

concerned the mobility of students and scholars, exchanges, and cooperation in order to promote development, 'new internationalisation' concerns joint international activities which are related to the structural and regulatory aspects of higher education systems, such as lifelong learning, online education, and initiatives to ensure the quality of education. Knight (2006) explains that although 'international education' often refers to arrangements such as receiving foreign students, exchanges of students and members of academic staffs, providing opportunities to study abroad, and development projects, 'internationalisation' is a more comprehensive, all-embracing term which concerns not only institutional objectives, but also national goals, policies, strategies, and activities institutionally. Knight (2006:43) emphasises that the term refers to the international dimension of all aspects of higher education and not only to specific activities (Knight 2006:43). According to Kerber (2009), traditional internationalisation includes any systematic and sustained effort which endeavours to make higher education more responsive to the requirements and specific needs which result from the globalisation of societies, economies, and labour markets (Kerber 2009:2). For Friedman (2005), the ultimate aim of internationalising higher education is to increase the numbers of qualified workers who are aware of global realities and are able to exploit them in an optimal manner. Altbach (2007) makes a similar assessment by maintaining that higher education provides the means for training a globally astute workforce. All of the researchers who have been cited have offered different definitions of the concept of the internationalisation of higher education and each has made a meaningful contribution to the discourse which has guided this research study.

In her earlier work, Knight (1997b:29) defined internationalisation as the "process of integrating an international dimension into the teaching, research, and service functions of the institution". After discerning specific limitations in this definition, in that it referred only to institutions (Van der Wende 1997), Knight (2006:44) revised the definition to include both institutional considerations and the broader scope of the term, such as national strategies, policies, and agencies. In her later work, she characterises internationalisation as the "process of integrating an international and intercultural or global dimension into the purpose, functions, or delivery of post-secondary education". Although the revised definition is a more comprehensive and all-embracing one, the earlier definition has been adopted for the purposes of this research study, as it aligns well with the institution-based contextual investigations which lie at the heart of this study.

As De Wit (2001:105) confirms, although her understanding of the concept of the internationalisation of higher education has evolved over time, the definitions which Knight (2006:42) has propounded have been widely accepted in the relevant available literature. The definition which was published in 2006 by Knight covers all forms of international education, including distance education, borderless education, trans-national education, virtual universities, satellite campuses, franchises, and off-shore and twinning programmes. Although these forms fall beyond the scope of this thesis, they need to be mentioned, in order to place South African public higher education within the broad context of global trends. Qiang (2003) emphasises the need for integration, which is inherent in Knight's definition, by maintaining that "internationalisation must be *entrenched* (emphasis added) in the culture, policy, planning and organisational process of the institution so that it can be both successful and sustainable" (Qiang 2003:4). The various definitions of internationalisation which have been covered are effectively summarised in the four categories of approaches to internationalisation which De Wit (2002) identifies, namely, the activity approach, the rationale approach (purposes and intended outcomes), the competency approach (learning competencies, career competencies, global competence, transnational competence, and international competence), and the process approach (the integration and infusion of activities, academic staffs, policies and procedures, and strategies) (De Wit 2002:117-118). Although many of the generally accepted definitions are reflected in one or more of these approaches, De Wit (2002:118), considers the process approach to be the most comprehensive and holistic. In order to develop an adequate understanding of internationalisation, it is crucial to investigate and evaluate the various elements which are most often incorporated into internationalisation strategies at institutions of higher education in South Africa, particularly within the context of universities of technology.

Knight (2004:1) is of the view that a meaningful and working definition should be generic in approach and propose that, internationalization at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education. The above specific terms and concepts were carefully chosen for the proposed working definition of internationalization. The term process is deliberately used to convey that internationalization is an ongoing and continuing

effort. The term process denotes an evolutionary or developmental quality to the concept. Process is often thought of in terms of a tripartite model of education input, process, and output. However, the concepts of input and output were intentionally not used in the above definition, even though in today's environment accountability and therefore outcomes are stressed. If internationalization is defined in terms of inputs, outputs, or benefits, it becomes less generic as it must reflect the particular priorities of a country, an institution, or a specific group of stakeholders Knight (2004:2). The definitions which have been covered in this section have provided the conceptual framework upon which this study has been based.

2.3 THEORETICAL FRAMEWORK FOR THE INTERNATIONALISATION OF HIGHER EDUCATION

This study has also been guided by the Dynamic Systems Theory (DST), which provides an appropriate means of examining the progression of complex systems (De Bot *et al.* 2007; Thelen & Smith 1994; 2006; Spencer *et al.* 2012). In DST, dynamic systems are characterised as the 'systems of components that change after some time' (Thelen & Smith, 2006:258). The essential characteristic of a dynamic system is that it is continuously in the process of growing, as opposed to altering sporadically or remaining static. By engaging continuously with its environment, the system continuously rearranges itself internally, thereby reproducing itself in its entirety over time and in changing settings. DST holds that a single dynamic system is comprised of numerous sub-systems, with the same element standards functioning at every level. These sub-frameworks, including all variables of the subsystems, are totally interconnected. As the variables continuously communicate with one another, changes in one variable or subsystem will affect the entire system through its self-regulating character. Consequently, a dynamic framework is developed not from a straightforward circumstances and end results model, but rather from an understanding of the complex interactions between variables. As numerous causes may prompt a diverse range of consequences in different settings, 'no single part – internal and external – has the causal priority' (Thelen & Smith, 2006:281). Each variable, regardless of its magnitude or the level on which it functions, is inseparable from a nonlinear dynamic system. The incorporation of DST into the theoretical framework of this study accords with its objectes, in that it has endeavoured to

investigate the extent to which internationalisation as a dynamic system is perceived by institutional stakeholders in a university of technology.

On the basis of the definitions which have been covered, many authors have characterised the internationalisation of higher education as constituting a dynamic system (Altbach *et al.* 2009; Bartell 2003; De Wit & Hunter 2014; Hudzik 2011; Knight 2004; Leask 2012; Schoorinan 1999; Van der Wende 2001; Wright 2009) and the standards of DST (Thelen & Smith 1994; 2006), for the purposes of this study, the researcher elected to consider the internationalisation of higher education as a dynamic system and to adopt the dynamic system framework of internationalisation of higher education which was developed by Zhou (2016). According to this model, the internationalisation of higher education takes place at five levels.

The Global Level is the broadest level, at which internationalisation takes place in an international context and entails concerns such as the essential abilities which students need to possess in the 21st Century, worldwide financial improvement, and the sharing of innovations and innovative practices among nations (Zhou 2016:3). The second level is the National Level, which concerns the specific circumstances of and requirements for internationalisation of a particular country. It includes concerns such as national patterns of mobility among students and intercultural correspondence between nations (Zhou 2016:3). The third level is the Institutional Level, which is the level at which the internationalisation is pursued at individual institutions and expressed through initiatives such as institutional missions for internationalisation or the various different programmes which are implemented on campuses throughout the world. Internationalisation at the Institutional Level is also closely associated with specific local contexts, such as social and cultural demographics and improving the financial circumstances of communities (Zhou 2016:3). The fourth level is the Programme Level, which concerns the prerequisites of internationalisation in various different disciplines, such as the internationalisation of economics or educational training (Zhou 2016:5). The fifth level, whose ambit is the most specific, is the Personal Level. It concerns individual exercises in and aptitudes for internationalisation, such as courses and instruction for individual employees of faculties, curricular and extracurricular exercises for students, or the professional development of members of academic staffs concerning the objectives of internationalisation (Zhou 2016:5). For the purposes of this study,

internationalisation is considered to take place at the levels which have been described in this section, in its endeavour to investigate how internationalisation is perceived by institutional stakeholders at CPUT which is level three in the dynamic systems theory structure.

At every level, internationalisation has five principal components, namely, purposes, programmes, approaches, projects, and outcomes. These components provide answers to the four essential questions pertaining to internationalisation. Purposes pertain to the principal question, namely, why particular institutions need to internationalise. Purposes refer to the general objectives and targets of institutions with respect to internationalisation, such as the overall mission of a nation or an individual institution. Programmes constitute a response to the second question, which pertains to the respects in which internationalisation is perceived to be needed. Programmes represent the means through which initiatives to achieve specific objectives of internationalisation are accomplished. Approaches and projects pertain to the third question, namely, how particular institutions accomplish internationalisation and are represented by the strategies which are formulated in order to fulfil the purposes of internationalisation through the implementation of particular programmes. They serve to characterise the processes through which internationalisation is conceptualised and actualised.

Approaches provide the logic which is employed in order to formulate particular projects to achieve specific objectives of internationalisation. Projects, which entail the carrying out of initiatives for internationalisation, constitute its smallest individual components and also the most widely varying and dynamic ones. By contrast, results provide answers to the fourth question, which concerns the nature of the benefits which particular institutions derive from internationalisation and are essentially the end products of internationalisation. According to the American Council on Education, internationalisation promotes worldwide learning, which it defines as 'the knowledge, abilities, and mentalities that students secure through a variety of encounters that empower them to comprehend world societies and occasions; break down worldwide systems; acknowledge social contrasts; and apply this learning and gratefulness to their lives as citizens and workers' (Olson, Green, & Hill 2006: v).

In the course of moving from lower to upper levels, internationalisation increases its range of purposes and potential outcomes, takes place through increasingly diverse programmes, and

requires an increasingly wider range of approaches and projects. Consequently, the dynamic structure of internationalisation of higher education could be represented schematically by the shape of an inverted cone as illustrated below in figure 2.3.

All of the levels and the segments at each level of internationalisation are interconnected. A small change in a single component at one level may change the present state of the system at this level, affect internationalisation at several levels, or even affect the entire internationalisation system. As the internationalisation of higher education is continuously adjusting due to mutual interactions among all of the segments and levels and their environment, it may be conceptualised as a single dynamic system. Consequently, it may be concluded that every institution of higher learning which aspires to compete at the global level needs to take the nature of the system properly into account in its internationalisation processes.

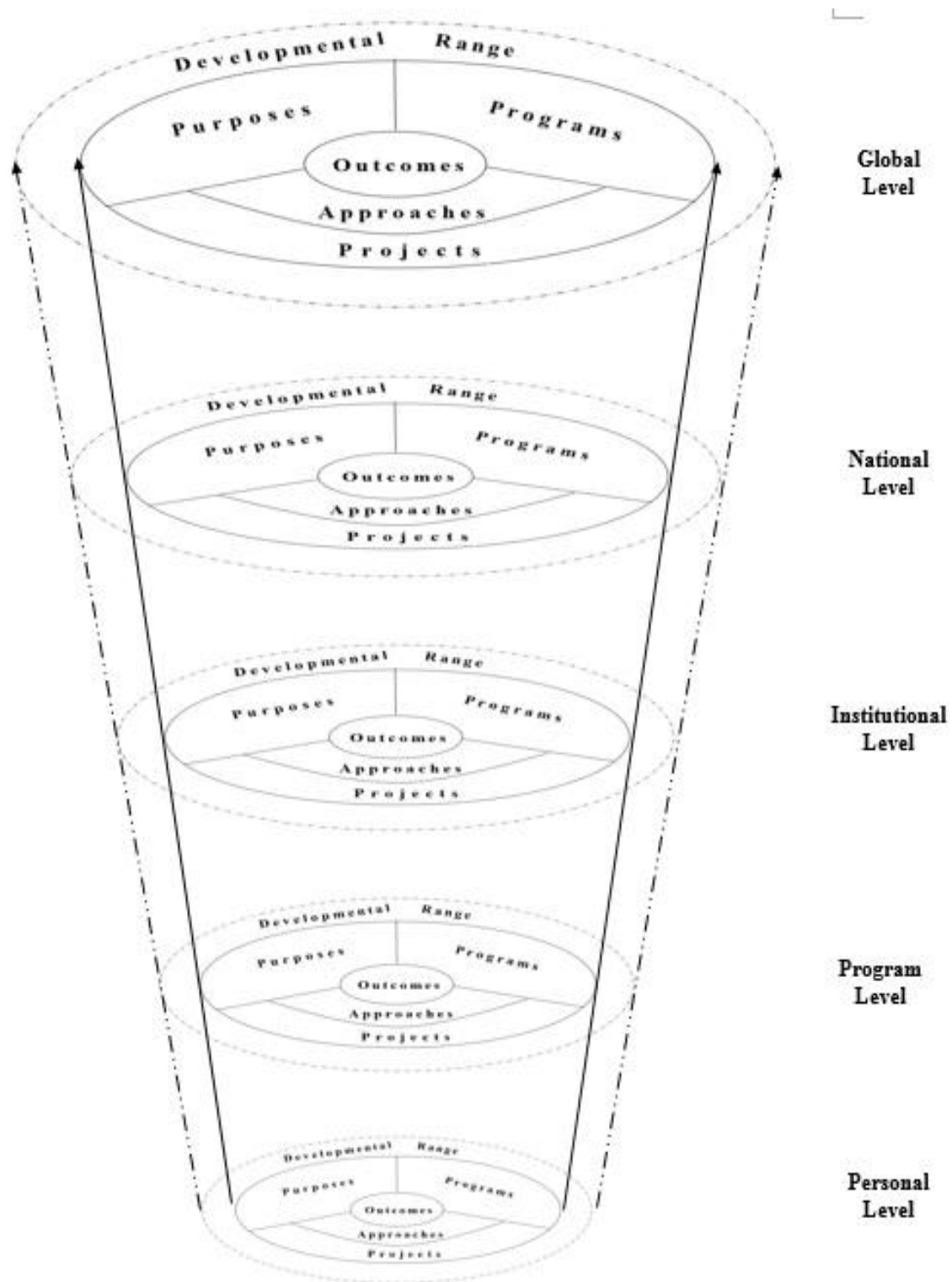


Figure 2.3. A dynamic framework of internationalization of higher education. Adapted from Zhou (2016:4)

2.4 FACTORS WHICH MITIGATE AGAINST THE INTERNATIONALISATION OF HIGHER EDUCATION

The crucial work of internationalisation falls on the shoulders of personnel and requires extensive support from those who are responsible for promoting the internationalisation of their institutions. Factors which militate against internationalisation can be institutional in nature, such as shortages of necessary assets and resources, a lack adequate models for particular disciplines, a lack of appropriate structures, or an absence of sufficient motivation. They can also stem from deficiencies such as poor attendance, a lack of aptitude or interest, negative thinking, or an unwillingness or inability on the part of personnel to incorporate all sources of learning into their approaches to their particular academic disciplines.

Growing concern has been voiced that the promotion of internationalisation in higher education throughout the world is being driven by cynical and income-seeking motives at both the institutional and national levels (Bolsmann & Miller 2008; Brandenburg & De Wit 2011; Stier 2004). This concern has tended to be prompted by an acknowledgement that the rise of internationalisation has been accompanied by cuts in public funding, which have resulted in institutions depending, to an ever-increasing extent, upon revenue from the tuition of students and sources of income other than state allocations, and adjusting their financial plans and adopting a correspondingly increasing market-like ethos (Gaffikin & Perry, 2009; Slaughter & Rhoades, 2004).

In some quarters, it has been suggested that increased enrolment of foreign students is being encouraged as a means of subsidising the education and living expenses of local students, while potentially contributing to increased disparities in their home countries and also to the large-scale resettlement of highly educated people from those countries, a phenomenon which is known, colloquially, as the 'brain drain' (Adnett 2010; Johnstone & Lee 2014; Waters 2006; 2012). Some researchers and commentators have pointed out that internationalisation could effectively exacerbate uneven geopolitical relations and, ultimately, serve to increase the polarisation of the distribution of global wealth (Dixon 2006; Khoo, 2011; Shahjahan 2013; Tikly 2004). The factors which impede internationalisation sometimes assume an institutional form and result from strategies, norms, processes, and guidelines, or result from the attitudes and preconceptions of

members of faculties and students (cf. Ellingboe 1998). Although these categories of factors may be related, it is the considered opinion of the researcher that they should be assessed and evaluated independently of each other. As this study has endeavoured to investigate the underlying factors which contribute to the perceptions of internationalisation of stakeholders at CPUT, the categories of factors have been assessed and evaluated in relation to members of departments and faculties, students, and also in relation to factors which stem from the concerns of society as a whole, which could impede the realisation of a more internationalised university of technology at CPUT and other similar institutions throughout the country.

2.4.1 Factors pertaining to academic staff which can impede internationalisation

2.4.1.1 Attitudes

Personal motivation to participate in internationalisation depends, to a very large extent, upon the attitudes of individual people to international learning. Although the interest of some members of academic faculties and some students may be piqued by the concept of internationalisation, others may regard it as having little relevance to their own academic objectives. The value which individual people accord to international learning frequently stems from their own experience of collaborating with colleagues and peers from different societies and cultures (Green 2003:12).

Those who perceive international learning to have little value or significance may question the notion that people who enrol in particular academic disciplines could ever acquire abilities which are sought after throughout the world, or that developing exceptional specialised aptitudes in their specific disciplines is of much consequence.

They may also be of the opinion that as everyone communicates in English, as a result of the international community becoming socially homogenous through globalisation, the rightful place of other languages and cultures is being irreparably undermined. It is also entirely plausible that many may hold that the campus experience has already been sufficiently internationalised, owing to the large numbers of students from other countries who are enrolled in institutions of higher learning (Green 2003:12).

Hawawini (2011:10) suggests that the lack of commitment to internationalisation on the part of members of faculties, even at universities which place internationalisation at the core of their

institutional priorities, results from the fact that they receive no remuneration for their commitment to and participation in internationalisation initiatives, as their roles in achieving internationalisation often have little bearing on how their overall performance is assessed or their prospects for promotion (Hawawini 2011:10). Hawawini (2011:10) goes on to contend that the resistance of members of faculties to internationalisation generally escalates as the global reach of their institutions increases. He emphasises that it is frequently at its highest when a university elects to establish a satellite campus abroad, not solely because relocating to another country can be inconvenient for the people concerned, but because researchers or scholars would prefer not to be confined to working with people who are employed by their own institutions, owing to the value which they place upon academic freedom and flexibility.

Although some contributors to the relevant available literature have pointed out that a lack of interest on the part of members of academic staffs can significantly hinder the cause of internationalisation at higher education institutions (Stohl 2007; Childress 2010), its ability to do so is frequently de-emphasised and tends not to be assessed. A significant question which is raised by Hawawini (2011) concerns the manner in which the administrations of universities ought to include the members of their faculties and encourages them to assume an active role in the endeavours of their institutions to achieve internationalisation (Hawawini 2011:10).

2.4.1.2 Psychological competence

Within the context of the research topic of this study, the term 'cognitive capacity' denotes the abilities which members of faculties possess to pass the fruits of internationalised projects in which they have either participated or received instruction on to colleagues or students. Faculty staff who possess prodigious knowledge and aptitude may need to re-orientate their thinking before they are sufficiently motivated and adequately prepared to apply what they have learned from their international experiences to their teaching. In some instances, members of university faculties who have had international experience in endeavours such as driving research at the global level or development exercises may not have given due consideration to how these experiences could influence their approaches to teaching. Conversely, those who are ideally equipped to develop an already good grasp of a second language may not regard doing so as

taking precedence over their commitment to learning from the educational programmes or curricula in which they participate in countries other than their own (Green 2003:13).

Psychological fitness or cognitive competence can be compared with the conception of Paige and Mestenhauser (1999:35) of an 'internationalised attitude', which is integrative, intercultural, interdisciplinary, transferable, relevant, and global (Paige & Mestenhauser 1999:35). Stakeholders of higher education institutions who display an internationalised attitude draw upon information and knowledge from different settings, societies, and languages, in order to internationalise educational programmes and are able to exploit integrative abilities such as deciphering, coordinating, and networking, and are skilled at recognising the social conditions which shape the manner in which these abilities need to be applied. As they employ interdisciplinary or related methodologies, members of academic faculties who engage in activities pertaining to internationalisation need to be acutely aware of considerations such as the culture-bound character of academic disciplines and the limits of comparative analysis. As they engage in academic discourse in specific settings, they need to refine their abilities in relation to the capacity to assess critically the original context from which particular knowledge or information has been drawn and also the implications which specific settings have for it. These tasks are extremely challenging, because internationalisation is an intellectually far reaching practice, as opposed to the more conventionally rigorous practices which are associated with scholarly inquiry. Accordingly, an internationalised attitude with respect to educational programmes may require members of academic staffs to adopt different priorities for their scholarly abilities from those which were emphasised during their undergraduate and postgraduate training and in their particular academic disciplines (Green 2003:13).

2.4.2 Institutional factors which can impede internationalisation

Institutional approaches, practices, policies, and conditions can play a very significant role in impeding the process of internationalisation and related academic developments. The factors which have particularly great potential for doing so are covered in the sections which follow.

2.4.2.1 Financial resources

Most higher education institutions are adversely affected by shortages of resources, which tend to be cited frequently as reasons for failing to achieve goals such as internationalisation. It is often difficult for institutions to allocate adequate subsidies for necessary activities such as the improvement of courses and international travel for members of academic staffs and students. With specific reference to internationalisation, a lack of funding is often exacerbated by the peripheral status which tends to be accorded to it on many campuses. Budgetary cuts curtail international travel and a lack of financial assistance effectively precludes many students from studying abroad (Green 2003:14).

2.4.2.2 Interdisciplinary structures

The priorities of the various academic disciplines are often at variance with the professed goals of their institutions in relation to internationalisation, which can have a decisive influence upon the awarding of grants and scholarships. Academic departments and offices are responsible for educational curricula, the appointing of faculty staff, teaching assignments, and resources. The ways in which the various academic disciplines are structured, taught, and administered can serve to prevent the employees of faculties from working outside of their particular disciplines, thereby preventing them from fulfilling one of the basic functions of internationalised educational programmes. The members of most faculties are committed to their own disciplines and departments, which decide their teaching assignments, and to their particular fields of expertise, which shape their academic lives. These commitments can serve to limit the capacities of even the most energetic members of faculties to work collaboratively to develop internationalised courses, take part in interdisciplinary research, or devise experiential learning encounters for students, such as studying, temporary positions, or community service projects abroad (Green 2003:14).

2.4.2.3 Advancement, tenure, and other incentives

If international scholarship, teaching, and services are not perceived to be of great value to faculties or, even perceived to represent a diversion and distraction from their more crucial work, there would be little incentive for members of the staffs of faculties to feel motivated to participate

in initiatives to promote internationalisation, particularly for untenured personnel. The lack of appropriate incentives, such as funding for the development of personnel or acknowledgment, would inevitably discourage participation (Green 2003:15).

2.5 RATIONALE FOR AND BENEFITS TO BE DERIVED FROM THE INTERNATIONALISATION OF HIGHER EDUCATION INSTITUTIONS

In the light of the obstacles which are inherent in endeavouring to internationalise higher education in an increasingly globalised world, the need for the clear and unambiguous articulation of approaches to internationalisation cannot be overemphasised. Rationales are reflected in the goals, approaches, policies, and programmes which are formulated and ultimately implemented. They anticipate the results of and the types of advantages which could be derived from internationalisation endeavours. Without a clear coordination of rationales and objectives, the process of internationalisation is likely to take the form of an *ad hoc* and uncoordinated response to the staggering range of new international opportunities which are continuously becoming available. The most recent decade has seen some significant developments in the rationale which drive internationalisation.

It is essential for those in national systems of education who are responsible for promoting internationalisation to assess and evaluate a diverse range of the rationale or thought processes which are adopted by various groups. As De Wit (2001) explains, “methods of reasoning can be depicted as motivations for integrating an international dimension into higher education. They address the ‘why’ of internationalisation. Diverse rationales suggest distinctive means and ends to internationalisation” (De Wit 2001:78).

The typology of rationale which was developed by Knight was employed in this study to discern reasons for which higher education institutions elect to participate in international activities. Knight (2015) developed four general classifications of rationale in order to clarify the motives for the internationalisation of higher education. Traditionally, the rationales which drove internationalisation have been separated into four categories, namely, political, economic, academic, and social and cultural rationales. Although these non-specific classifications continue to provide a valuable approach for discerning rationales, new reasons have begun to emerge which cannot be correctly assigned to any one of these four categories (Knight 2015:3). Many

observers would concur that during the past decade there has been a dramatic increase in the rationales for internationalisation in order to attain financial objectives. While this pattern might hold for small gatherings of nations, it is patently not true for the majority of institutions throughout the world. A more precise assessment is provided by an expanded broadening of methods of reasoning concerning the factors which drive internationalisation at the institutional and national levels. It is the considered opinion of the researcher that although institutions embark upon internationalisation initiatives for different reasons, there are several common rationales for doing so, some of which are summarised in the points which follow, in an endeavour to assess and evaluate common rationale for internationalisation independently.

- ***The development of human resources:*** The knowledge economy, demographic movements, the mobility of the workforce, and expanded exchange services all represent factors which contribute to countries placing increased emphasis on developing and recruiting human capital or intellectual competence through international education initiatives. It is apparent that many countries are making concerted efforts to attract the most promising students and researchers from other countries in order to increase their scientific, technological, and economic competitiveness.
- ***Strategic alliance:*** Both the international mobility of students and members of teaching staffs and the steadily proliferating initiatives for collaborative research and education are widely perceived as effective approaches to developing close geopolitical ties and financial partnerships. There has been a distinct shift from the forging of alliances for sociocultural reasons to those which promote financial interests. It is viewed that the more international exchanges an institution has, the more relevant their programmes are. CPUT Staff are strategically encouraged to go on exchange programmes in order to further enhance institutional profiling.
- ***The development of students and teaching staff:*** It is evident, from a number of independent sources, that internationalisation is receiving renewed attention as a means of promoting international and intercultural understanding among students and members of academic staffs and also of developing their abilities within a global context. The proliferation of conflict at the national, regional, and international levels

and within and between societies, oblige academic staffs to strive to enable students to acquire a proper appreciation of global concerns and realities and to develop international and intercultural perspectives. The versatility of the labour market and social diversity in communities and workplaces require that both students and members of teaching staffs should have an improved understanding of cultures and societies other than their own and the ability to work and live in socially diverse environments and ones which are significantly different from those in which they were brought up.

- ***The promotion of global profile and reputation:*** Many institutions have devoted considerable effort to the attainment of standards which give them global standing. In a great many cases, the motivation has been provided by a desire to establish a worldwide reputation or a 'brand name' as an institution which is renowned throughout the world. The desire for a high global profile is often an expression of a perceived need to attract the most accomplished researchers and promising students and large numbers of international students, and also to be selected to host research and training projects which are perceived throughout the world to be at the forefront of their particular fields. Internationalisation can provide an effective strategy for increasing the esteem in which particular HEIs are held among peers and partners in their home countries and elsewhere in the world and also for establishing their credentials in the eyes of the governments of their home countries and among donor organisations throughout the world (Chan & Dimmock 2008; De Wit 2002; Knight 2004). It is not at all uncommon for institutions which enjoy excellent reputations in scientific and other prestigious disciplines to have achieved high levels of internationalisation (Horn, Hendel, & Fry 2007; Seeber & Lepori 2014), which suggests HEIs which have achieved high levels of internationalisation are also likely to be perceived throughout the world as being of exceptionally high calibre and to produce graduates whose qualifications are likely to be held in equally high esteem. The rationale of pursuing internationalisation in order to increase global prestige has received a great deal of emphasis since the introduction of global rankings, as standings in the world are frequently included among the indicators of performance of institutions (Saisana, d'Hombres, & Saltelli 2011).

- **Increasing the awareness of global concerns of students and encouraging engagement with them:** It is generally acknowledged that internationalisation promotes the development of opened-minded and intellectually active temporary residents who are able to work effectively in foreign and culturally diverse environments and to cope in increasingly diverse and cosmopolitan societies and workplaces (Altbach & Knight 2007; Denson & Zhang 2010, Knight & De Wit 1995). In this sense, internationalisation contributes to developing and evolving international labour markets and, in turn, to the cultivation of global and comparative learning (Maringe 2010).
- **Increasing the internationalisation of educational programmes:** Internationalisation enables HEIs to revise and adjust their educational programmes, in order to align them with global principles and standards and to create jointly developed educational modules with external partners, thereby offering local students the means to develop abilities which are needed in other parts of the world and openings which they provide, apart from making the institutions more attractive to foreign students (Luijten-Lub 2007). Those can be in a form of an international research agreements, CPUT strategy and erasmus mundus programmes.
- **Improving the quality of teaching and learning:** Internationalisation is widely acknowledged to have positive spin-offs for the educational systems of countries, by necessitating the adjustment of local standards to meet international ones (Taylor 2004a; b), facilitating the advancement of joint projects through the inclusion of foreign educators, and the hosting of extra-curricular exercises, such as international and intercultural events and activities on campuses (Van der Wende 2007; Hudson 2015).
- **Encouraging research and extending the limits of learning at institutions:** The specialised nature, logistics, and expense which are associated with conducting research often result in individual countries or institutions having adequate resources, in the form of both skills and material resources. Internationalisation plays a vital role in the consolidation of aptitudes, knowledge, and experience to promote scientific endeavour and develop innovative strategies and solutions for combating global problems in domains such as those of health and wellbeing, environmental change, and the maintaining of food supplies (Fielden 2006; Knight 2004).

- **Benchmarking opportunities and comparisons of institutions performance in the context of international good practice:** Institutions often engage in internationalisation in order to evaluate their standards in relation to international practices and to raise their standards and performance by comparing them with those of other institutions (Knight 2004).
- **Facilitate global collaboration and capacity building:** Internationalisation enables institutions to participate in endeavours such as studying and research through cooperation with others, which enables them to develop their own practices and to overcome the limitations which are imposed by a lack of local resources (Knight & De Wit 1995). Collaborations have enormous potential for enabling all parties to profit from collective endeavours and investments (Knight 2007).
- **Increase international networking by members of faculties and researchers:** Internationalisation enables researchers to expand their networks beyond the borders of their home countries, which can be accompanied by a great many benefits, such as diminished academic parochialism and the ability to play leading roles in international research networks (De Wit 2002; Knight & De Wit 1995).
- **Increase and diversify avenues for generating revenue:** Internationalisation can increase significantly the numbers of full-fee paying students who are enrolled at higher education institutions and collaborations with corporate business enterprises, thereby increasing the incomes of institutions and the resources which are available to them (Luijten-Lub 2007; Knight & De Wit 1995).

2.6 THE EFFECTS OF INTERNATIONALISATION ON TEACHING, LEARNING, AND RESEARCH.

At present, it is quite apparent that as approaches to the internationalisation of higher education and specific needs differ at the various levels, the meaning of internationalisation needs to accommodate all of these levels. At the institutional level, activities which fall within the ambit of internationalisation in the domains of research, teaching, and learning require great dedication on the part of the managements of institutions in order to ensure that their operations are effectively coordinated (Blåfield-Rautanen 2012:22). The section which follows, endeavours to

evaluate internationalisation in terms of the capacities which shape research, teaching, and learning in higher education institutions.

The activities which are carried out during the course of internationalisation can be classified in broad terms into internationalisation abroad and internationalisation at home (Blåfield-Rautanen 2012:22). These activities are integrated into the core functions of individual institutions. Initiatives to promote internationalisation at home could include increasing the numbers of members of faculties from abroad, providing administrative staff and students with intercultural training, and the teaching of foreign languages.

Several researchers have emphasised academic curricula, the internationalisation of educational programmes, and methods of teaching and learning as constituting the fundamental components of internationalisation (Williams 2008; Bond 2003a; Bond, Qian, & Huang 2003; Green & Olson 2003; Knight 1994; 1997; 2000a; Lemasson 2002; Paige 2003; Tonkin & Edwards 1981). Knight (1994) maintains the curriculum is the foundation of the internationalisation process (Knight 1994:6). Many others concur with this assessment by emphasising the significance of internationalised educational programmes providing all students with a common learning background, in order to equip them to cope in an optimal manner with living and working in contemporary globalised societies and labour markets (Bonfiglio 1999; Leask 2001; Lemasson 2002; Schuerholz-Lehr 2007; Schuerholz-Lehr, Caws, Van Gyn, & Preece 2007).

Academic curricula and education play a crucial role in the formation of the values and personal attributes of students (Williams 2008:4). As educational programmes usually reflect the values, attitudes, and beliefs which are prevalent in the cultures and institutions in which they are implemented, programmes which require students to adopt the ways of new learning societies may be unlikely to be effective and could even expose them to the effects of feelings of severe conflict. Consequently, the researcher is of the opinion that ideal learning conditions would reflect the cultures, experiences, and values of individual students (Williams 2008:5). As the ways in which individual people think, reason, and interpret information is, to a large extent, determined by sociocultural factors, students from different sociocultural backgrounds from those of their host countries may experience difficulty adjusting to the priorities of the curricula and educational techniques of those countries and find them to be at variance with those with which they are

familiar. Hence the call South African higher education stakeholders (students and academics) began a campaign in 2015 to decolonise the curriculum at universities 'by ending the domination of Western epistemological traditions, histories and figures' (Molefe 2016:32). In particular, the students have called for the end of domination by 'white, male, Western, capitalist, heterosexual, European world views' in higher education and incorporation of other South African, African and global 'perspectives, experiences and epistemologies' as the central tenets of the curriculum, teaching, learning and research in the country (Shay 2016:7).

On the basis of this assessment, the researcher concludes that it is imperative for institutions to ensure that their curricula are able to accommodate the diverse cultures of their international students, as doing so would place teaching and learning within a truly internationalised context. It is entirely plausible that teaching styles and the priorities of particular approaches to learning, which differ significantly from those to which international students are accustomed in their own societies and cultures, could constitute the locus of an almost infinite range of problems and obstacles in relation to teaching and learning. It is the considered opinion of the researcher that although the infusion approach to the internationalisation of educational programmes is the most widely adopted in institutions of higher learning, a more culturally comprehensive approach to change should be the objective towards which institutions ought to strive in order to meet the various needs of international students in relation to adaptation.

The most comprehensive expression of Internationalisation at home (IaH) entails developing an international dimension in educational programmes, research, the teaching and learning process, and also in administration and extra-curricular exercises (Middlehurst 2008:9). Beelen and Leask (2011:4) concur with this assessment by maintaining that internationalisation at home incorporates both formal educational modules and the informal curricular activities and services which are provided on campuses. Internationalisation at home is an expression of the priority to include all students in the agendas of internationalisation, irrespective of whether they are mobile or not (Beelen & Leask 2011:4). Accordingly, the intercultural and international capabilities which students acquire at higher education institutions in their home countries may be considered to represent an approach to equip them with increased aptitudes for studying or working abroad (Beelen & Leask 2011:3). In addition, international activities and events on campuses have great

potential for increasing the willingness of students and members of academic staffs to embrace internationalisation (Beelen 2011b).

Although IaH is often perceived to be the preserve of student-oriented activities, in the opinion of the researcher, it can also be extremely beneficial for members of academic faculties and staffs. At a seminar which was held in Brussels in 2011, Beelen (2011b) made mention of the roles of academic staffs in internationalisation at home. Nonetheless, most of the discourse pertaining to IaH tends to concern itself almost exclusively with students. As it appears that the meaning of IaH may be modified to incorporate members of academic staffs and faculties, the researcher has elected to characterise them as 'recipients' of internationalisation at home, in that they are the recipients of benefits such as encounters with visiting professors, teaching in multicultural courses, or working in a global environment. Their attitudes towards the value of internationalisation can change as a result of experiences of this sort and, consequently, contribute to the internationalising of their campuses. Types of activities which contribute towards the internationalisation of campuses in home countries include the hosting of visiting and guest lecturers, multicultural gatherings to work on specific concerns or problems, the teaching of foreign languages, hosting intercultural events on campuses, and incorporating short-term study visits abroad into educational modules (Beelen & Leask 2011:10; Knight 2008:13-14). As Beelen (2011b) explains, as it is not practically feasible for all students and members of faculties to be mobile in the international sense, it becomes vital to formulate appropriate strategies, policies, and activities to drive internationalisation at home.

Another component of internationalisation which affects research, teaching, and learning concerns those activities which take place abroad and include either physical or virtual activity across the borders of countries. Cross-border education is a fairly new term, which corresponds to the term 'internationalisation abroad', as it is used by Middlehurst (2008:8) to refer to similar activities which fall within the ambit of cross-border education (Knight 2008:16). Lane, Owens, & Kinser (2015:9) Cross border education types include cross-border supply (online delivery to students in another country), consumption abroad (student mobility); commercial presence (international branch campuses or study abroad locations); and presence of natural persons (faculty members traveling overseas to teach a class). Each of these activities can be regulated Lane, Owens & Kinser (2015:9).

Blåfield-Rautanen (2012) explains that internationalisation at home and cross-border activities affect and influence each other. As it has already been suggested, international activities on campuses in home countries can encourage students and members of academic staffs to avail themselves of opportunities which entail mobility. In addition, initiatives such as mobile learning can expose institutions to new thoughts and teaching strategies for courses, thereby advancing the internationalisation of existing educational programmes (Blåfield-Rautanen 2012:27). In the estimation of the researcher, the ultimate purpose of both categories of activities is to internationalise higher education institutions and to provide both their students and members of their academic staffs alike a means of acquiring the intercultural skills which are needed in order to become international citizens.

2.7 STRATEGIES FOR THE INTERNATIONALISATION OF HIGHER EDUCATION

The strategies which higher education institutions adopt in order to drive their internationalisation processes vary from conventional internationalisation activities, such as promoting the mobility of students and members of academic staffs, exchanges of educational programmes, and relationships with outside institutions for the purposes of teaching and research, to new initiatives, such as satellite campuses in other countries, global educational centres and networks, and distance open learning programmes with an international reach. Maringe (2010:17), The essential characteristics of strategies to promote internationalisation are discussed in the sections which follow. The researcher is firmly convinced that appropriate strategies constitute a crucial factor for the development of successful internationalisation processes Maringe (2010:17).

Maringe (2010) identifies five general categories of internationalisation initiatives, namely, the enrollment of international students, which is the most commonly implemented among institutions, the exchange of members of academic staffs and students between institutions in different countries, global collaborations, such as study programmes which are embarked upon jointly by two or more institutions, cooperation throughout the world for the purposes of research, joint business projects, or academic advancement, and the internationalisation of educational modules. Foskett (2010) points out that for institutions, 'being global' has implications for both the locations in which activities take place and the quality of education and research, in that it entails institutions working with individual members of other institutions, developing relationships with institutions in other countries, and ensuring that international standards for education and

research are met and maintained. In this sense, internationalisation takes place both at home and abroad. While internationalisation at home applies to initiatives which are implemented in the home settings of institutions, internationalisation abroad pertains to those which are implemented in other countries.

Standard internationalisation strategies which are adopted and implemented at home include the revising of educational programmes to incorporate globally relevant content, the adoption of measurements which are pertinent to both local and international students, teaching courses in English, refining student administrations, services and support to meet the needs of international students, and the formulation and implementation of quality assurance procedures to ensure that international standards are met for both education and research. It is now common practice for institutions to adopt benchmarking techniques to facilitate the attainment of best practices and to judge how their performance compares with that of prestigious institutions in countries throughout the world.

Strategies for achieving internationalisation abroad include measures to attract foreign students, working collaboratively with researchers in other countries, taking steps to increase the mobility of students, identifying new sources of income, establishing international branches on campuses in other countries, sending students to study or fill temporary positions abroad, developing collaborative relationships with institutions in other countries and networking in order to raise existing levels of performance, taking an active interest in large-scale projects, contributing to the development of global systems which enable scientists and researchers to acquire international experience in research, creating and offering joint degree programmes with partner institutions abroad, and employing members of staff from other countries.

2.7.1 National and international strategies for the internationalisation of higher education

As one of the most widely read and prolific writers in the field of internationalising higher education, Knight (2006) identified three levels of policy and programmes which provide a general framework for the various different levels of internationalisation and suggests appropriate strategies for each. Her work in this domain has been enthusiastically endorsed by a number of writers and researchers who have contributed to the relevant available literature pertaining to the topic (Rudzki 1995; Scott 2000; Van der Wende 2001; Wächter 2003; Teichler 2004; Van der

Water, 2006). The strategies which are implemented at the national and institutional levels represent the two principal forms which are taken by the internationalisation of higher education.

2.7.1.1 The internationalisation of higher education at the national level

As has already been indicated, strategies for internationalisation at the national level are implemented through appropriate policies and programmes. The policies affected by the international component of higher education are wide-ranging and include those which pertain to foreign relations, development aid, trade, immigration, employment, science and technology, and national policy in relation to internationalisation for instance the Cuba/SA training of doctors agreement, EU and Africa agreements.

2.7.1.2 The internationalisation of higher education at the institutional level

As promoters of internationalisation, higher education institutions are obliged to give particular attention to specific areas of concern in the course of implementating their internationalisation processes (Rudzki 1995; Teichler 2004; Knight 2006; Knight 2004a; Van der Water 2006; Van der Wende 2001). Specific policies, programmes, practices, and activities inform the entire process which is entailed in the internationalisation of higher education institutions (Knight 2006). In the sections which follow, the diverse ways in which internationalisation practices and the activities linked to a student's social encounters can be grouped.

According to Rudzki (1995), the purpose and direction of the internationalisation process have four distinct dimensions at the institutional level, namely, organisational change, curriculum innovation, staff development and the mobility of students, as illustrated below.

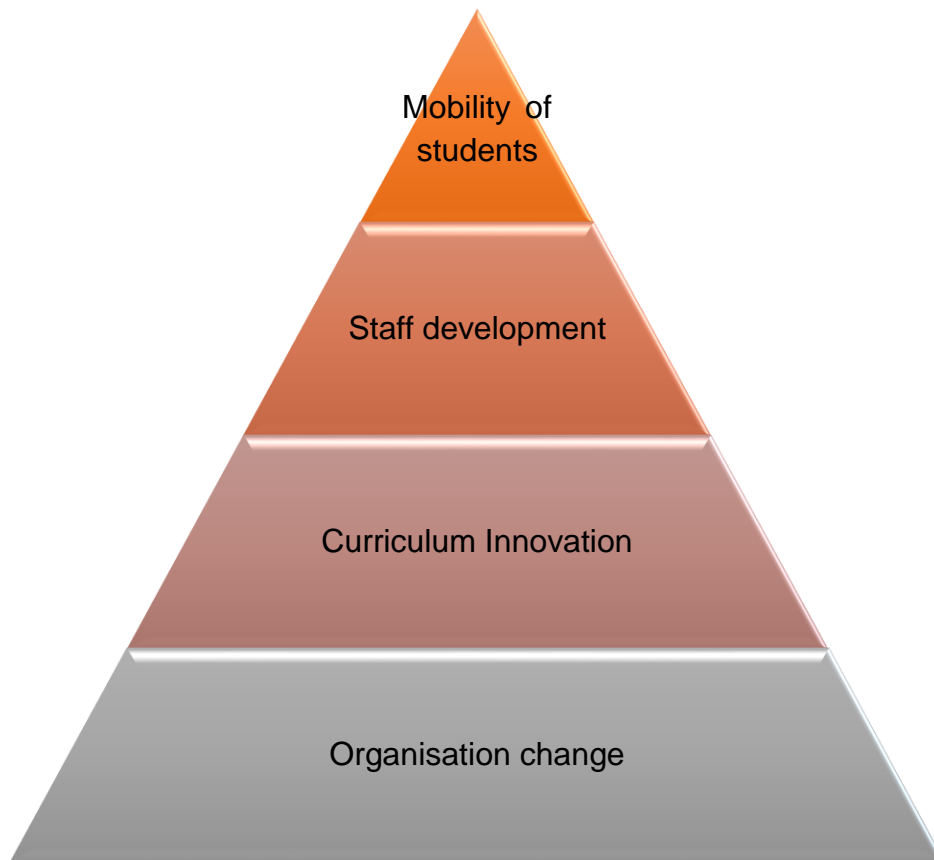


Figure: 2.7 Institutional level distinct dimensions of internationalisation. Developed by the researcher

Organisational change refers to strategic planning in order to achieve internationalisation as an effective and meaningful response to a rapidly changing world (Rudzki 1995:421). Curriculum innovation refers to the integration of up-to-date knowledge and methods into the subjects which are taught, a process which has both internal and external components (Rudzki 1995:422). The internal component entails the designing and development of new courses, while the external component is concerned with advancing the portability of qualifications (Rudzki 1995:422). The staff development dimension plays a complementary role, in that its activities are concerned with equipping members of academic staffs to teach innovative new courses.

According to Rudzki (1995), the mobility of students ought not to be understood as pertaining merely to their physical mobility, but also in terms of the scholarly versatility of the many students in individual institutions. In this sense, scholarly versatility refers to the capacity of students to

respond in an appropriate and optimal manner to the academic gains which are made through curriculum innovation and the accompanying development of staff (Rudzki 1995; Knight 2006). The four components which are advanced by Rudzki (1995) provide a framework within which all of the conceivable components of internationalisation can be incorporated.

Knight (1999; 2006) adopts an alternative approach, by identifying the activities which need to take place in order to achieve internationalisation. She emphasises the crucial roles which are played by programme strategies and organisational techniques in the internationalisation of institutions. For Knight (2006), in this context the term 'programme strategies' refers to activities which are scholastic in nature and concern learning, training, teaching, research, promoting, or supporting educational activities, both at home and abroad. Conversely, organisational techniques constitute the means through which programme strategies are implemented, in the form of methods, frameworks, and supporting foundations, which encourage, drive, and manage the international aspirations of institutions. As Knight (2006) explains, both components are equally crucial to the internationalisation process and they are required to complement and bolster each other.

Drawing on the internationalisation of higher education in the United States, Van der Water (2006) identifies several crucial components of the internationalisation process, such as a statement of purpose, educational programmes, study abroad and exchanges of students and members of academic staffs, faculty rewards systems, and the establishment of international offices. As Beck (2012) explains, strategies, such as the promoting of studying abroad, the enrolment of international students, and exchange programmes have a tendency to entrench perceptions of the global or international as entailing 'going out there' and the local as pertaining to being 'here', particularly with respect to culture and the concept of intercultural proficiency (Beck 2012:138-139).

As it has been explained extensively in this chapter, although an institution may have developed appropriate and viable strategies for internationalisation, if its human resources are not adequately capacitated to implement them, the benefits which can accompany internationalisation are unlikely to be realised. It is also imperative that strategies for internationalisation should be properly understood throughout the institutions concerned, in order

to ensure that all stakeholders have a comprehensive understanding of their roles in the process. As institutions become increasingly internationalised, there is a correspondingly increasing need to develop staff and resources in order to implement strategies effectively. Before this chapter is concluded, it needs to be emphasised that although many universities continue to formulate potentially effective and workable initiatives and strategies for internationalisation, as Warwick and Moogan (2013) point out, in many cases the strategies are rendered ineffective through poor implementation (Warwick & Moogan 2013:118).

2.8 Engaging Stakeholders in Internationalization strategies for Collaboration

While internationalisation efforts at institutions often emanate from international programs or international affairs offices, there are often many more stakeholders on campus who are interested in and involved with international initiatives that can support broader internationalisation goals. Engaging these stakeholders can foster collaboration that leads to organizational change and the development of structures to support comprehensive internationalization. Senior leaders, for instance, have the power to start conversations between diverse parties, ranging from faculty and staff to members of the local community and external organizations, to create networks and communities of practice that support campus wide internationalization efforts. However, collaboration that leads to organizational change need not come from the top. More often, it starts with developing common values that support internationalization.

2.9. CONCLUSION

This Chapter has endeavoured to provide an in-depth overview, from an international perspective, of the factors which mitigate internationalisation, the rationale for pursuing internationalisation agendas, the types of strategies which are formulated and implemented, and the benefits which can accompany the internationalisation of higher education. It also attempted to provide a coherent assessment of the concerns of which higher education institutions need to be acutely aware in their pursuit of internationalisation and The theoretical and conceptual frameworks which guided this research study were comprehensively elucidated.

During the course of reviewing the relevant available literature pertaining to internationalisation, it became abundantly evident that without the active cooperation and participation of all

stakeholders, effective and sustainable internationalisation is likely to remain a pipe dream. Childress (2009) emphasises that it is imperative for stakeholders in institutions to work closely together, irrespective of the strategies which have been formulated and adopted, in order to ensure the success of internationalisation initiatives. Some of the great benefits of internationalisation result from the development of graduates who are able to interact at the professional, social, and personal levels in an ever-increasingly interconnected globalised society.

Internationalisation enables scholars, researchers, and students to reach the level of mutual understanding which is needed in order to work collaboratively to resolve pressing global problems (National Association of State Universities and Land-Grant Colleges (NASULGC) 2004). The active participation of stakeholders is an essential ingredient for formulating plans which reflect and respond to the unique concerns and priorities of particular institutions. Taylor (2004) maintains that effective leaders understand the motivations and requirements of their stakeholders as they work to build coalitions and channel their energy into mutually supportive initiatives in pursuit of internationalisation, which has resulted in the formulation of successful plans for internationalisation. It is quite evident from the literature that a failure to plan collaboratively is extremely likely to result in the lacklustre implementation of internationalisation strategies. The following chapter is devoted to a discussion of the internationalisation of higher education in the context of Africa, South Africa, and CPUT.

CHAPTER THREE

INTERNATIONALISATION OF HIGHER EDUCATION INSTITUTIONS: AFRICAN AND SOUTH AFRICAN PERSPECTIVE

3.1 INTRODUCTION

This Chapter takes the form of an in-depth overview of the internationalisation of higher education institutions from the perspectives of Africa, South Africa, and CPUT. The depth in which the topic needs to be covered is necessitated by the many forms which internationalisation assumes on different continents and in local institutions of higher learning, which is evident throughout the course of this research study. Once again, the relevant available literature has been consulted extensively, in order to obtain an accurate and comprehensive understanding of the unique character of the priorities of the internationalisation of institutions of higher learning on the African continent, with a particular emphasis upon local institutions.

The endeavour to provide relevant and accurate information pertaining to concerns about which relatively little appears to have been published in the literature at present has been made possible by the cooperation of all of the stakeholders of the institution at which this study was conducted who agreed to participate and it is anticipated that their contributions could increase the competitiveness of their institution in the domain of internationalisation.

In addition, the central concerns which are discussed in this chapter are those which appear to be most common among higher education institutions on the African continent and among local institutions and they are investigated and evaluated in an exploratory manner, in order to make a meaningful contribution to developing appropriate and effective strategies and policies for internationalisation.

The trends and general internationalisation practices of African institutions have been studied and evaluated with the specific purpose of identifying those which appear to have the greatest potential for being of value to institutions on the African continent and specifically in South Africa, before commencing an in-depth evaluation of strategies and initiatives pertaining to the internationalisation of CPUT.

3.2 THE INTERNATIONALISATION OF HIGHER EDUCATION FROM AFRICAN PERSPECTIVES

It is evident that African states are aware of the significance and necessity of internationalising higher education, as the Southern African Development Community (SADC) Protocol on Education and Training offers some significant insights into the priorities which are accorded to internationalisation at the regional level. Although the term 'internationalisation' is not explicitly mentioned in the SADC Protocol, its goals clearly include the internationalisation of education. Drawing from articles 4, 7, and 8 of the Protocol, Mello (2013:405) summarises the commitment which it expresses in relation to the internationalisation of education as follows:

- Education ought to be impartially open in the region. To this end, the Protocol endorses that 5% of admissions in member states shall be reserved for foreign students.
- Member states should encourage credit transfer and regard SADC students as home students.
- Member states should eventually phase out immigration and customs enforcement regulations for members of academic staffs and students. The Protocol does not specify the percentages of staff from member states which may be employed by higher education institutions and leaves the decision to individual member states and their institutions.
- Member states should promote reciprocal exchanges of students and members of academic staffs and entering into bilateral agreements to promote cooperation in innovative work
- International students usually remain for specified periods in their host countries, which are often of the order of between 3 and 6 years, after which they return home or are repatriated when their study permits lapse.

Mello (2013) suggests that the dedication of Africa, the southern African community, and South Africa to practical advancement needs to be apparent in the prioritisation and promotion of the internationalisation of education at all levels. Education is one of the social services in which many countries invest heavily, owing to the firmly held belief that education holds the key for the advancement of all strata of societies (Mello 2013:403). On the basis of this assessment, the researcher contends that institutions are left with no alternatives but to place unprecedented

emphasis on internationalising their business practices, as internationalisation has become a necessity for ensuring competitiveness.

Employing an apparent paradox, Teferra (2010:39) assesses the internationalisation of higher education systems in Africa by describing Africa as the most marginalised continent and also the most internationalised, in terms of models of internationalisation, the criteria which are employed, and the extent to which internationalisation has been achieved. As Teferra (2010:29) explains, most universities in Africa are committed to achieving internationalisation, in order to increase their standing in the domains of teaching, research, and development and also their access to grants. Internationalisation is frequently characterised by the forming of bilateral partnerships, the adoption of approaches and models, which have been developed in other countries, invitations to specialised consultants from abroad, and the mobility of students. Coordinated initiatives are driven by globalised organisations, international donors, and various institutions. These joint initiatives provide aid and assistance, to which conditions apply, which, in turn, exert a considerable influence upon national strategies and frameworks, and also upon those which affect higher education Teferra (2010:29).

At present, Africa is not in a position to apply the principle 'examine internationally, rethink locally'. As Ogachi (2011) explains, the internationalisation of higher education in Africa was planned to develop the visibility of African universities in domains such as research and development and innovative projects, and also to increase the commitment which is made by higher education institutions to the improving conditions on the African continent and to open channels for Africans to benefit from the worldwide trend of exploratory learning. Chen and Lo (2013:34) emphasise that internationalisation represents an attempt to improve the ability of students and members of academic staff to work, interact, and communicate freely in multicultural environments and also their ability to appreciate ethnic and cultural diversity. They maintain that internationalisation nurtures 'planetary citizenship', which enables students and academics to develop a meaningful and balanced awareness of themselves and people of other nationalities. Through planetary citizenship, they are encouraged to understand their responsibilities and obligations in a diverse globalised world. As the internationalisation of human capital could result in South Africa either gaining or losing skilled members of its population (Mello & Rankhumise 2011: 622), the

researcher concludes that every institution of higher learning which intends to establish and maintain a global presence needs to take these considerations properly into account in their endeavours to achieve internationalisation.

The African higher education sector is faced with a number of significant obstacles in relation to determining its priorities and requirements for internationalisation (Bloom, Canning, & Chan 2005; Teferra 2008; Jowi 2009). Many African universities have weak and inadequate institutional structures and capacities for pursuing internationalisation agendas, apart from a general lack of financial support to promote international education. The quality of academic programmes also tends to be perceived as low in African universities and weak regulatory frameworks serve as further hindrances to internationalisation.

African universities, in a world which is ever-increasingly characterised by internationalisation and globalisation, need to prioritise the alignment of projects which are carried out by academic disciplines with supporting local and regional financial growth and the eradication of poverty, and, in addition, to promote the practicable and sustainable utilisation of natural resources. Although the findings of this study suggest that internationalisation should actively promote the acquisition of knowledge in institutions in a manner which accords with the needs and priorities of research in Africa, it is apparent to the researcher that relatively little progress has been made in this respect.

As has already been mentioned, the developmental aspirations of the African continent are continuously undermined by the so-called 'brain drain', which is, for the most part, a movement of highly trained and skilled people from developing nations to the most highly industrialised countries and regions of the world. The internationalisation of higher education has increased the numbers of opportunities for African students, researchers, and scholars to travel abroad, with a great many choosing to remain in their foreign host countries. The "brain drain" has imperilled the academic institutions of developing nations, by inflicting harmful effects on their economies at present and also by introducing the threat of dire future consequences. Although it should be self-evident that members of academic staffs are likely to seek educational opportunities and improved remuneration and working conditions, Mohamedbhai (2003) maintains that African

universities are also adversely affected by factors such as inadequate funding, the rapid expansion of the higher education sector, weak governance structures, the quality of higher education, and poor regulatory mechanisms, all of which make Africa particularly vulnerable to the effects of global forces. Among the other weaknesses which were discerned by the researcher was a general lack of appropriate or adequate strategies for internationalisation at higher education institutions. Accordingly, he recommends with conviction that in order to maximise the benefits of internationalisation, African universities need to make internationalisation an urgent priority area and to carry out the requisite strategic planning.

As Habtamu (2003), Teferra and Altbach (2004), and Mthembu, (2004) all point out in different ways, African higher education institutions tend to formulate ambitious plans and procedures for internationalisation, which require commitment from dedicated senior members of their administrations, members of faculties, students, and all other stakeholders, to develop monitoring procedures, and finally to allocate funds from their inadequate resources. These initiatives are entirely commendable, making the transition from plans to accomplishing them depends upon a range of both internal and external factors, such as the capabilities and levels of performance which are attained by those who are tasked with the implementation of internationalisation initiatives, the availability of functional and functioning systems, sustainable resources, and the technological capacities of individual institutions. Internationalisation initiatives are effective only when they are able to provide transformative training and teaching to students and to motivate commitment to meeting their objectives by members of academic faculties. In the light of the immense range of factors which serve to impede the endeavours of higher education institutions in Africa, an achievement of this magnitude may appear to be inconceivable, as those initiatives which are launched are inevitably reliant upon the severely limited resources of many countries on the continent and are, as a direct consequence, unlikely to yield any significant returns. Through the collective enthusiastic collaboration of all stakeholders in the internationalisation processes of institutions, groundswell could sweep the African continent, including South Africa, and inculcate a culture of fierce competition among institutions with respect to internationalisation, thereby providing the impetus for significantly upgrading educational standards throughout the continent.

It needs to be emphasised that although the pursuit of internationalisation is fraught with a host of potential difficulties, it can also provide almost limitless opportunities if the strategies to implement it are carefully managed. All higher education institutions can benefit from internationalisation, as its benefits are reciprocal in nature. It can help students to achieve their goals by obtaining high quality education and pursuing research in other countries. Conversely, it provides opportunities for foreign students and members of academic staffs to come to South Africa and other African countries in order to broaden their experience. Through internationalisation, institutions are able to develop and increase their standing in the world and also to gain a foothold in the global higher education community, in order to avoid becoming marginalised with respect to globalisation. As a component of broader strategies, internationalisation can provide students, members of academic faculties, and institutions with vital insights which enable them to develop a competitive edge. It can stimulate innovative strategic thinking, expose students and members of teaching staffs to updated approaches to pedagogy, encourage collaboration between students and members of faculties, and also contribute towards increasing the accuracy of assessments of learning. With the infusion of internationalisation into the culture of higher education, students and educators are able to increase their awareness of global concerns and problems and of how educational systems are influenced by individual countries, cultures, and languages. As it is abundantly evident that internationalisation provides new opportunities for gaining and sharing knowledge, it is contended that they need to be exploited by the leaderships of institutions through effective strategic decision-making processes.

3.3 INTERNATIONALISATION FROM SOUTH AFRICAN PERSPECTIVES

In South Africa, the internationalisation of higher education is facilitated and promoted by the International Education Association of South Africa (IEASA), an association which was formed in 1997. This body liaises with its partners in many countries and provides the channels through which opportunities are provided for collaborative endeavours. The North American Federation for Study Abroad (NAFSA), the European Association International Education (EAIE), and the African Network for Internationalisation of Education (ANIE) are among its primary partners.

The internationalisation of higher education in South Africa has been developed, to a certain extent, without great pressure from national policy. According to Professor Duma Malaza, a former CEO of Higher Education South Africa, at present higher education in South Africa exists in a policy vacuum with respect to internationalisation. Institutions make their own decisions, not merely in relation the numbers of foreign members of staff and students whom they accept, but also with respect to their capacity to do so (Malaza n.d.:1). It is believed that the internationalisation of higher education was not prompted primarily by the perception that it represented a lesser priority than the crucial need to upgrade the sector as a whole, increase productivity, and raise standards. Although educational policies since the Education White Paper 3 (1997) and the National Plan for Higher Education (2001) make reference to the interconnected world in which higher education is required to function, the concept of internationalisation does not appear to have been adequately integrated into higher education policy (Malaza N.D.).

The Green Paper on Higher Education and Training (2011) recommends that an internationalisation policy should be drawn up in order to guide the higher education sector. Although the researcher concurs with this recommendation, this study has been conducted in order to investigate whether the internationalisation initiatives of institutions are guided by their core policies and relevant regulations. The Department of Higher Education and Training (DHET) has endeavoured to act upon the recommendation of the Green Paper by developing the Policy Framework for the Internationalisation of Higher Education (HE) in South Africa. Its target was to have the policy published in the Government Gazette by March 31 of 2017, after consultation with the higher education sector, in the form of the Draft Policy Framework on Internationalisation of Higher Education in South Africa. The researcher believes that following the promulgation of a coherent national policy for internationalisation, South African higher education institutions should be in a position to enjoy the benefits of properly coordinated internationalisation initiatives.

The Draft Policy Framework for the Internationalisation of Higher Education in South Africa (2016) articulates the rationale by means of which its policy for internationalisation was developed, namely, that many HEIs in South Africa participate in initiatives such as international collaborative research, the sharing of knowledge, exchanges of academic staff and scholarships, promoting the mobility of programmes, students, and scholars, joint programmes and qualifications, and co-curricular activities, and, secondly, the need to develop a policy framework which promotes the

internationalisation of Higher Education (HE) in South Africa, in order to provide benefits to both HE and the economy of the country. The objectives of this study are aligned with these rationales, in that it endeavours to determine the extent to which international collaborations and relationships as manifestations of internationalisation are promoted and maintained by the various relevant stakeholders at CPUT.

The DHET has listed a number of considerations which need to be adequately incorporated into the policy if it is to provide an effective means of enabling HEIs in South Africa to reap the benefits which are to be derived from internationalisation:

- The policy should strive to benefit HE in South Africa and the economy of the country, without being driven by commercial motivations, through the adoption of directives such as the SADC Protocol on Education and Training.
- It should be overarching and inform and provide for the alignment of individual institutional policies.
- It should incorporate the offering of collaborative or joint degrees or qualifications.
- The policy framework should facilitate, rather than impede, the development and mobility of knowledge and facilitate the continuous improvement of HE in South Africa.
- It should be transformative, in a manner which benefits HEIs.
- It should not compromise with respect to the quality of the programmes which are offered in collaborative degrees and qualifications and it should also allow institutions to maintain their independence and autonomy.
- It should endeavour to develop measures which guard against potentially negative effects which are associated with internationalisation and its influence upon the HE system in South Africa should be measurable, in that the implementation of the policy should be evaluated in order to determine whether or not the intended objectives have been met Malaza (2013:11).

This study has taken all of the criteria which have been advanced by the DHET with respect to policy to guide internationalisation into account, as it has endeavoured to conduct a comprehensive investigation of the activities and practices of CPUT in relation to

internationalisation, in terms of how they are perceived by all categories of stakeholders within the institution.

McOmbring-Hodges (2013) maintains that irrespective of the discussions which take place concerning mobility and global networks, in South Africa most South African students and members of academic staffs will never travel to other countries in these capacities (McOmbring-Hodges, personal communication, August 5, 2013). Dr Loveness Kaunda concurs with this assessment by explaining that most mobility in South Africa is unidirectional. As it is difficult for South African students and members of academic staffs to leave the country for extended periods, the internationalisation of their institutions often entails their counterparts in other countries coming to South Africa (Kaunda, personal communication, July 19, 2013). McOmbring-Hodges (2013) contends that there is a need to concentrate on internationalisation at home (IaH), by integrating intercultural and universal content into existing curricula, instruction, research, and extracurricular exercises, and, consequently, helping students to develop global and intercultural aptitudes and competencies without leaving their home countries (McOmbring-Hodges, personal correspondence, August 5, 2013).

The literature also suggests that South Africa has for some time been a significant provider of higher education to the African continent, due to the many higher education institutions which are operational in the country. From the number of African students who desire to study in South Africa, local universities could consider taking education to those African students who are unable to come to South Africa for any reason. It is apparent to the researcher that an innovative strategy of this sort could provide much-needed financial injections to many institutions, which could, in turn, enable them to overcome pressing domestic problems which stem from a lack of financial resources.

According to Libhaber and Greene (2015), many higher education institutions in South Africa are actively pursuing internationalisation agendas by endeavouring to attract foreign students, personnel, and academic staff through a variety of projects, programmes and partnerships. An example of this trend could be provided by the Faculty of Education of the University of Pretoria, which has signed proportional partnership agreements with institutions in countries such as

Namibia, Mozambique, and the Netherlands and is at present investigating the possibility of partnerships with institutions in others, such as China and Japan (Libhaber & Greene 2015:18).

At present, in many institutions internationalisation is being transformed and incorporated into general institutional policies, with the ever-increasing numbers of international students and members of staff and also with the steady proliferation of planned exchange programmes and multilateral collaborations with academic institutions and private associations. Libhaber and Greene (2015) maintain that although the South African government has not formulated a clear policy framework for the internationalisation of higher education, it has nonetheless emphasised the significance of promoting the development of a range of aptitudes and skills on its campuses and, of particular relevance to the scope of this study, the establishment of partnerships and the implementation of collaborative projects in order to maximise the benefits which are derived from research, both to develop institutional infrastructure and to enable the benefits of research to be felt in the industrial sector. National associations such as the National Research Foundation and Higher Education South Africa (HESA) have launched a variety of initiatives to promote internationalisation in the university sector. HESA has assumed a leading role by developing a national system within which to recognise and identify academics or researchers whose research may be relevant to the context of India, Brazil, and South Africa (IBSA), in order to enable them to share the findings of their research in relation to IBSA.

In the course of providing leadership and direction for internationalisation, due consideration needs to be given to the priorities of individual institutions which endeavour to incorporate internationalisation into their instructional, social, and educational programmes. One consideration concerns the basic yet undeniable truth that all institutions are distinctive, as each has its own particular history, culture, structure, geographic area, and practices, which remains true in post-apartheid South Africa, even after the various mergers which have taken place. It is crucial to appreciate that internationalisation does not entail a single linear process and that it is essential to develop coherent methodologies for the implementation of internationalisation initiatives, as even the smallest campuses are adversely affected by the ill effects of poor communication and a lack of coordination of related projects and programmes. Internationalisation constitutes a common obligation for all stakeholders at HEIs in which it is implemented, as even the most visionary Vice-Chancellor and the most passionately committed

and innovative officer of the international office cannot achieve any of the objectives of internationalisation without a corresponding level of commitment and the active participation, backing, and cooperation of members of faculties, support staff, and students. From this assessment, the researcher concludes that every institution of higher learning which intends to compete in the global arena needs to take these considerations properly into account in their quests for internationalisation.

3.3.1 Problems, risks, and opportunities regarding the internationalisation of higher education in South Africa

According to Mello (2013), the internationalisation of higher education in South Africa is a continuous process which should be carefully managed if momentum is not to be lost or the global standing of the country diminished, and also in order for universities and other HEIs to maximise the benefits which are to be derived from internationalisation (Mello 2013:410). Mello (2013) maintains that the quality of programmes, research standards, xenophobia, and the misuse of study permits by significant numbers of foreign students represent some of the principal factors which threaten internationalisation in South Africa. Accordingly, the researcher contends that HEIs in South Africa institutions need to be acutely aware of the possibility of the unethical use of study permits by foreign nationals. Consequently, each institution needs to formulate and apply appropriate policies, rules, and regulations pertaining to the conduct and responsibilities of students who hold study permits. Mello (2013) explains that the misuse of study permits results from the fact that South Africa attracts foreign nationals for a number of reasons other than training and education. In many instances, it may be less difficult for foreign nationals to obtain study permits than work permits and study permits may be used as a cover for working in the informal sector or even engaging in illegal activities. In these instances, those who hold study permits are likely to register as students and to re-register for as many consecutive years as they are permitted, without making any meaningful academic progress. Consequently, it could be suggested that it could be considerably more cost-effective if institutions were to formulate and adopt proactive strategies to prevent the misuse of study permits than conducting investigations after the phenomenon has been recognised as representing a problem of significant proportions.

Undoubtedly the most demanding undertaking for South African universities which endeavour to hold their own in a world whose priorities are ever-increasingly dictated by factors pertaining to globalisation and also by particular confluences of financial and social forces, concerns coping with the pressures which are entailed by endeavouring to be globally competitive, while simultaneously retaining their local character and fulfilling their responsibilities in relation to contributing towards social improvement in the areas in which they are based (Libhaber & Greene 2015:18). Moja (2006) concurs with this assessment and maintains that South African higher education institutions are confronted with both the enormous demands which internationalisation entails and also those of 'Africanising' the motivations, functions, purposes, and educational modules and curricula of their institutions.

Mello (2013) points out that South African institutions, in their quest for internationalisation, need to prioritise combating the luring of talented and qualified members of their workforces to other countries. As it has been explained, this phenomenon is frequently referred to as the brain drain and it is inherently unfair to developing countries which have provided the education or training which have resulted in graduates becoming attractive to other countries. Conversely, it is sometimes suggested that as graduates would not be able to make substantial contributions in countries which lack infrastructure and opportunities for them to make optimal use of the abilities and skills which they have acquired and that they would be better advised to leave their home countries for countries which are able to provide them. In Africa, the brain drain is usually perceived as having a debilitating effect upon the developmental aspirations of individual countries. Consequently, there is an urgent need for African universities to prioritise the formulating of effective strategies to encourage graduates to remain in and contribute towards the development of the economies of their home countries. This priority applies equally to graduates of South African universities, including those of CPUT, in order to develop both the financial economies and the knowledge economies of countries.

According to a report of the Organisation for Economic Cooperation and Development (OECD) (2008), the many ways in which internationalisation is conceptualised and its inherently complex nature have resulted in a host of difficulties for policy makers in relation to considerations such as the streamlining of procedures pertaining to mobility, ensuring equal access to international education, protecting students, and quality assurance. Consequently, institutions need to be in a

position to give due consideration to each of these priorities in order to profit from internationalisation and also to avoid the potential risks which can accompany it. The internationalisation of educational programmes entails the development of adequate support for students in environments which are characterised by increasingly demanding expectations and needs in terms of the quality of programmes, the assessment of students, and the learning environments in which students are required to function. Among the potential difficulties which can be presented by the internationalisation of higher education are new approaches to teaching, learning, and reasoning, the casting of doubts upon models of instruction which are in use, and the influence which the process exerts upon administration and management. Without a doubt, internationalisation will raise unforeseen questions and bestow unanticipated benefits. This study has endeavoured to incorporate all of these considerations into its enquiry concerning perceptions of internationalisation at CPUT and to expand the existing discourse by also attempting an assessment of the risks and factors which could impede the achieving of a sufficiently internationalised university.

3.3.2 Management strategies and approaches for the effective internationalisation of higher education

Internationalisation should be comprehensively integrated into the culture, approaches, policies, and institutional processes of HEIs, in order to ensure that it is not marginalised or regarded as a passing fashion. Consequently, institutions require enduring commitment on the part of all stakeholders and adequate and appropriate structures to support international education programmes and exercises. If initiatives pertaining to internationalisation are isolated on campuses, there is a great possibility that their influence and the advantages which could be derived from them would be minimised. Internationalisation ought to be fundamental to the missions of individual institutions.

Although internationalisation initiatives are facilitated by the stakeholders who implement and benefit from them, such as the staffs of faculties, students, the customer bases of institutions, academics, and service units, the crucial roles of senior executives of institutions in prioritising its objectives and ensuring that the systems of their institutions support their internationalisation agendas cannot be overemphasised (Hudzik 2011:24). Accordingly, the researcher is convinced

that frequent and unequivocal encouragement from the executives of institutions are of particular significance and should be appropriately conveyed to all stakeholders, including students, personnel and staffs of faculties, graduates, and other external stakeholders. Academic senior executives also play a crucial catalysing role in relation to exchanges and prompting the taking of action in academic projects, and encouraging advancement by supporting academic programmes.

The support of senior administrators is crucial to achieving the goals of initiatives to promote internationalisation. Their commitment could be expressed through clearly formulated strategies and policies or the assumption of responsibility for initiatives through the interest which is shown by Vice-Chancellors and senior executives. The establishment of an international office or similar entity with experienced staff to coordinate initiatives through functions such as correspondence can play a decisive role in advancing internationalisation agendas. The international offices of institutions enable them to form partnerships with other institutions, government departments, and private business organisations and corporations, in order to generate sufficient funding and support to ensure the success of internationalisation initiatives. Torenbeek (2005) maintains that in order to establish international offices successfully, that institutions first need to acquire a proper understanding of the nature and functions of an international office, a topic which was raised by the European Association for International Education in a publication titled *Managing an International Office*. It is a topic which needs to be given due consideration by HEIs in South Africa, as to date international offices have tended to take the form of *ad hoc* structures which have been created in response to the need to accommodate influxes of foreign students in the aftermath of the attainment of a democratic dispensation in 1994 (Kishun 2007:462).

There appears to be relatively little consensus among international education administrators concerning the position which an international office ought to occupy within the administrative and regulatory structures of a university (Van der Water 2006). The obligations, positions, and reporting structures of staffs which are tasked with the overseeing of international offices vary from institution to institution. The merging of institutions in South Africa has further complicated the administration of their international offices, as the reporting structures of offices at institutions which have merged are often not entirely clear to all members of their staffs (Kishun 2007:463).

The higher education sector needs to consider international offices as vital units in the administrations and governance structures of institutions if internationalisation is to be achieved in a manner which confers advantages on all of the stakeholders concerned (Kishun 2007:464). The researcher concurs with this assessment by emphasising that internationalisation has facilitated the development of abilities and capacities which enable students, members of academic staffs, and researchers to work efficiently and effectively beyond the borders of their home countries.

Keeping in mind the ultimate goal of developing a culture which supports and nurtures internationalisation, it is essential to formulate and implement appropriate procedures and practices for recognising and rewarding members of academic staffs who play an active role in advancing internationalisation agendas. Hudzik (2011) concurs with this assessment by maintaining that merit frameworks which reward the contributions of members of faculties and academic staffs to the achieving of goals pertaining to internationalisation through advancement, tenure, and remuneration are fundamental to successful internationalisation practices. Acknowledgment and the awarding of prizes to units which make substantial contributions to internationalisation initiatives by institutions are equally fundamental to successful internationalisation endeavours (Hudzik 2011:25). There is also a need for institutions to establish committees on which all faculties and administrative units are adequately represented, for the purpose of ensuring that optimal use is made of resources and collaborative projects are actively promoted. In order to ensure that international endeavours are sufficiently visible in institutions, rather than under-emphasised, strategies and objectives pertaining to internationalisation need to be incorporated into annual plans and budgets. The researchers who have been cited in this section have articulated a number of different strategies for and approaches to the effective internationalisation of higher education, which have been integrated into the theoretical and conceptual frameworks which guided the conducting of this research study.

Hudzik (2011) emphasises that internationalisation cannot occur without the full support and active participation of all stakeholders. The systems which faculties use to employ staff and their compensation frameworks can contribute significantly to the commitment of institutions to internationalisation and a collective desire for personnel to participate actively in the achieving of its objectives, through both their teaching and their research. The researcher concurs entirely

with this contention, as the members of faculties represent one of the most crucial groups of stakeholders in HEIs. The need for the members of the staffs of faculties to be actively engaged in internationalisation initiatives is indisputable and has begun to receive the attention which it deserves in the literature (cf. Stohl 2007; Childress 2010). The members of faculties need the support of their institutions to develop abilities and capacities in relation to internationalisation in those instances in which they are inadequate at present if the initiatives upon which the institutions have embarked are to succeed.

Knight and De Wit (1995) maintain that the key to the development of institutional strategies and models for effective internationalisation is provided by considering the internationalisation process as a continuous cycle and not a linear or static process (Knight & De Wit 1995:26). Knight (1994) proposes a cycle which comprises six phases, through which institutions need to pass at their own pace, namely:

- Awareness: of the need to pursue an internationalisation agenda, the reasons for doing so, and the advantages which can be derived by both students and members of academic staffs.
- Commitment: by senior members of administrations, councils, faculties, members of academic staffs, and students.
- Planning: to identify needs, resources, purposes and objectives, advantages, and priorities and to formulate strategies.
- Operationalisation: of academic activities and services.
- Reviewing: to conduct evaluations of initiatives or activities and the progress which has been achieved through the implementation of particular strategies.
- Reinforcement: the development of incentives, procedures for recognition, and rewards for participation by members of faculties, members of academic staffs, and students.

As a developing country, South Africa needs all stakeholders to make an accurate assessment of the meaning of internationalisation in relation to the new realities of the 21st century, in order to determine whether the enormous influence which is exerted by globalisation is likely to contribute to the advancement of the African continent or have stifling and crippling socioeconomic consequences. South Africa may need to re-evaluate its commitment to

international education in order to enable it to serve the needs of its own people for significantly improved socioeconomic conditions and to give due consideration to the reality that the role of the higher education system in providing a secure future for all South Africans should not be compromised by devoting a disproportionate measure of its energies to pursuing particular national interests in the global arena. Those in leadership positions in the South African higher education system need to be acutely aware of the potential obstacles which are to be encountered in endeavouring to gain an accurate and comprehensive understanding of the significance and implications of internationalisation. In this study, the discussion of the vital role which internationalisation plays in the success of institutions has been informed by the insights which are afforded by Kishun (2007).

If South African universities are to improve their prospects of achieving internationalisation, they need to decide upon the defining characteristics, standards, and attributes of internationalised higher education institutions. These criteria include internationalisation influencing almost all activities of institutions in their respective higher education sectors, international educational collaboration playing a decisive role in the socioeconomic improvement of democratic societies, the autonomy of HIEs constituting a vital precondition for appropriate adaptation and adjustment to changing educational and social needs, internationalisation being redefined in relation to the specific contexts of developing countries, emphasising the crucial imperative which obtaining a proper understanding of the concepts of a knowledge society and the knowledge economy entails, and acknowledgement of the need for a common policy framework if South African higher education institutions are to avail themselves of opportunities to assume their rightful places in the universal society. These imperatives are borne out by the contention of Hudzik (2015) that practically all activities of institutions today have both local and global implications, in that global phenomena influence the course of local events and occurrences, while phenomena which occur at the local level also intervene and, ultimately, shape global events, occurrences, and phenomena (Hudzik 2015: 15).

3.4 CASE STUDY: THE CAPE PENINSULA UNIVERSITY OF TECHNOLOGY

3.4.1 Present status of internationalisation

The CPUT was established on January 1 of 2005, with the merging of the Cape and the Peninsula Technikons. This merger took place under the auspices of a national transformation process which transformed the landscape of higher education in South Africa. At present, the institution is the only university of technology in the province of the Western Cape and the largest university in the region.

CPUT has adopted Global Perspectives as one of the four essential components of its strategic plan for internationalisation. In the mission statement of the university, the commitment of the institution to internationalisation is expressed as being integral to its mission, which is to occupy a significant position at the heart of education in technology and innovation in Africa. This statement articulates the ambition of the university to become one of the leading innovative technologically-oriented academic institutions in Africa and in the wider world (Internationalisation Strategy 2014-2020). The university has also acknowledged that in order to become a global player it needs to position itself in the globalised world as an African university, as opposed to a university from Africa. The Strategic Plan reiterates the vision of CPUT to be at the heart of technological education and innovation in Africa. The vision statements express a range of laudable ambitions, such as a commitment to improving conditions in the world, opening the world to students by launching career-oriented innovative projects for graduates, raising standards of education and research, achieving levels of excellence in both learning and teaching, promoting successful engagement with other nations and cultures, promoting multiculturalism, increasing access to training in innovative disciplines, and promoting innovative utilisation of technology. The vision of the Cape Peninsula University of Technology ultimately entails the emergence of a leading comprehensive university of technology which provides education of exceptional quality. As the researcher supports the vision of the institution in relation to its aspirations for internationalisation, it is suggested that the strategic goals for internationalisation should accord with this vision. In addition, the commitment of CPUT to internationalisation should also be expressed through the four strategic components of its mission, namely:

- Teaching and learning: The university pledges to strive to become known for the high quality of its teaching and learning and the relevance of its curricula.
- The student experience: The university pledges to strive to create a vibrant and well-resourced living and learning environment for its students.
- Research and innovation: The university is committed to striving continuously to improve and develop the quality and effectiveness of its research and production of knowledge.
- Sustainability and efficiency: The university pledges to have developed a higher education institution which is highly efficient, sustainable, and environmentally conscious by the year 2020.

The articulation of the vision of the university underlines its commitment to the consistent instilling of global consciousness in students, personnel and members of staff and to promoting the active participation of students, members of faculties and academic staffs, and local communities in its internationalisation process. It also emphasises the need for the process not to be confined to education and research abroad, but rather to include the optimal utilisation of resources on the campus and in the surrounding communities. Of equal significance is the implicit acknowledgement that internationalisation is an on-going and continuous process. Hawawini (2011:6) emphasises that it is imperative for individual institutions to determine how far they wish to extend their international reach, in order to ensure that they have sufficient resources to implement the strategies for internationalisation which they have formulated.

CPUT has adopted four approaches in order to promote and implement its internationalisation agenda. The first concerns adjusting its educational modules in order to enable all students to develop a comprehensive understanding and appreciation of the realities of the modern globalised world, the advancements which have been made by it, and the opportunities which it offers. All of the activities through which the internationalisation of higher education is accomplished will ultimately result in the internationalisation of educational programmes, as internationalisation is continuously reflected in and accomplished through the successful internationalisation of educational modules (Zhou 2016:7). By internationalising its educational modules, CPUT ensures inclusivity for all students in all disciplines and that their specialised

knowledge and experience are recognised for the purposes of all of the activities of the institution to which they are relevant.

The second approach concerns the need for relationships and partnerships which CPUT forms in order to pursue its internationalisation agenda to take the form of global international strategic alliances to promote development in its broadest sense, in a manner which enables the benefits to the institution to be maximised. As an African university, the institution is ideally positioned to exploit the opportunities which African and other developing regions offer and the researcher believes that CPUT should position itself in an optimal manner within the global alliances into which it has entered. Of particular significance are those with the BRICS countries, the East African Development Community, the West African Development Community, and the Indian Ocean rim countries, where the institution is highly regarded for its capacity for providing locally developed high quality skills from Africa for Africa and other developing countries, at a price and with a relevance to the needs of developing countries which countries in the developed world would be unable to match.

The third approach pertains to the need to integrate internationalisation practices into the core practices of the university in relation to both members of academic staffs and students who come to CPUT from other countries and those who leave the university to study, take teaching positions, or join research projects in institutions in countries outside of South Africa. In both cases, the approach pertains to undergraduate and postgraduate studies, the providing of facilities and support services, intellectual property and innovation, the coordination of clearance mechanisms with the state in order to regulate cross-border activities, the transferring of skills, research, technological development, commercial opportunities, and marketing.

The fourth approach applies to the introduction of measures to overcome obstacles in specific domains. In the case of initiatives to overcome language barriers, the languages which need to be accommodated are mainly French, Portuguese, Swahili, and Arabic. The approach is also concerned with the developing of seamless administrative and financial support services to facilitate international exchanges, in the sense of both physical exchanges and through virtual means, and also with marketing the skills of South African graduates and others from CPUT.

According to the IEASA, every university in South Africa has foreign students (IEASA 2012), which necessitates the establishment and maintaining of international offices to attend to the specific needs of foreign students (Malaza N.D.). Some universities have small offices, which are manned by one or two people, who are tasked with assisting foreign students with needs such as accommodation, visas, and medical aid facilities. By contrast, the international offices of others are sub departments with full complements of staff, whose duties are not confined to the everyday concerns of foreign students, but also include the implementation of clearly articulated marketing strategies to increase the global reach of their institutions (Malaza N.D.; IEASA 2012). On the basis of the varying degrees of attention which are given to serving the interests of foreign students by HIEs in South Africa, it is apparent to the researcher that strategies pertaining to internationalisation tend to be implemented in a somewhat fragmentary manner at CPUT at present, as a result of the growth and transition from two localised technikons to an internationally-oriented university, without structures being adjusted in order to accommodate very significant change in the role of the Office of International Affairs (OIA) within the Research Technology Innovation & Partnerships portfolio. Although the Office of International Affairs does play a role in some domains at present, it does not do so in others as a result of not being systemically adjusted to new essential functions. Instead, faculties and units pursue their internationalisation agendas outside of a clearly articulated strategic framework, with the role of the OIA being performed on an *ad hoc* basis (CPUT Draft Internationalisation Strategy 2014:10).

3.5 CONCLUSION

This Chapter has endeavoured to provide a comprehensive overview of the internationalisation of higher education, from international, African, and South African perspectives. The discussion covered the obstacles, risks, and potential benefits which can accompany internationalisation, before proceeding to specific approaches and strategies, particularly with reference to South African HIEs. The chapter has endeavoured to provide a sufficiently comprehensive evaluation of the crucial concerns of which South African institutions need to be acutely aware, in order to pursue their internationalisation agendas successfully and a considered appraisal of the manner in which internationalisation initiatives are implemented and coordinated at CPUT at present.

An in-depth review of the relevant available literature revealed that African higher education systems are both among the most marginalised, and also the most internationalised, in the sense of the models which they develop and adopt, the criteria which they apply in order to measure the degree to which their systems attain international standards, and the implementation of their internationalisation strategies. As Teferra (2010) points out, most universities in Africa have a strong desire to internationalise and it is clear that they are aware of the significance of internationalising higher education, as the Southern African Development Community (SADC) Protocol on Education and Training provides some cogent insights into how the need for internationalisation is perceived at the regional level. The literature also revealed that South African higher education operates in a policy vacuum with respect to internationalisation at present, owing to the absence of a national policy to coordinate the process at the national level. A close reading of the literature inclined the researcher to conclude that the implementation of internationalisation strategies at CPUT tends to be carried out in a fragmentary manner, owing to the lack of a dedicated office in a single strategically positioned department, to coordinate the implementation of the policies of which the initiatives which are being implemented at present are expressions. The following chapter marks the beginning of the section of this thesis which is devoted to the research study, and takes the form of a detailed discussion of the research design and methodology.

CHAPTER FOUR

RESEARCH DESIGN AND METHODOLOGY

4.1 INTRODUCTION

This Chapter provides an in-depth account of the methodology which adopted to conduct this study and covers the research philosophy which guided it, the methods which were used to collect and analyse the data, the research population, sampling techniques, the criteria which were applied in order to ensure the reliability and validity of the findings, the pilot study which was conducted in order to test the research instrument, and the standards for professional research in the social sciences which were respected and adhered to at all times during the conducting of the study.

4.2 FOCUS OF THE STUDY

This study was conducted in order to obtain an accurate assessment of the degree to which internationalisation has been achieved at CPUT, through an in-depth analysis of the perceptions of a representative sample of all categories of stakeholders of the internationalisation process which is being implemented in their institution at present.

4.3 RESEARCH QUESTIONS

The main research question which has guided the study is:

- What are the rationale for the internationalisation of stakeholders in higher education at Cape Peninsula University of Technology?

The subsidiary research questions are:

- What are the factors which mitigate against the promotion of internationalisation within the CPUT who participate directly in the process?
- What are the benefits associated with the promotion of internationalisation according to stakeholders within the university who participate directly in the process?
- How is internationalisation perceived by all stakeholders, namely members of faculties, students, and support staff at the Cape Peninsula University of Technology?
- What are the effects of internationalisation on the quality of teaching and learning?

- Which approaches to and strategies for the internationalisation of higher education can be recommended?

4.4 RESEARCH OBJECTIVES

The main objective of the study is:

- To investigate and determine the status of internationalisation at the Cape Peninsula University of Technology at present.

The subsidiary research objectives are:

- To identify the factors which mitigate against the internationalisation of higher education at the Cape Peninsula University of Technology.
- To assess and determine the benefits which are associated with internationalisation of higher education at CPUT.
- To investigate and evaluate the perceptions of internationalisation of stakeholders within CPUT.
- To determine the effects of internationalisation on the quality of teaching, learning, and research at CPUT.
- To develop a workable approach to and strategies for the internationalisation of the core business of the university.
- To provide recommendations on the basis of the conclusions which are drawn from the findings of the study.

4.5 RESEARCH DESIGN AND METHODOLOGY

A mixed methods research design which made use of both qualitative and quantitative research methods was developed, in order to generate findings from an appropriate blend of statistical generalisation with in-depth narrative (Creswell & Plano-Clark 2007) and to limit the potential shortcomings of both categories of research methods (Teddlie & Tashakkori 2009). Tashakkori and Teddlie describe mixed methods approaches as those which “are products of the pragmatist paradigm and combine the qualitative and quantitative approaches within different phases of the research process” (Tashakkori & Teddlie 2008:22). Greene, Caracelli, and Graham (1989) identify five purposes for mixed methods evaluations, namely:

- Triangulation, or enabling sets of findings to corroborate each other.
- Complementarity, or using different methods to generate different but complementary data pertaining to a particular event, occurrence, or phenomenon.
- Initiation, or developing new insights or discerning apparent paradoxes and contradictions, which ultimately result in an expanded understanding of the nature of a research topic.
- Development, or employing different methods successively, in a manner in which the findings which are generated by applying the first method inform the manner in which the second is applied.
- Expansion, or combining research techniques in order to add breadth and depth to a particular enquiry (Greene, Caracelli, & Graham 1989, cited by Tashakkori & Teddlie 1998:43).

Of these five purposes, this study was concerned particularly with expansion, with broadening the breadth and scope of the overall understanding of the internationalisation project at CPUT. Several considerations motivated the decision to develop a mixed methods research design. First, obtaining an in-depth understanding of internationalisation requires a comprehensive and multi-faceted investigation. Secondly, it requires an equally comprehensive appraisal and evaluation of the subjective perceptions of representatives of all categories of stakeholders, namely students, members of academic and administrative staffs, deans of faculties, and managers of units. It is imperative to have a proper understanding of the beliefs, opinions, and perceptions of all stakeholders, rather than of those of a select few. Thirdly, internationalisation, the phenomenon which was investigated, is manifested in a great many different ways and also entails many unique considerations. People experience internationalisation both as individual stakeholders and as members of groups. Their perceptions of the phenomenon will inevitably be personal and subjective, owing to the subjective nature of their experiences in other countries and cultures and their responses to their interactions with people from other countries and cultures. As those who are affected and influenced by internationalisation represent significantly large groups of people, responses to the phenomenon can be measured through statistical means, in order to evaluate their perceptions within the contexts which are provided by the

particular character, visions, and missions of the HIEs in which they experience internationalisation.

Green and Thorogood (2004) explain that the nature of qualitative research is inherent in its endeavour to understand particular events, occurrences, and phenomena in social contexts and also in the techniques which are employed, which usually generate data in the form of words and descriptions, rather than numbers. By contrast, quantitative research, with its positivist basis, has provided the foundation for much of the research which has been conducted in disciplines such as sociology and others in the social sciences. Proponents of qualitative research emphasise the need for analysts and researchers to eliminate their personal biases, remain emotionally detached and test or justify, through empirical means, the hypotheses upon which their studies have been based (Johnson & Onwuegbuzie 2004:14).

Yin (2009:19) characterises a contextual analysis as an enquiry which generates findings through observation, in which contemporary phenomena are studied within the contexts of the settings in which they occur and explains that among its principal attributes are the use of multiple methods for collecting data and its applicability when contextual conditions constitute a crucial component of the topic of a research study. A case study research design was considered to be appropriate for the purposes of this study, as it enables an in-depth understanding of a particular phenomenon and the significance which it has for those who are affected by it to be obtained (Merriam 1998). In order to corroborate the findings, the triangulation which is permitted by a mixed methods model was integrated into a one-stage research design, which enabled the researcher to complete the qualitative and quantitative components of the study during the same period of time and to give them equivalent weighting (Creswell & Plano Clark 2007). The two sets of data, which had been gathered independently, were then analysed and combined, in order to generate an in-depth overall understanding of the research topic through the triangulation of the quantitative findings with those of the qualitative study. The successful triangulation of findings entails the effective utilisation of different sources of relevant data, which makes it possible to obtain various complementary perspectives concerning a particular research topic (Kimchi, Polivka, & Stevenson 1991).

4.5.1 Quantitative research design

As the term implies, a quantitative design entails the use of a research methodology which generates data in the form of numbers and measurements to evaluate characteristics of people, events, occurrences, or phenomena in which a particular researcher is interested for the purposes of his or her research study (Thomas 2003:1). Ghauri and Gronhaug (2005) explain that quantitative research designs enable data to be obtained from large numbers of respondents and the numerical data to be analysed in order to make generalised comparisons and draw conclusions concerning target populations. In this study, the quantitative data was obtained by means of a survey questionnaire, which made it possible to gather large amounts of data from the members of staffs and students at CPUT.

Quantitative research uses numbers in order to discern particular trends. Bertrand and Fransoo explain that quantitative approaches to research have been used extensively in order to conduct introductory research studies (Bertrand & Fransoo 2002: 241). Through the use of conventions such as scales in which 1 equals strongly disagree and 5 equals strongly agree in survey questionnaires and structured interviews, the positivist paradigm of quantitative research enables data to be generated in unambiguous terms. For this reason, the researcher considered that a quantitative component in the study would make a significant contribution to identifying trends in the perceptions of and attitudes towards present practices pertaining to internationalisation among students and members of staffs at CPUT.

4.5.2 Qualitative research design

By contrast, qualitative research is conducted in order to gather data pertaining to the subjective perceptions of people of particular events, occurrences, or phenomena, often through the use of research methods such as interviews or direct observations. Both contextual analysis and ethnographic research fall within the ambit of qualitative research. In some cases, quantitative techniques can be applied to qualitative data, in procedures such as analysing the responses of participants once a set of interviews have been conducted. The many strategies which can be used to gather qualitative data include the consulting of relevant records, the conducting of case studies, direct observations of participants, and the conducting of interviews.

4.5.3. Case studies

Yin (1984:23) defines a case study as an enquiry which endeavours to investigate a particular event, occurrence, or phenomenon within its real-life context. According to Anderson (1990), six chief sources of evidence are used to conduct case studies, namely, documentation, file data, interviews, site visits, direct observation, and relevant physical artefacts. The use of multiple sources of data in case studies helps researchers to recognise converging lines of enquiry. Welman, Kruger and Mitchell, (2005:193-194) explain that case study research endeavours to obtain an understanding of the uniqueness of particular cases within the specific contexts of their real-life settings. As triangulation of the findings of a case study enables an accurate interpretation of converging evidence to be performed and significantly increases the reliability of the findings, it was used in the case of this particular case study of CPUT.

4.6 RESEARCH SAMPLE AND SAMPLING PROCEDURES

The relevant literature was consulted in order to determine the optimal procedures for selecting a research sample for this study. As Fowler (2013) explains, in research studies, data is usually gathered from a small but representative portion of a research population, or a sample, as opposed to from each individual member of it. This assessment is corroborated by that of Battaglia (2013), namely, that obtaining a research sample entails selecting a portion of an overall target population and that a carefully selected sample can allow data to be obtained which is representative of the population as a whole (Battaglia 2011: 523). Accordingly, the researcher arranged to meet with the head of the support division of the university, in order to explain the purpose of the study and to obtain relevant information concerning the intended target population, in the form of e-mail addresses in order to permit questionnaires to be distributed via e-mail. For the purposes of this study, the sample for the quantitative component was drawn from the overall populations of third year BTech undergraduate students, postgraduate students, and members of the academic and administrative staffs of CPUT. The sample for the qualitative components was drawn from the populations of deans of faculties, members of the staff of the international office, and students in leadership positions in the Association of International Students at CPUT.

4.7 SAMPLING TECHNIQUES EMPLOYED FOR THE QUANTITATIVE AND QUALITATIVE STUDIES

There are two broad categories of sampling, namely, probability and non-probability sampling. Probability sampling entails each potential member of a sample having an equal probability of being selected, while non-probability or purposive sampling is not random and relies upon the judgement of individual researchers to select samples which are comprised of members who best typify the characteristics in which they are interested for the purposes of their research studies (Kothari 2004:15). Purposive sampling was used to select the sample for this research study, through the intentional selection of participants whom the researcher knew to have experience of the research topic (Creswell & Plano Clark 2007). Participants were selected to represent each of the three categories, namely, students, members of the academic staff, and members of the support staff.

- A **probability sampling** scheme is one in which every unit in the population has a chance (greater than zero) of being selected in the sample, and this probability can be accurately determined Fowler (2013:164). Types of probability sampling are:
 - Systematic random sample: relies on arranging the target population according to some ordering scheme and then selecting elements at regular intervals through that ordered list. Systematic sampling involves a random start and then proceeds with the selection of every k th element from then onwards. In this case, $k = (\text{population size} / \text{sample size})$ Fowler (2013:164).
 - Stratified random sample: Where population embraces a number of distinct categories, the frame can be organized into separate "strata." Each stratum is then sampled as an independent sub-population, out of which individual elements can be randomly selected. Every unit in a stratum has same chance of being selected Fowler (2013:164).
 - Cluster sample: is an example of 'two-stage sampling' first stage a sample of areas is chosen; second stage a sample of respondents *within* those areas is selected, population divided into clusters of homogeneous units, usually based on geographical contiguity, sampling units are groups rather than individuals, a

sample of such clusters is then selected and all units from the selected clusters are studied Fowler (2013:164).

- Simple random sample: Applicable when population is small, homogeneous & readily available. All subsets of the frame are given an equal probability. Each element of the frame thus has an equal probability of selection. It provides for greatest number of possible samples. This is done by assigning a number to each unit in the sampling frame Fowler (2013:164).

Non probability sampling any sampling method where some elements of population have no chance of selection (these are sometimes referred to as 'out of coverage'/'under covered'), or where the probability of selection can't be accurately determined. It involves the selection of elements based on assumptions regarding the population of interest, which forms the criteria for selection. Hence, because the selection of elements is non-random, nonprobability sampling not allows the estimation of sampling errors Battaglia (2011:528).

Types of Non-Probability Samples:

- Convenience sample: A type of nonprobability sampling which involves the sample being drawn from that part of the population which is close to hand. That is, readily available and convenient. The researcher using such a sample cannot scientifically make generalizations about the total population from this sample because it would not be representative enough Battaglia (2011:528).
- Purposive sample: The researcher chooses the sample based on who they think would be appropriate for the study. This is used primarily when there is a limited number of people that have expertise in the area being researched Battaglia (2011:528). This study employed this type of sampling.
- Quota sample: The population is first segmented into mutually exclusive sub-groups, just as in stratified sampling and then judgment used to select subjects or units from each segment based on a specified proportion Battaglia (2011:528).

Purposive sampling requires those who are selected to comprise research samples to meet criteria which are decided upon by individual researchers. For the purposes of this study, whether

their participation took the form of responding to the questionnaire or participating in an interview, the undergraduate and postgraduate students and members of the academic and administrative staffs needed to participate actively in internationalisation activities at CPUT. In the case of the members of the administrative staff, participants were drawn from sections and departments such as the Research Technology Innovation and Partnership (RTI&P) portfolio and the international office. In order to collect data which was both appropriate and relevant to the research topic, the researcher ensured that the participants represented all of the different levels within the university and the perspectives which are associated with each.

4.8 RESEARCH INSTRUMENTS

In order to develop and compile the structured questionnaires for this study, the recommendations of a number of researchers were consulted (Boone & Boone 2012; Clason & Dormody 1994; Lee 2011; Leung 2001), all of whom advocated a five-point Likert scale as an optimal means of measuring the attitudes of respondents in surveys, with each individual item in a questionnaire requiring a response from five alternatives, namely, strongly agree, agree, undecided, disagree, or strongly disagree. Accordingly, two structured questionnaires which required responses according to a five-point Likert scale were developed, incorporating items and concerns from previous research pertaining to the research topic, one of the questionnaires being administered to members of the academic and the administrative staffs and the other to the students. The questionnaire which was administered to members of the academic and administrative staffs consisted of 71 items, which generated both nominal and ordinal data. It was divided into eight sections, namely:

Section A: Biographical data

Section B: Present status of internationalisation processes at CPUT

Section C: Present internationalisation practices at CPUT

Section D: Rationales for internationalisation at CPUT

Section E: Perceived risks associated with internationalisation

Section F: Perceived factors which militate against internationalisation at CPUT

Section G: The significance of the roles of stakeholders in internationalisation at CPUT

Section H: The effects of internationalisation upon teaching and learning at CPUT

The questionnaire which was administered to students consisted of 20 items, which generated both nominal and ordinal data. It was divided into two sections, namely:

Section A: Biographical data

Section B: Perceptions of students of internationalisation at CPUT

4.9 TARGET POPULATION

For the purposes of this study, the target population consisted of all of the support staff, the academic staff, and the undergraduate and postgraduate students of CPUT who participated actively in the internationalisation of the university and had sufficient experience to be able to provide comprehensive and insightful information pertaining to the process. The overall target population for this study was that of the Cape Peninsula University of Technology, which amounts to in the region of 40 000 people, and the total size of the research sample was 410 participants. According to Sekaran (1992:253), a sample of this size in relation to the target population is sufficiently large for the findings of a research study to be generalised to the population as a whole.

4.10 COLLECTING THE QUALITATIVE AND QUANTITATIVE DATA

4.10.1 Interviews

The qualitative study entailed collecting data from several different sources, including in-depth interviews, which were conducted with the deans of faculties and members of academic staffs who participated in internationalisation activities, members of the staff of the international office, and students in leadership positions in the Association of International Students. The interview guide comprised both open-ended and semi-structured questions, in order to enable the researcher to probe for additional information with unscripted questions when interviewees touched on topics which were of particular relevance to the study.

4.10.2 Survey questionnaires

As was explained in section 4.8, the quantitative study was conducted through the administration of two separate questionnaires. The administration of the questionnaires had been scheduled not to coincide with particularly busy periods for students or members of academic and administrative staffs. As the first few months of the academic calendar are devoted, to a large extent, to activities

which range from the registration of new and returning students to autumn graduation, which takes place during the month of April, it was considered that the period between the end of May and the beginning of July would be an ideal time to conduct the survey, as most students would have completed their examinations and have time to complete the questionnaire.

The questionnaires were designed online, with the assistance of version 2.05 of the LimeSurvey survey software. Once both sets of questions had been captured by the software, they could not be edited, have their sequence changed, or be removed before the online questionnaires had been administered to the two groups of participants. After the researcher had adjusted the format and appearance of the questionnaires to his satisfaction, a hyperlink was created in the system, which enabled him to distribute the questionnaires in the form of an e-mail message with a link which provided access to the survey. The hyperlink allowed the researcher to track the responses of individual respondents at any time, without being aware of the identities of those who had completed the online survey. The tracking function of the software also automatically generated statistics, which were updated each time a questionnaire had been completed. Although the software had given the researcher the option of making it compulsory to complete the questionnaires, in the sense that the software would not permit incomplete questionnaires to be accepted or processed, he elected not to make use of the option, as doing so could have given participants the impression that it was compulsory to answer every question in the questionnaires.

The first of the two phases of collecting the data for the quantitative study took the form of an e-mail invitation to prospective participants, which consisted of a covering letter and a link to the questionnaire which the recipient was requested to complete. The invitation was sent to a total of 400 members of academic and administrative staffs and students. The researcher had set aside a period of two full months to collect the data from the survey, in order to allow the prospective participants sufficient time to respond. After one month, a total of 289 had opened the e-mail message, 169 responses had been received, and a number of the e-mail messages had been returned as being undeliverable.

Although the researcher had anticipated that sufficient responses would be received as a result of the first request, it became evident that a reminder would need to be sent, which was accomplished through the sending of an e-mail message to the 400 recipients of the original request. Of these recipients, 205 opened the message and 32 additional responses were

received. As the total number of responses was not sufficient to perform a statistical analysis, the researcher elected to embark upon a second phase of collecting data, by obtaining the e-mail addresses of a further 400 potential participants. The e-mail message, with a link, was duly sent to this group at the start of the second school term and, within a period of three weeks, a combined total of 399 responses from both members of academic and administrative staffs and students had been reached, which was sufficiently large to perform a statistical analysis.

4.10.3 Qualitative data

The interviews provided the main source of primary qualitative data, although a great deal of secondary qualitative data was obtained from a variety of other sources, including policy documents, strategic plans, websites, books, reports which had been published by the university, and other official documents.

4.10.4 Quantitative data

Two sets of quantitative data were collected through the online administration of the two questionnaires, one of which was administered to members of the academic and administrative staffs of the university and the other to third year BTech and postgraduate students.

4.11 ANALYSIS OF THE DATA

Yin (2011:78) explains that for the findings of a study to be considered as valid, the data which generates them needs to be collected and interpreted in a manner which enables the conclusions of the study to reflect and represent accurately the events, occurrences, or phenomena which it had been conducted to investigate. Methodological triangulation enabled it to be ascertained whether the data which had been obtained from the questionnaires and the interviews generated similar findings, while also revealing instances of deviations from any trends which emerged (Yin 2011:153; 2009:114-118). Version 24.0 of the Statistical Package for the Social Sciences (SPSS) software was used to analyse the quantitative data from the questionnaires and to test the validity of the findings which the questionnaires generated, through the use of descriptive statistics and graphs and procedures for checking the reliability of scales (Churchill 1995:792-795). The questionnaires were analysed by means of a combination of descriptive measurements and diagrams, graphs, and frequencies. It is usually advisable to apply nonparametric techniques to

the data which is gathered from questionnaires (SPSS Survey Tips, SPSS Inc. 2008). The NVivo software was used to categorise and analyse the qualitative data which had been collected from the in-depth interviews.

4.11.1 Descriptive statistics

Welman *et al.* (2005:231) explain that descriptive statistics are used to interpret and summarise data which is obtained for particular units of analysis. By contrast, Babbie (2010:467-476) emphasises that descriptive analysis permits data to be presented in a meaningful form through the use of descriptive coefficients, with descriptive statistics including both measures of central tendency and variation or spread. For Mouton (2006:163), descriptive analysis essentially entails the sifting of data and reconfiguring it in order to render it intelligible.

4.11.2 Frequencies and percentages

According to Mouton (2006:164), frequencies and percentages refer to the distributions of scores in relation to specific variables, expressed in the form of frequencies and percentages in order to express the statistics pertaining to the factors which are being investigated through an interpretation of the data in a realistic and unambiguous manner. Babbie (2010:428) describes frequency in terms of how often an attribute of a particular variable is observed in a research sample and explains that frequencies can be shown most clearly in graphic representations.

4.11.3 Statistical analysis of the questionnaires

Mouton (2006:166) explains that in statistical analysis, null hypotheses are frequently tested to establish the independence of variables, through either cross tabulation or a chi-square test. In the case of this study, a chi-square test was used in order to make a comparison between observed and anticipated frequencies, in order to establish the relationships between variables.

4.12 RELIABILITY AND VALIDITY

According to Tavakol and Dennick (2011), reliability and validity are two fundamental criteria which are applied in order to evaluate a research instrument such as a survey questionnaire. As Cronbach's alpha coefficient is widely accepted in research as an effective means of measuring how well the items in a test measure the same construct or idea, it was used in this study to determine the internal consistency of the questionnaires, in order to confirm their reliability. By

contrast, validity, specifically construct validity, is concerned with the degree to which an instrument measures what it is intended or claims to measure (Tavakol & Dennick 2011:53-54; Messick 1977; 1980).

4.12.1 Validity: Factor analysis

As Kothari (2004) also emphasises validity as being the extent to which a test measures what it is intended to measure and Mouton (2006: 129-130) describes factor analysis as entailing an analysis of the inter-correlations between indicators, the researcher elected to apply the Kaiser-Meyer-Olkin (KMO) Test in order to determine whether the data was suitable for factor analysis and the Bartlett test to ensure the homogeneity of variances. It was considered that this strategy would help to ensure that the imperative which was emphasised by Welman *et al.* (2005:9), namely, that the objectives of a research study should be reflected by what a researcher is actually investigating, was fulfilled.

4.12.2 Reliability: Cronbach's alpha coefficient

As has already been mentioned and Huysamen (1991:121) explains, Cronbach's alpha coefficient is a measure of the internal consistency with which the items of a test measure the same construct or idea. From this perspective, Dennik and Tavakol (2011:53-54) define reliability in terms of the capacity of a research instrument to measure the validity of the findings of a research study according to the criterion of inner consistency.

4.13 PILOT TESTING

According to Welman *et al.* (2005:148-149), in the case of a survey questionnaire, conducting a pilot test entails administering it to a smaller sample, in order to identify and remedy potential shortcomings. Among the chief purposes of conducting a pilot test are:

- To identify the sources of possible errors in measurements.
- To detect vaguely formulated or articulated items.
- To observe the non-verbal responses of participants.

As Yin (2009:92) explains, a pilot study is advisable when researchers independently develop research instruments in order to conduct particular research studies. Pilot studies enable researchers to amend the content of their survey questionnaires and to rephrase ambiguous

questions, in order not to discourage participants from completing them. In this instance, the researcher purposively identified potential respondents who met the criteria which were used to select the actual research sample and requested them to complete both an online version and a hard copy version of the questionnaire. After they had completed both versions of the questionnaire, each was asked in an informal interview which version he or she had preferred and their reasons for doing so. From this informal survey, it was possible to determine which version would be quicker and easier to complete and was likely to appeal more to the participants of the research sample.

Upon completion of the pilot study, it was established that the majority preferred the online version, as it was convenient to complete owing to being easily accessible and easy to move to the next question or section. It was also found to be less time-consuming, as responses could be submitted immediately and it became obvious that a great deal more time would be required to administer and collect hard copy questionnaires in the case of a research population which comprised 410 participants. The researcher duly elected to administer the questionnaires online.

4.14 ETHICAL CONSIDERATIONS

As Rule and John (2011:112) explain, it is standard practice in research which is conducted under the auspices of academic institutions for researchers to apply for ethical clearance before commencing their studies. In the case of this research study, ethical clearance was sought and obtained in the form of a letter from the Ethics Committee of the Faculty of Business and Management Science to conduct the study on the premises of CPUT. Professional and ethical conduct was maintained throughout the conducting of the study by ensuring that the guidelines of the Ethics Committee were adhered to at all times. The rights of the participants were respected and upheld by informing them that their participation would be strictly voluntary and that they could withdraw their participation at any time, without incurring any penalties of any sort whatsoever. In addition, they were informed that their identities would not be divulged and the information which they provided would be treated as confidential. All reasonable measures were taken to ensure that they were protected from any possible physical or psychological harm and the interviewees were requested to sign a letter of consent in which the nature of the study was explained to them, which appears among the appendices to this thesis.

4.15 CONCLUSION

This chapter has endeavoured to provide a comprehensive account of the research design which was developed in order to conduct this study and an equally comprehensive one of the methodological considerations which guided its development. The next chapter takes the form of a presentation and analysis of the findings of the study, particularly in relation to the concerns which emerged from the literature review. It should make it possible to develop an accurate appraisal of the appropriateness of the methodology which has been discussed in this chapter as an optimal means of answering the research questions and meeting the objectives of the study.

CHAPTER FIVE

PRESENTATION AND ANALYSIS OF THE DATA AND DISCUSSION OF THE FINDINGS OF THE STUDY

5.1 INTRODUCTION

This chapter is devoted to a discussion of the data which is presented and analysed in order to yield the findings of the study, to draw appropriate conclusions from them, and to make recommendations on the basis of the conclusions. As it has been explained, the quantitative data was obtained from two separate but closely related questionnaires which had been designed in order to assess the perceptions of stakeholders at CPUT who participate actively in the internationalisation process of the university and the practices through which it is implemented, with one being administered to members of the academic and administrative staffs and the other to students. The data which was collected from the responses was analysed by means of version 24.0 of the SPSS software. The results present the descriptive statistics in the form of graphs, cross tabulations, frequencies, and other representations of the quantitative data which was collected. Inferential techniques include the use of chi-square test values, which are interpreted through p-values. The findings which emerged from the qualitative data which was obtained from the in-depth interviews have been evaluated and interpreted with those which emerged from the quantitative study. The data is presented, analysed, and discussed in two sections in this chapter, the first of which, Section A, is devoted to data which was obtained from members of the academic and administrative staffs of the university, and the second, Section B, to data which was collected from students.

5.2 SECTION A: DATA OBTAINED FROM MEMBERS OF ACADEMIC AND ADMINISTRATIVE STAFF

This section is devoted exclusively to a presentation of the data which was obtained from the questionnaire which was administered to members of the academic and administrative staffs and the in-depth interviews which were conducted with members of these staff, followed by comprehensive analyses, interpretations, and discussions.

5.2.1 Establishing the reliability of the data obtained from members of staff

A total of 177 questionnaires were completed by members of the academic and administrative staff and analysed. Six of the purposively selected sample of ten members of staff who participated directly in internationalisation at the university were interviewed, which yielded a 60% response rate for the interviews with members of staff. The two most essential criteria for the precision with which a research instrument measures what it is intended to measure are reliability and validity. Reliability is considered as the degree to which an instrument produces stable and consistent results, with a reliability coefficient of 0.700 or higher being regarded as acceptable.

Cronbach's alpha values were calculated for seven of the variables which had been tested by the questionnaire which had been completed by members of staff. The only section for which a value was not calculated was section A of the staff questionnaire, which requested biographical information from the respondents. It was found that the overall alpha value was 0.897. As the value is considerably in excess of the acceptable value of 0.700 and the value for each individual section was also greater than 0.700, it could be concluded that the inter-item reliability of the questionnaire was adequate.

Table 5.1: Cronbach's alpha scores

Section	Variable	Number of items	Cronbach's alpha
B	Present status of internationalisation processes at CPUT	5	0.787
C	Present internationalisation practices at CPUT	14	0.881
D	Rationales for internationalisation at CPUT	13	0.949
E	Perceived risks associated with internationalisation at CPUT	7	0.876
F	Perceived factors which militate against internationalisation at CPUT	10	0.860
G	The significance of the roles of stakeholders in internationalisation at CPUT	4	0.874
H	The effects of internationalisation upon teaching and learning at CPUT	13	0.708
Overall		66	0.897

5.2.2 Factor analysis

5.2.3 KMO and Bartlett's Test

Table 5.2 shows that the Kaiser-Meyer-Olkin Measure of Sampling Adequacy value was greater than 0.500 and the Bartlett's Test of Sphericity value for significance was less than 0.05, from which it could be concluded that a factor analysis should be performed. The principal purpose of factor analysis as a statistical technique is to enable large quantities of data to be reduced. As it was found (please refer to Appendix E) that the variables which were tested in Sections D, E, and G loaded a single component, it could be concluded that the statements in these sections completely measured what the sections had been designed to measure. In addition, the remaining sections loaded onto sub-themes and the responses of the respondents enabled different trends to be identified in these sections.

Table 5.2: KMO and Bartlett's Test

KMO and Bartlett's Test		Kaiser-Meyer-Olkin Measure of Sampling Adequacy	Bartlett's Test of Sphericity		
			Approx. Chi-Square	df	Sig.
SECTION	VARIABLE				
B	Present status of internationalisation processes at CPUT	0.755	248.597	10	0.000
C	Present internationalisation practices at CPUT	0.850	778.079	91	0.000
D	Rationales for internationalisation at CPUT	0.927	1264.221	78	0.000
E	Perceived risks associated with internationalisation at CPUT	0.878	455.005	21	0.000
F	Perceived factors which militate against internationalisation at CPUT	0.820	555.662	45	0.000

G	The significance of the roles of stakeholders in internationalisation at CPUT	0.813	245.881	6	0.000
H	The effects of internationalisation upon teaching and learning at CPUT	0.815	515.918	78	0.000

5.2.4 Pearson Chi-Square Test

As each of the sections yielded a Pearson Chi-Square Test significance value of 0.000, it could be concluded that there was a significant relationship between the variables which were tested and that most of the respondents agreed with the statements which the sections contained.

5.2.5 Biographical data obtained from members of staff

Table 5.3 Gender distribution by age

			Gender		Total
			Female	Male	
Age (Years)	18 - 30	Count	19	14	33
		% within What is your age?	57.6%	42.4%	100.0%
		% within What is your gender?	24.1%	16.1%	19.9%
		% of Total	11.4%	8.4%	19.9%
	31 - 40	Count	24	40	64
		% within What is your age?	37.5%	62.5%	100.0%
		% within What is your gender?	30.4%	46.0%	38.6%
		% of Total	14.5%	24.1%	38.6%
	41 - 49	Count	17	14	31
		% within What is your age?	54.8%	45.2%	100.0%

Age (Years)	50 or above	% within What is your gender?	21.5%	16.1%	18.7%
		% of Total	10.2%	8.4%	18.7%
		Count	19	19	38
		% within What is your age?	50.0%	50.0%	100.0%
		% within What is your gender?	24.1%	21.8%	22.9%
		% of Total	11.4%	11.4%	22.9%
Largest Total		Count	79	87	166
		% within What is your age?	47.6%	52.4%	100.0%
		% within What is your gender?	100.0%	100.0%	100.0%
		% of Total	47.6%	52.4%	100.0%

Table 5.3 shows that 47.6% of the respondents were female and 52.4% male. Participants between the ages of 31 of 40 years represented the largest group, with males comprising 62.5% of this group and 24.1% of the overall sample. Although the genders tended to be evenly distributed in the other age groups, the group which comprised participants who were 50 years of age or older comprised 22.9% of the sample and was made up of 19 males and 19 females. While a majority of 38.6% fell into the age group of between 31 and 40 years, the age group of between 41 and 49 years was the least represented and comprised 31 respondents. The age group of between 18 and 30 years was one of only two in which there were more females than males, with females comprising 57.6% and males 42.4% of the group. Although the size of this sample was 177 participants, this data was obtained from a total of 166, owing to the remainder being classified as non-responses.

Table 5.4 Distribution of citizenship among the categories of staff

			Citizenship			Total
			South African	International	Staff Exchange (International)	
Staff Categories	Academic	Count	69	37	1	107
		% within Staff Categories	64.5%	34.6%	0.9%	100.0%
	Administration	Count	35	0	0	35
		% within Staff Categories	100.0%	0.0%	0.0%	100.0%
	Academic Support Staff	Count	18	5	1	24
		% within Staff Categories	75.0%	20.8%	4.2%	100.0%
Total		Count	122	42	2	166
		% within Staff Categories	73.5%	25.3%	1.2%	100.0%

Table 5.4 shows that the majority of the respondents were members of the academic staff and held South African citizenship. Of the members of the academic staff, 64.5% were South Africans and 34.6% were from other countries. All 35 of the respondents in the administrative category were South African citizens, which could suggest that the international character of the university tends to be confined to the academic staff. South Africans in the sample numbered 122 and accounted for 73.5%, while 42 or 25.3% were from other countries and two or 1.2% employed by the university in exchange programmes. The total number of 166 responses did not correspond with that of the 177 respondents, owing to non-responses.

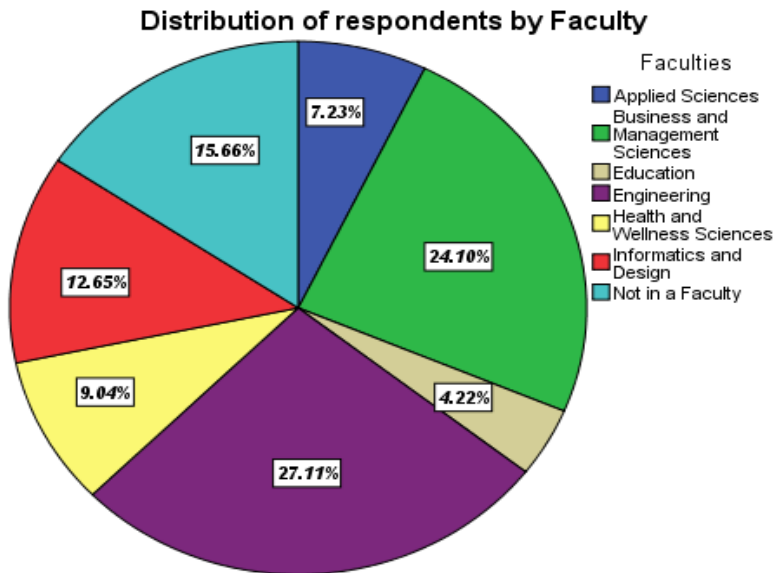


Figure 5.1 Distribution of faculties in which the respondents were employed

Although CPUT is comprised of six faculties, as the respondents who were members of the administrative staff were not associated with any faculty, the category ‘not in a faculty’ was created in order to accommodate them. The largest group was comprised of respondents from the Faculty of Engineering, who accounted for 27.11% of the sample, although it needs to be emphasised that it should not be concluded from this finding that the faculty is the largest in the university. The Faculty of Business Management Sciences accounted for 24.10% of the respondents, those who were not in a faculty 15.66%, the Faculty of Informatics and Design 12.65%, The Faculty of Health and Wellness 9.04%, the Faculty of Applied Sciences 7.23%, while the least represented faculty was the Faculty of Education, which accounted for 4.22% of the sample. The low representation of the Faculty of Education could be attributed to relatively few members of the faculty being identified as potential respondents.

5.2.6 VARIABLES TESTED BY THE QUESTIONNAIRE WHICH WAS ADMINISTERED TO MEMBERS OF STAFF

5.2.6.1 Present status of internationalisation processes at CPUT

The respondents were guided by an introductory statement which had been framed in order to assess their perceptions of the degree to which internationalisation had been achieved and of

the processes through which it is achieved. In those instances in which a total of 177 responses has not been recorded, the difference between the overall number of responses and the actual number may be attributed to non-responses.

Table 5.5: Present status of internationalisation processes at CPUT

		Disagree		Undecided		Agree		Chi-Square
		Row N%	Count	Row N%	Count	Row N%	Count	p-value
At my university, with respect to internationalisation:								
High priority is given to its objectives	B1	26.0%	40	26.6%	41	47.4%	73	0.000
Appropriate policies have been formulated	B2	34.8%	54	37.4%	58	27.7%	43	0.000
Strategies are implemented throughout the institution	B3	35.1%	54	34.4%	53	30.5%	47	0.000
There is an office which is responsible for overseeing the implementation of internationalisation strategies	B4	16.2%	25	37.0%	57	46.7%	72	0.000
Provision is made in the budget of the institution for the implementation of internationalisation strategies	B5	24.0%	37	57.1%	88	18.8%	29	0.000

Table 5.5 shows that a high percentage of 47.4% of the respondents agreed that internationalisation was accorded high priority, while 26% disagreed, and 26.6% were undecided. This finding tends to concur with the assessment of Libhaber and Greene (2015), who maintain that higher education institutions in South Africa are making concerted efforts to internationalise their campuses by attracting students, personnel, and members of their academic staffs from other countries through a variety of projects, programmes, and partnerships. In the words of one of the members of the academic staff who participated in the in-depth interviews:

The institution does prioritise internationalisation, in the sense that there are opportunities for us staff members to go abroad to study, attend conferences, or take part in professional exchange programmes.

A majority of 37.4% of the respondents indicated that they were undecided concerning whether or not appropriate policies had been formulated for pursuing an internationalisation agenda and

a further 34.8% disagreed, while only 27.7% agreed that appropriate policies had been formulated. From these findings, the researcher concludes that the unwillingness of a significant majority of the respondents to agree that appropriate policies have been formulated stems from a perceived lack of a coherent and clearly articulated policy for the internationalisation of CPUT at present.

Table 5.5 shows a similar pattern of responses for the statement that internationalisation strategies were being implemented throughout the university, as 35.1% disagreed with it, 34.4% were undecided, and a minority of 30.5% agreed. These findings are at variance with the intention of the CPUT strategic plan for internationalisation to incorporate internationalisation into the corporate strategies and practices of the university, in all faculties and units, in a manner which ensures that commitment to internationalisation becomes rooted in the organisational culture and practices of the institution. They also accord with the assessment of Warwick and Moogan (2013) that although many universities continue to formulate appropriate and relevant internationalisation initiatives and strategies, their ability to put them into action, in many cases, tends to be lacking (Warwick & Moogan 2013:118).

A majority of 46.7% agreed that the university has an office which is responsible for overseeing the implementation of internationalisation strategies. This finding accords with the statement in the CPUT strategic plan for internationalisation that the Office of International Affairs (OIA), which operates under the auspices of the Research Technology Innovation and Partnerships (RTI&P) portfolio, does play a role in the implementation of internationalisation strategies at present. The significantly large group of 37.0% of the respondents who were undecided could be attributed to the limited role which the OIA plays in internationalisation at present, as a result of not being systemically adjusted to the new key performance indicators which are associated with the internationalisation of HEIs in the modern globalised academic world.

Another very significant finding was that a majority of 57.1% of the respondents were undecided concerning the statement that provision had been made in the budget of the university for the implementation of internationalisation strategies. This finding is indicative of a significantly different perception from that which has been expressed by Habtamu (2003), Teferra and Altbach (2004), and Mthembu (2004), namely, that African higher education institutions formulate

ambitious plans and strategies for internationalisation and allocate funds for their implementation from their inadequate resources.

5.2.6.2 Present internationalisation practices at CPUT

Table 5.6 Present internationalisation practices at CPUT

		Disagree		Undecided		Agree		Chi-Square
		Row N%	Count	Row N%	Count	Row N%	Count	p-value
At my university, internationalisation prioritises:								
Opportunities for outgoing mobility for students	C11	23.8%	33	23.7%	33	52.6%	73	0.000
The acceptance of foreign students	C12	5.7%	8	9.3%	13	85.0%	119	0.000
Opportunities for outgoing mobility for members of academic staffs and faculties	C13	26.1%	36	15.9%	22	58.0%	80	0.000
The recruitment of full-time foreign members of staff	C14	24.1%	33	26.3%	36	49.6%	68	0.000
International collaboration in research	C15	10.1%	14	14.4%	20	75.5%	105	0.000
International agreements between institutions	C16	5.8%	8	16.1%	22	78.1%	107	0.000
Cross-border collaborative degree programmes	C17	20.8%	29	34.5%	48	44.6%	62	0.000
The use of information and communications technology for distance education	C18	33.1%	46	24.5%	34	42.5%	59	0.000
The use of foreign curricula	C19	49.6%	68	32.8%	45	17.5%	24	0.000
Striving to promote the development of the international reputation of the institution	C20	23.2%	32	24.6%	34	52.2%	72	0.000
Promoting a multicultural environment on the campus	C21	25.2%	35	12.2%	17	62.6%	87	0.000
Integrating elements of internationalisation into official university documents	C22	34.1%	47	36.2%	50	29.7%	41	0.000

Developing facilities for students which are conducive to internationalisation or making foreign students feel at home	C23	35.5%	49	21.7%	30	42.8%	59	0.000
Providing support services to foreign students	C24	23.0%	32	20.9%	29	56.1%	78	0.000

Table 5.6 shows that the responses of the respondents expressed mainly positive perceptions of internationalisation practices at CPUT at present. Of the fourteen components of internationalisation practices which were measured, majorities of the respondents agreed with the statements which represented twelve of them. A majority of 52.6% of the respondents agreed that internationalisation at CPUT entailed providing opportunities to students to study or work outside of South Africa, while 23.7% were undecided, and 23.8% disagreed. These findings tend to accord with the contentions of Guruz (2008), Kelo, Teichler, and Wächter (2006), and Teichler and Steube (1991) that promoting the outgoing mobility of students has long been considered an essential component of the internationalisation strategies which are formulated and implemented by universities and various agencies in countries and regions throughout the world. The findings were also confirmed by several of the participants in the in-depth interviews, one of whom said:

At the moment, we do not have enough financial resources to provide more students with opportunities to study at other universities, but we do provide opportunities for students to travel abroad. For example, our faculty sends out and receives about 30 students annually.

One of the significant findings was that a large majority of 85% of the respondents agreed that internationalisation practices at CPUT prioritised the acceptance of foreign students, while 5.7% disagreed, and 9.3% were undecided. This finding accords with the assessment of Luijten-Lub (2007) that internationalisation can significantly increase numbers of full-fee paying foreign students.

By contrast, a smaller majority of 58% agreed with the statement that internationalisation at CPUT provided opportunities for outgoing mobility for members of academic staffs and faculties, while 16% were undecided, and 26% disagreed. In one of the in-depth interviews, the dean of a faculty said:

There are now more opportunities for us staff members to go abroad to study, attend conferences, or take part in professional exchange programmes.

An even smaller majority of 50% agreed that internationalisation at CPUT prioritises the recruitment of full-time foreign members of staff, 26% were undecided, and 24% disagreed. This finding confirms, to a certain extent, the assessment of Libhaber and Greene (2015) that higher education institutions in South Africa are making concerted efforts to internationalise their campuses by attracting foreign personnel and members of their academic staffs through a variety of projects, programmes, and partnerships.

A far larger majority of nearly 76% of the respondents agreed with the statement that internationalisation at CPUT prioritised international collaborations for research, 14% were undecided, and 10% disagreed. This finding accords with one of the objectives of the Draft Policy Framework for the Internationalisation of Higher Education in South Africa (2016), which emphasises the value of the participation of South African HEIs in collaborative international research projects. In the words of one of the participants in the in-depth interviews:

Our institution sends and receives staff from our international partner universities for research purposes.

A large majority of 78% agreed that internationalisation at CPUT prioritised the forging of international agreements between academic institutions, while 16% were undecided, and 6% disagreed. The finding accords well with the goal of the Draft Policy Framework for the Internationalisation of Higher Education in South Africa (2017) to promote the forging of strategic alliances to increase bilateral, multilateral, and regional cooperation in higher education. As one of the participants in the interviews explained:

The institution now has partners all over Europe.

A relatively small majority of less than 45% of the respondents agreed with the statement that internationalisation at CPUT prioritised cross-border collaborative degree programmes, while nearly 35% were undecided, and almost 21% disagreed. This finding is indicative of a generally low awareness of the assessment in the Draft Policy Framework for the Internationalisation of Higher Education in South Africa (2017) that cross-border collaborative degree programmes

benefit South Africans and South African higher education institutions, by improving the quality of teaching and learning through the sharing of resources and facilities between institutions and the granting of access to expertise which may not be available at some institutions. The significance of cross-border collaborative degree programmes was explained by one of the participants in the interviews, who said:

Our faculty has the largest international collaborative programme of all faculties in the institution, with partners throughout Europe.

A small majority of 43% of the respondents agreed that CPUT prioritised the use of information communications technology for distance education, 25% were undecided, and 33% disagreed. As the finding revealed that a total of nearly 58% of the participants either disagreed with the statement or were undecided, it could be concluded that it accorded with that of the survey of the International Association of Universities (IAU) of 2005, which found that the use of ICT did not play a prominent role in cross-border distance education (Knight 2005a). Another survey, which was conducted among 300 leading universities in East Asia, also found that the use of ICT did not play a particularly significant role in cross-border distance education (Kuroda *et al.* 2010).

A majority of nearly 50% of the respondents disagreed with the statement that internationalisation at CPUT prioritised the use of foreign curricula, 33% were undecided, and a minority of less than 18% agreed. The finding tends to be at variance with the contention of Martin and Ling (2008) that the internationalisation of curricula constitutes a significant strategic initiative for universities throughout the world.

A small majority of 52% of the respondents agreed that internationalisation at CPUT prioritised striving for developing the international reputation of the university, 25% were undecided, and 23% disagreed. The finding corresponds, to a certain extent, with an assessment which Knight (2008) makes in her book, *Higher Education in Turmoil. The Changing World of Internationalisation*. She maintains that the achieving of international academic standards, a crucial integral component of the internationalisation strategies of many universities, has been incorporated into an overall endeavour to achieve outstanding reputations as institutions which attain international standards in relation to the quality of the education which they provide (Knight 2008:28).

A significantly large majority of 63% of the respondents agreed that internationalisation at CPUT prioritises the promoting of a multicultural environment on its campus, 12% were undecided, and slightly more than 25% disagreed. One of the interviewees said, in relation to the multicultural character of internationalisation:

You know, it creates a more diverse environment.

The statement that internationalisation prioritises integrating internationalisation elements into official university documents drew mixed responses from the respondents, with a majority of 36.2% being undecided, 34.1% disagreeing, and 29.7% agreeing. It could be concluded from the finding that the numbers of respondents who were undecided or disagreed suggested that many members of the academic and administrative staffs were not aware of the extent to which internationalisation elements have been integrated in official documents at CPUT. The finding suggests that the imperative which Hénard, Diamond, and Roseveare (2012) articulate, namely, that the activities of institutions which pertain to internationalisation, such as joint programmes, initiatives to promote mobility, and international partnerships, need to be properly aligned with their overall strategies for internationalisation and backed by a solid business model, is not generally acknowledged by the professional staffs of CPUT.

A small majority of 43% of the respondents agreed with the statement that the university prioritised developing facilities for students which were conducive to internationalisation or making foreign students feel at home, 22% were undecided, and 36% disagreed. By contrast, several of the interviewees mentioned that measures were being taken to accommodate the wishes and preference of foreign students. A typical response in connection with the topic was:

Recently we started a new system. If you want to stay somewhere other than in residence on campus, you can arrange and pay for your own accommodation with one of the hotels that are in partnership with the university.

A majority of 56% of the respondents agreed that internationalisation at CPUT prioritised providing support services to foreign students, 21% were undecided, and 23% disagreed. Several of the interviewees confirmed that the university was aware of the special needs of foreign students. One interviewee said:

Even before they come [to the university], we give them what we call guides for international students. We have two booklets, one with rules and regulations and the other with tips and hints. Another said:

On arrival we give them a full orientation, which covers three sections: faculties, the environment, and township orientation.

5.2.6.3 Rationales for internationalisation at CPUT

Table 5.7 Rationales for internationalisation at CPUT

At my university, internationalisation:		Disagree		Undecided		Agree		Chi-Square
		Row N%	Count	Row N%	Count	Row N%	Count	p-value
Improves the quality of education	D25	16.4%	21	18.8%	24	64.9%	83	0.000
Achieves excellence in research	D26	11.8%	15	13.4%	17	74.8%	95	0.000
Promotes intercultural and international awareness	D27	16.4%	21	18.8%	24	64.9%	83	0.000
Promotes regional collaboration	D28	9.4%	12	28.1%	36	62.5%	80	0.000
Promotes national culture and values	D29	22.8%	29	28.3%	36	48.8%	62	0.000
Increases the international visibility and reputation of the university	D30	14.2%	18	15.0%	19	70.9%	90	0.000
Increases the competitiveness of the university	D31	18.0%	23	20.3%	26	61.7%	79	0.000
Promotes brain gain	D32	19.5%	25	29.7%	38	50.8%	65	0.000
Facilitates the training of graduates to enable them to work in environments outside of South Africa	D33	24.4%	31	18.1%	23	57.5%	73	0.000
Enables strategic partnerships and alliances to be forged	D34	10.2%	13	18.0%	23	71.9%	92	0.000
Generates revenue and diversifies the sources of the university's financial resources	D35	20.5%	26	29.9%	38	49.6%	63	0.000
Enables the demands of the global economy to be met	D36	25.2%	32	31.5%	40	43.3%	55	0.000
Enables the demands of the African regional economy to be met	D37	20.4%	26	29.1%	37	50.3%	64	0.000

Table 5.7 demonstrates that a significant majority of 65% of the respondents agreed that the university pursued an internationalisation agenda in order to improve the quality of the education which it provides, while only 16% disagreed, and the remaining 19% were undecided.

The researcher considered to be of significance that of the thirteen rationales which were advanced for internationalisation at CPUT, which were advanced in this section of the questionnaire, more than 60% of the respondents agreed with seven. The rationale of achieving excellence in research drew agreement from 74.8%, while 70.9% agreed with that of improving the international visibility and reputation of the university. Increasing the competitiveness of the university drew agreement from 61.7%, developing strategic partnerships and alliances 71.9%, promoting intercultural and international awareness 64.9%, and promoting regional collaboration 62.5%. The finding suggests that these rationales are perceived by the members of the academic and administrative staffs as representing the chief motivations for pursuing an internationalisation agenda at CPUT. It also reflects a general awareness and acceptance of the goals in relation to internationalisation which have been articulated in mission statements, the research partnership plan, the strategic development plan, and other official documents of the university, which emphasise the need to strive to achieve standards which accord with both regional and international standards for quality, in order to develop the international reputation of the institution.

A smaller majority of 49% of the respondents agreed that the internationalisation agenda promoted the national culture and values of South Africa, 28% were undecided, and 23% disagreed.

With the presence of international students in our faculty, we take them to a township to experience our culture and most of them enjoy that a lot more, telling us they will share what they saw and experienced with their counterparts back home.

The finding also accords with the opinions of Altbach and Knight (2007) and Denson and Zhang (2010), in which they maintain that internationalisation facilitates the training of opened-minded and dynamic citizens who are able to work in foreign and culturally diverse environments and cope in an increasingly diverse and internationally mobile society and labour market.

Responses to the statement that internationalisation was pursued in the interests of achieving a brain gain were fairly evenly divided, with 50.8% of the respondents agreeing, 29.7% being

undecided, and 19.5% disagreeing. By contrast, a theme which emerged during the in-depth interviews concerned the perception that the academic performance of foreign students is often higher than that of their local counterparts. It was generally acknowledged that the performance of many foreign students could be attributed to their holding bursaries, for which they had been selected owing to their excellent academic results.

A slightly larger majority of nearly 58% of the respondents agreed that internationalisation facilitated the training of graduates to enable them to work in environments outside of South Africa. Maringe (2010) maintains that as there is an increasing need to contribute to evolving global labour markets, international and comparative learning needs to be fostered. A recurring theme in the in-depth interviews emphasised the invaluable international perspectives which were afforded to both students and members of the academic staff by internationalisation.

A large majority of nearly 72% agreed that internationalisation enabled strategic alliances and partnerships to be forged, while the distribution of the responses to the statement that internationalisation generated revenue and diversified the sources of the university's financial resources was evenly split between those who agreed and those who either disagreed or were undecided: 49.6% agreed, 29.6% were undecided, and 20.5% disagreed. The general consensus among the participants in the interviews was that foreign students who held bursaries represented a valuable source of revenue for the university. The consensus is also shared by Luitjen-Lub (2007) and Knight and De Wit (1995), all of whom maintain that internationalisation can increase the numbers of full-fee paying foreign students and partnerships with enterprises, thereby increasing revenue and contributing to the diversification of sources of financial resources.

Similar patterns of responses were found for the final two rationales, with only 43.3% agreeing that internationalisation enabled the demands of the global economy to be met and 50.3% that it enabled the demands of the African regional economy to be met.

5.2.6.4 Perceived risks associated with internationalisation at CPUT

Table 5.8: Perceived risks associated with internationalisation at CPUT

At my university, internationalisation:		Disagree		Undecided		Agree		Chi-Square
		Row N%	Count	Row N%	Count	Row N%	Count	p-value
Increases the likelihood of the university becoming a degree mill for foreign students	E38	35.7%	44	38.1%	48	27.0%	34	0.000
Contributes to decreasing the quality of education	E39	70.7%	89	17.5%	22	11.9%	15	0.000
Contributes to a loss of cultural and national identity	E40	64.3%	81	17.5%	22	18.3%	23	0.000
Increases inequalities in access to educational opportunities	E41	49.2%	62	23.0%	29	27.7%	35	0.000
Results in a brain drain	E42	51.6%	65	27.8%	35	20.6%	26	0.000
Results in excessive priority being given to the recruitment of fee-paying foreign students	E43	39.7%	50	31.0%	39	29.4%	37	0.000
Threatens the cultural values of the host society	E44	56.3%	71	24.6%	31	19.0%	24	0.000

As can be seen in Table 5.8, a majority of 38.1% of the respondents were undecided concerning their perceptions of the likelihood of internationalisation increasing the risk of the university becoming a degree mill for foreign students, while 35.7% disagreed, and a minority of 27% agreed. The researcher considered it to be of significance that a large majority of 70.7% disagreed that internationalisation could contribute to decreasing the quality of education at the university, while 17.5% were undecided, and a small minority of 12% agreed. It emerged from the interviews that the participants generally believed that internationalisation helped to ensure that all students were able to benefit, even if they were not physically mobile, through activities such as studying modules which have an international orientation and by working with students from other countries and cultures. Smith (1994:17) concurs with this assessment, by maintaining that the international dimension of higher education has the potential to make the largest contribution to improving the quality of higher education.

It can be seen in Table 5.8 that a significant majority of 64% of the respondents disagreed that internationalisation could contribute to a loss of cultural and national identity, while 18% were undecided, and a further 18% agreed that it could do so. The finding tended to confirm the validity of the explanation of one of the interviewees who was cited in the previous section, that foreign students enjoyed being exposed to the life of the local township and told the members of staff who had accompanied them that they would share their experiences with people in their home countries.

The respondents were divided in their responses to the statement that internationalisation could increase inequalities in access to educational opportunities, with 49% disagreeing, 23% being undecided, and 28% agreeing. The researcher concurs with the respondents who disagreed, as it is apparent that most, if not all, HEIs have international students quotas, which permit only specified numbers of foreign students to be enrolled.

Responses were similarly divided concerning the question of whether or not internationalisation was likely to result in brain drain, as a majority of 52% disagreed, 28% were undecided, and 20% agreed. The finding is at variance with the common belief that the prospects of the African continent for socioeconomic development are significantly undermined by a perceived “brain drain”, a phenomenon which entails movement from developing nations to the most industrialised corners of the globe. However, there is a great deal of credible evidence to suggest that brain drains have imperilled the academic institutions of many developing nations, with immediate harmful effects and future consequences for their economies.

A smaller majority of 40% of the respondents disagreed that internationalisation could result in excessive priority being given to the recruitment of fee-paying foreign students, 31% were undecided, and 29% agreed. Although the finding is somewhat inconclusive, there can be little doubt that fee-paying foreign students make a crucial contribution to the finances of the university.

It was found that a majority of 56% of the respondents disagreed that internationalisation could threaten the cultural values of the host society, 25% were undecided, and 19% agreed that it could do so. The opinion of the majority is shared by Chen and Lo (2013:34), who explain that internationalisation represents an attempt to improve the ability of students and members of academic staffs throughout the world to work, interact, and communicate with ease in a

multicultural environment and also to enable them to develop the ability to appreciate ethnic and cultural diversity. Chen and Lo also believe that internationalisation nurtures ‘planetary citizenship’, which enables people to expand their knowledge of themselves and people of other nationalities. The finding also accords with the theme which emerged from the interviews concerning the ability of internationalisation to ensure that all students benefit from the process, irrespective of whether they are physically mobile or not, by participating in activities such as working with students from other countries or cultures.

5.2.6.5 Perceived factors which militate against internationalisation at CPUT

Table 5.9: Perceived factors which militate against internationalisation at CPUT

The following factors militate against the implementation of internationalisation strategies at my university:		Disagree		Undecided		Agree		Chi-Square
		Row N%	Count	Row N%	Count	Row N%	Count	p-value
A lack of financial resources	F45	2.4%	3	22.8%	28	74.8%	92	0.000
A shortage of highly skilled members of academic and administrative staffs	F46	19.5%	24	17.1%	21	63.5%	78	0.000
A lack of facilities which are conducive to internationalisation	F47	16.4%	20	15.6%	19	68.1%	83	0.000
The lack of an overall strategy to facilitate the implementation of appropriate strategies	F48	14.7%	18	17.2%	21	68.0%	83	0.000
A lack of interest, participation, and concerted effort on the part of students and members of academic and administrative staffs at the university	F49	19.7%	24	24.6%	30	55.7%	68	0.000
The lack of an appropriate institutional policy to guide the process	F50	14.0%	17	32.8%	40	53.3%	65	0.000
A lack of sufficiently trained members of staff to guide the process	F51	16.4%	20	19.7%	24	63.9%	78	0.000
A lack of understanding of what the process entails	F52	10.6%	13	22.1%	27	67.2%	82	0.000

A shortage of reliable and comprehensive information pertaining to internationalisation	F53	18.8%	23	21.3%	26	59.8%	73	0.000
Competing priorities	F54	14.8%	18	29.5%	36	55.7%	68	0.000

It can be seen in Table 5.9 that a large majority of 75% of the respondents agreed that a lack of financial resources represented a significant factor which prevented internationalisation strategies from being implemented effectively, while 23% were undecided, and 2% disagreed. The finding accorded with the assessments of most of the interviewees that a lack of adequate financial resources represented one of the principal obstacles to pursuing a successful and effective internationalisation agenda at CPUT. In the words of one of the interviewees:

We need to strengthen our internationalisation process, but I am going to say this, there is one big drawback which is the cost factor, meaning not enough budget.

It was also confirmed in the literature which was reviewed prior to conducting the study that allocating adequate funding from their budgets to internationalisation initiatives represented a significant stumbling block for HEIs throughout the world, particularly in developing countries (Choi 2003; Knight 2000; Van der Wende 1995).

A majority of 64% of the respondents agreed that a shortage of highly skilled members of both the academic and administrative staff was also a significant factor which militated against internationalising the university, 17% were undecided, and 19% disagreed. The finding was borne out by many of the interviewees, who believed that although the university had recruited increasing numbers of members of its academic and administrative staffs, it nevertheless required considerably greater numbers of personnel who possessed the requisite experience, and crucial specialised skills in order to attain the level of internationalisation which was envisaged in its mission statement.

Requisite skills for administrative staff relate to staff being in position of degree in relevant field. One of the interviewees emphasised that for internationalisation to be successfully achieved, employees who were tasked with implementing programmes needed to possess a passionate commitment to them. The finding is also supported by other research in the field, in which it has

been found that human resources have been identified as a crucial element for the successful internationalisation of higher education.

A similar majority of the 68% of the respondents agreed that a lack of facilities which were conducive to internationalisation represented a significant obstacle, 16% were undecided, and a further 16% disagreed. The finding was borne out in the qualitative study, as one of the interviewees identified a lack of conducive facilities as a factor which militated against the potential revenue which could be earned by enrolling foreign students. He explained that foreign students, particularly those from developed countries, generally preferred not to reside on the campus and to pay for outside accommodation, which generated no revenue for the university.

A majority of 58% also agreed that the lack of an overall strategy to facilitate the process of internationalisation constituted a significant obstacle for the university, 17% were undecided, and 15% disagreed. The finding accords with the researcher's own assessment of internationalisation at CPUT, as the internationalisation agenda of the university is pursued on the basis of a draft internationalisation strategy at present. It is the considered opinion of the researcher that the university should distribute the draft strategy to its broader community for comments and finalisation before it is formally endorsed. Once this process has been concluded, all of the stakeholders at CPUT should be properly aware of the need to coordinate initiatives and appropriate strategies can be formulated in order to overcome the obstacle.

A smaller majority of 58% of the respondents agreed that a lack of interest, participation, and concerted effort on the part of students and members of faculties and staffs at the university served to hinder internationalisation, 24% were undecided, and 20% disagreed. The finding tended to accord with those of the IAU survey of 2005, which identified a lack of interest, participation, and concerted effort among students and members of faculties and staffs in HEIs which paid lip service to pursuing internationalisation agendas as constituting one of the most pervasive undermining influences upon the progress of internationalisation.

A still smaller majority of 53% of the respondents agreed that the lack of an appropriate institutional policy to guide the process limited the ability of the university to pursue its internationalisation agenda, 33% were undecided, and 14% disagreed. The finding accords with that concerning the lack of an overall strategy and the researcher recommends that a similar

approach should be adopted in order to overcome the obstacle, in order to have a clearly articulate formal policy for internationalisation.

A larger majority of 64% of the respondents agreed that a lack of sufficiently trained members of staff to guide the process significantly impeded the progress of internationalisation at CPUT, 20% were undecided, and 16% disagreed. The finding accords closely with that for the variable concerning a lack of highly skilled academic and administrative personnel, which yielded an almost identical distribution of responses.

An even larger majority of 67% of the respondents agreed that a lack of understanding of what the process of internationalisation entails also significantly impeded the progress of internationalisation, while 60% agreed that a lack of reliable and comprehensive information pertaining to internationalisation also did so. The researcher considers that the absence of a clearly articulated institutional internationalisation policy and an approved strategy exert a profound influence upon both of the obstacles which were identified by the previous two findings and suggests the formulation of an appropriate institutional internationalisation policy and a strategy which meets with the approval of all stakeholders would serve to overcome most of the factors which impede internationalisation at present. A smaller majority of 56% of the respondents agreed that competing priorities also hindered the drive for internationalisation at CPUT, while 29% were undecided, and 15% disagreed.

5.2.6.6 The significance of the roles of stakeholders in internationalisation at CPUT

Table 5.10: The significance of the roles of stakeholders in internationalisation at CPUT

The roles of the following stakeholders are particularly crucial for promoting internationalisation:		Disagree		Undecided		Agree		Chi-Square
		Row N%	Count	Row N%	Count	Row N%	Count	p-value
Students	G55	2.4%	3	8.2%	10	89.4%	109	0.000
Members of the academic staff	G56	0.8%	1	4.9%	6	94.3%	115	0.000
Members of the administrative staff	G57	3.2%	4	9.8%	12	86.8%	106	0.000
The leadership and management of the university	G58	1.6%	2	7.4%	9	91.0%	111	0.000

As can be seen in Table 5.10, the respondents were almost unanimous in their agreement that the roles of all of the categories of stakeholders which had been listed in the questionnaire were crucial to promoting internationalisation at CPUT. A large majority of more than 89% agreed that the role of students was crucial, while that of the academic staff drew agreement from 94%, the role of the administrative staff nearly 87%, and the role of the leadership and management of the university 91%. The responses of the respondents accorded with those of one of the interviewees, who said:

In order for it to be successful, everyone within the university must be involved, and not just involved: one must have a personal interest and a drive to succeed, otherwise it's not going to work.

The finding also accords well with the assessment of Hudzik (2011:24), who maintains that although the extent to which internationalisation is successfully achieved is ultimately determined by the contributions of the individual participants who implement its initiatives and benefit from them, such as the members of faculties and academic staffs, students, the customer bases of institutions, and service units, the crucial role of the active participation and support of senior executives and the degree of commitment which they demonstrate is undeniable.

It was also evident to the researcher from the finding that unequivocal and frequent encouragement from the senior executives of HEIs is particularly vital and needs to be disseminated to all levels of HEIs, to students, the personnel and staffs of faculties, graduates, and other external stakeholders. Academic senior executives also play a crucial catalysing role in promoting exchanges of members of staff and students, promoting academic projects, and encouraging the supporting of academic programmes, all of which have equally crucial contributions to make to effective internationalisation.

5.2.6.7 Effects of internationalisation upon teaching and learning

Table 5.11: Effects of internationalisation upon teaching and learning

		Disagree		Undecided		Agree		Chi Square
		Row N%	Count	Row N%	Count	Row N%	Count	p-value
The following statements reflect the university's stand in terms of teaching and learning components of internationalisation.								
Many of CPUT's curricula aim to teach from a South African perspective only	H59	36.7%	44	11.7%	14	51.7%	62	0.000
Most of CPUT's curricula are sufficiently flexible to accommodate international trends	H60	20.2%	24	11.8%	14	68.0%	81	0.000
CPUT's curricula have a definite international dimension to expose students to global perspectives	H61	30.3%	36	27.7%	33	42.0%	50	0.000
Members of academic faculties participate actively in the designing of their curricula	H62	18.6%	22	22.9%	27	58.5%	69	0.000
More than 50% of the departments at CPUT have transformed international curricula	H63	35.6%	42	46.6%	55	17.8%	21	0.000
Very few departments have transformed international curricula	H64	12.0%	14	47.0%	55	41.0%	48	0.000
CPUT has a formalised strategy to transform research to meet international standards	H65	20.9%	25	40.0%	48	39.2%	47	0.000
CPUT has a strategy to transform teaching and learning to meet international standards	H66	25.0%	30	33.3%	40	41.6%	50	0.000
Graduates from CPUT are equipped with professional skills and knowledge which are relevant to international requirements	H67	23.3%	28	29.2%	35	47.5%	57	0.000
Faculties participate actively in the implementation of internationalisation strategies at CPUT	H68	18.4%	22	48.7%	58	32.8%	39	0.000
International enrolments constitute an integral component of the overall enrolment management strategy of CPUT	H69	16.0%	19	33.6%	40	50.4%	60	0.000

Joint degree programmes have been established with partner institutions in other countries	H70	18.4%	22	39.8%	47	41.5%	49	0.000
Internationally-oriented courses help students to develop global awareness.	H71	10.1%	12	24.6%	29	65.3%	77	0.000

From Table 5.11 it can be seen that there was relatively little consensus among the respondents concerning the statement that the curricula of CPUT aim to teach from a South African perspective only, with 52% agreeing, with 11% being undecided, and 37% disagreeing. The researcher believes that CPUT needs to give due consideration to the recommendation which is made in the Draft Policy Framework for the Internationalisation of Higher Education in South Africa (2017), that HEIs should be encouraged to internationalise their curricula, in order to provide an alternative strategy for internationalisation, which is able to overcome the limitations which are inherent in international mobility schemes.

A significant majority of 68% of the respondents agreed that most of the curricula at CPUT were sufficiently flexible to accommodate international trends, while 12% were undecided and 20% disagreed. The finding accords, to a large extent, with the assessment of Martin and Ling (2008) that the internationalisation of curricula represents a very significant strategic initiative for universities throughout the world. An internationalised curriculum has great potential to enrich the educational experiences of both local and foreign students by providing a wide range of opportunities for both studying and cultural exchanges.

The statement that the curricula of CPUT have a definite international dimension to expose students to global perspectives drew relatively little agreement from the respondents, with only 42% agreeing, while 28% were undecided, and 30% disagreed. The finding could be considered to be somewhat at variance with the statement of one of the interviewees that it was a standard practice to receive foreign students and to send local students to its partner institutions in other countries to complete particular modules in collaborative programmes.

A larger majority of 58% of the respondents agreed that the members of academic faculties participated actively in the designing of their curricula, while 23% were undecided, and 19% disagreed. The finding accords with a statement of the CPUT Curriculum Development Unit that

its functions include facilitating renewal and development, through engagement with programme review teams and individual members of the academic staff, and also through the Curriculum Officers (CO) Forum, which endeavours to increase capacity at both the departmental and faculty levels. The Curriculum Officers Forum is comprised of representatives of faculties, who meet once a month to discuss matters pertaining to curricula, teaching, learning, and assessment. This forum promotes the continuous professional development of the academic staff of CPUT.

A majority of 46% of the respondents were undecided in response to the statement that more than 50% of the Departments at CPUT had transformed curricula, while 36% disagreed, and only 18% agreed. To the statement that very few departments had transformed international curricula, a majority of 47% responded that they were undecided, while 41% agreed, and only 12% disagreed. The statement that CPUT had a formalised strategy to transform research to meet international standards drew an undecided response from 40% of the respondents, while 39% agreed and 21% disagreed with it. On the basis of this group of findings, the researcher concludes that it is not generally perceived by the members of the academic and administrative staffs that the university has sufficiently internationalised its curricula. Consequently, it is recommended that CPUT should develop a strategy to transform its curricula accordingly, as ambitious HEIs throughout the world make concerted efforts to increase the quality of teaching and learning by transforming their curricula, in order to attain the highest international standards and to maximise the success of their students.

Only 42% of the respondents agreed that CPUT had a strategy to transform teaching and learning to meet international standards, while 33% were undecided, and 25% disagreed. The finding did not accord, to any significant degree, with the strategic pillar for internationalisation of CPUT, which entails integrating internationalisation agendas into all spheres of operations at the university and into the functioning of all faculties and units, in order to ensure that commitment to internationalisation becomes rooted in the organisational culture, its practices, and its teaching and learning strategies.

A slightly larger majority of 48% of the respondents agreed that graduates from CPUT left university equipped with professional skills and knowledge which were relevant to international requirements, while 29% were undecided, and 23% disagreed. The finding accords, to only a limited extent, with the conceptualisation of internationalisation of Barker, M, Hibbins, R. and

Farrelly, F (2011:12), who maintains that HEIs have the potential to instil global awareness into graduates, through the implementation of teaching and learning strategies which have been specifically designed to enable them to acquire international perspectives, as both professionals and citizens, through strategies such as integrating global concerns and cross-cultural perspectives into learning tasks and encouraging students from different cultural backgrounds to contribute relevant examples from their home countries or communities to discussions.

The responses to the statement that faculties participated actively in the implementation of internationalisation strategies at CPUT generated an inconclusive finding, as 49% were undecided, 33% agreed, and 18% disagreed. The finding suggested that the majority of the respondents were unsure of the extent to which faculties participated actively in the implementation of internationalisation strategies. By contrast, it emerged from the interviews that it was generally considered to be imperative for all members of faculties and staffs to assume an active role in the promotion of internationalisation.

The statement that international enrolments constituted an integral component of the overall enrolment management strategy of CPUT drew similarly mixed responses, with 50.4% agreeing, 33.6% being undecided, and 16% disagreeing. Only 42% of the respondents agreed that joint degree programmes had been established with partner institutions in other countries, while 40% were undecided, and 18% disagreed. The finding suggested a prevailing unawareness of the partnerships which the university has formed with several European universities, which emerged from the interviews. The existence of the partnerships should also have been apparent from an announcement that a member of the academic staff of CPUT had been awarded a full scholarship for doctoral studies at University College, Dublin in Ireland and CPUT, which is a joint programme.

A more sizeable majority of 65% of the respondents agreed that internationally-oriented courses helped students to develop global awareness, while 25% were undecided, and 10% disagreed. The finding accords with the strategic pillar of CPUT, which holds that it is imperative for the university to internationalise its curricula by developing new inclusive teaching pedagogies and establishing the essential attributes which reflect the globally applicable skills which graduates of CPUT will need in the future.

5.3 SECTION B: DATA OBTAINED FROM STUDENTS

5.3.1 Establishing the reliability of the data obtained from students

A total of 222 questionnaires which had been completed by students were analysed. Five out of the sample of fifteen (15) senior foreign students who were particularly knowledgeable concerning the university were interviewed, which yielded a 33% response rate for the interviews with students. A reliability coefficient of 0.70 or higher was considered to be acceptable.

Table 5.12: Cronbach's alpha score

Section	Variable	Number of items	Cronbach's alpha
B	Present status of internationalisation processes at CPUT	15	0.916
Overall		15	0.916

A Cronbach's alpha analysis was performed on one of the variables which had been tested by the questionnaire which had been administered to students. The analysis yielded an alpha value of 0.916. As the overall reliability score for all variables was 0.916, which far exceeds the recommended minimum Cronbach's alpha value of 0.700, it could be concluded that the questionnaire possessed sufficient inter-item reliability.

5.3.2 Pearson Chi-Square Test

As it was found that the variables yielded a Pearson Chi-Square Test value of 0.000, which indicates that there is a significant relationship between the variables which a research instrument endeavours to test, it could be concluded that most of the respondents agreed with the statements in the questionnaire.

5.3.3 Factor analysis

5.3.3.1 KMO and Bartlett's Test

Table 5.13 shows that all conditions have been satisfied for performing a factor analysis. The Kaiser-Meyer-Olkin Measure of Sampling Adequacy value was greater than 0.500 and the Bartlett's Test of Sphericity significance value was less than 0.05. As it was found (please refer to Appendix F) that the variable which was tested in section B loaded onto specific sub-themes, definite trends could be identified from the responses of the respondents in the section.

Table 5.13: KMO and Bartlett's Test

KMO and Bartlett's Test		Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	Bartlett's Test of Sphericity		
			Approx. Chi-Square	df	Sig.
Section	Variable				
B	Perceptions of students of internationalisation at CPUT	0.917	1391.454	105	0.000

5.3.4 Biographical data obtained from students

Table 5.14: Gender distribution by age

Cross-tabulation of ages of students by gender					
			Gender		Total
			Female	Male	
Age (Years)	16 - 25	Count	52	39	91
		Expected count	41.2	49.8	91.0
		% within Your age	57.1%	42.9%	100.0%
	26 - 35	Count	37	60	97
		Expected count	43.9	53.1	97.0
		% within Your age	38.1%	61.9%	100.0%
	36 - 49	Count	6	16	22
		Expected count	10.0	12.0	22.0
		% within Your age	27.3%	72.7%	100.0%
	50 - Above	Count	1	1	2
		Expected count	.9	1.1	2.0
		% within Your age	50.0%	50.0%	100.0%
Total		Count	96	116	212
		Expected count	96.0	116.0	212.0
		% within Your age	45.3%	54.7%	100.0%

From Table 5.14, it can be seen that the ratio of female students to males is 45.3%:54.7%. In the age category of between 16 and 25 years, 57% were females, while 53% of the males in the sample were between the ages of 26 and 35 years. In addition, males between the ages of 26 and 35 years comprised 62% of the overall sample of students. Although the gender distributions for the age categories tended to vary, the age of group of 50 years and older was evenly represented by one female and one male respondent. While a majority of 97 respondents fell into the age group of between 26 and 35 years, the age group of 50 years and older was the least represented, with a total of two respondents. Males also predominated in the age group of between 36 and 49 years, in which there were sixteen males and six females. The total count of respondents in the sample of students was 212, rather than that of 222, owing to non-responses.

Table 5.15: Distribution of citizenship among the categories of students

Categories of students							
			Categories of students				Total
			Undergraduate	Postgraduate: Master's	Postgraduate: Doctoral	Exchange students	
Citizenship	South African	Count	21	29	4	1	55
		% within Citizenship	38.2%	52.7%	7.3%	1.8%	100.0%
	Foreign	Count	72	69	12	4	157
		% within Citizenship	45.9%	43.9%	7.6%	2.5%	100.0%
Total		Count	93	98	16	5	212
		% within Citizenship	43.9%	46.2%	7.5%	2.4%	100.0%

From Table 5.15 it can be seen that the majority of the respondents were postgraduate Master's students and that there was a predominance of foreign students in the sample. Postgraduate Master's comprised 46.2% of the sample, undergraduate students 43.9%, postgraduate doctoral

students 7.5%, and exchange students 2.4%. The ratio of foreign to South Africa students was 155:55. The most represented category was that of undergraduate foreign students, who numbered 72. The total number of responses did not correspond to the total of 222 for the sample of students, owing to non-responses.

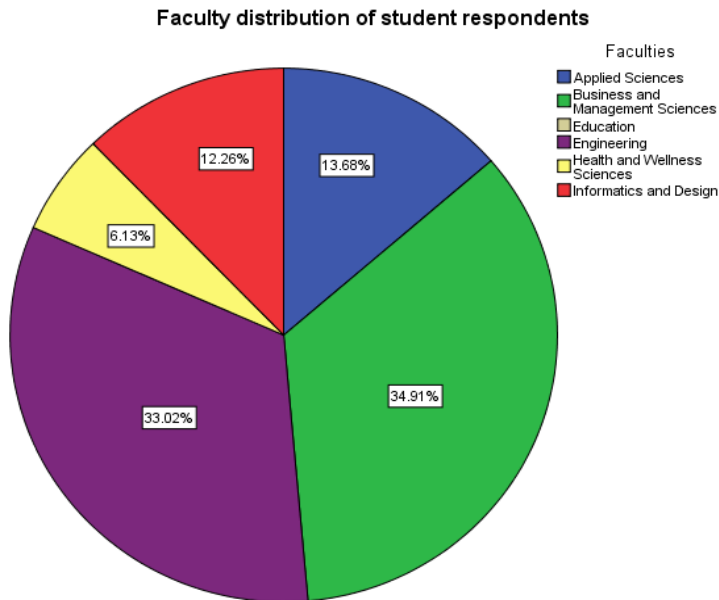


Figure 5.2: Distribution of faculties in which the respondents were enrolled

Although the university comprises six faculties, only five were represented, with the Faculty of Education being purposively excluded from the sample of students. A majority of 34.91% were enrolled in the Faculty of Business and Management Sciences, because it is the largest faculty in the university. The second largest group, which comprised 33.02% of the sample, was made up of students who were enrolled in the Faculty of Engineering. The Faculty of Applied Sciences was the next largest and represented 13.68% of the sample, followed by the Faculty of Informatics and Design, which represented 12.26%, and the smallest group of 6.1%, which comprised students who were enrolled in the Faculty of Health and Wellness Sciences.

5.3.5 Variables tested by the questionnaire which was administered to students

5.3.5.1 Perceptions of students of internationalisation at CPUT

The respondents were guided by an introductory statement which had been framed in order to assess their perceptions of internationalisation processes at CPUT. The numbers of responses did not always amount to 222, owing to non-responses to certain statements or questions.

Table 5.16: Perceptions of students of internationalisation at CPUT

		Disagree		Undecided		Agree		Chi-Square
		Row N%	Count	Row N%	Count	Row N%	Count	p-value
Campus culture supports the presence of foreign students	B6	20.4%	40	17.9%	35	61.5%	120	0.000
Campus culture supports the presence of foreign lecturers	B7	20.0%	39	17.4%	34	62.6%	122	0.000
The university allocates sufficient resources to support international travel to conferences	B8	41.2%	80	32.0%	62	26.8%	52	0.000
Faculties participate actively in establishing programmes which endeavour to promote awareness of global concerns on the campus	B9	49.7%	96	28.4%	55	21.7%	42	0.000
Projects which make extensive use of foreign international students as assets of the university are carried out regularly	B10	46.6%	90	31.4%	61	21.7%	42	0.000
Active participation in activities which promote the internationalisation agenda of the university is perceived to constitute one of the criteria for promotion for members of faculties	B11	34.9%	67	36.5%	70	28.4%	55	0.000
The unique needs of foreign students are met on the campus of CPUT	B12	43.8%	84	21.9%	42	34.3%	66	0.000
Scholarships are available for foreign students	B13	60.1%	116	19.7%	38	20.2%	39	0.000
Many foreign students would recommend CPUT to other students from their home countries	B14	28.1%	54	28.1%	54	43.8%	84	0.000

Faculties are encouraged to include international perspectives in their courses	B15	34.9%	67	23.4%	45	41.7%	80	0.000
Most students graduate with an awareness of global concerns	B16	30.7%	59	25.4%	49	43.8%	84	0.000
The orientation programme for foreign students is adequate	B17	44.3%	85	25.0%	48	30.7%	59	0.000
Interaction between foreign and South African students and between foreign and South African members of faculties is encouraged, both inside and outside of the lecture hall	B18	30.0%	57	22.6%	43	47.4%	90	0.000
There is genuine commitment to internationalisation at CPUT	B19	39.3%	75	29.8%	57	30.9%	59	0.000
Departments explicitly encourage students to engage in activities which promote the internationalisation agenda of CPUT	B20	46.1%	88	26.7%	51	27.3%	52	0.000

As can be seen in Table 5.16, a majority of 62% of the students who completed the questionnaire agreed that campus culture supported the presence of foreign students at CPUT, while 18% were undecided, and 20% disagreed. The finding tended to bear out the assessment of one of the interviewees, who said:

There is no discrimination. They love foreign students, as some see them as bright students.

A contrasting insight was provided by another interviewee, who said:

Well, some of them interact with foreign students very well, although some see foreign students as threats.

The finding tends to be borne out by a statement in the strategic plan of the university concerning the conducting of induction programmes to integrate foreign students into CPUT through cultural events.

A similar majority of 63% of the respondents agreed that campus culture supported the presence of foreign lecturers, while 17% were undecided and 20% disagreed. Mention has already been made of the assessment of Libhaber and Greene (2015) that higher education institutions in South Africa are making concerted efforts to internationalise their campuses by attracting foreign academic personnel and members of staff through a variety of projects, programmes, and

partnerships, which implies that they have fostered a culture which is conducive to attracting foreign members of staff.

A majority of 41% of the respondents disagreed with the statement that the university allocated sufficient resources to support international travel to conferences, while a further 32% were undecided, and 27% agreed with the statement. The finding tends to accord with the assessment of one of the interviewees, which was cited in the analysis of the data which had been obtained from members of staff, that the internationalisation agenda of the university was impeded by budgetary constraints. The finding was also borne out in the literature review, as inadequate budgets for internationalisation were identified as impeding the progress of HEIs throughout the world, particularly in developing countries.

Responses to the statement that faculties participated actively in programmes which endeavoured to promote awareness of global concerns on the campus tended to be generally negative, with a majority of 50% of the respondents disagreeing, while a further 28% were undecided, less than 22% agreed. The finding tends to conflict with the statement of one of the interviewees that faculties promoted intercultural understanding by endeavouring to provide students with an international orientation, through the development of curricula which afford international perspectives and also through programmes which facilitate exchanges of students.

The statement that projects which made extensive use of foreign students as assets of the university were carried out regularly drew a similar spread of responses, with a majority of 47% of the respondents disagreeing, while 31% were undecided, and less than 22% agreed. The finding suggests that the students of CPUT may not generally perceive that the recommendation of Barker, et al (2011) that universities should recruit, teach, and support foreign students at the undergraduate, postgraduate, and higher degree research levels and integrate them into their academic communities is accorded priority by the university.

A majority of 37% of the respondents were undecided concerning whether active participation in activities which promoted the internationalisation agenda of the university was perceived to constitute one of the criteria for promotion for the members of faculties, while 35% disagreed, and only 28% agreed.

The statement that the unique needs of foreign students were met on the campus generated a similarly negative pattern of responses, with 44% disagreeing, 34% agreeing, and 22% undecided. The perception which the finding expresses tends to conflict with the assessment of one of the interviewees, who said: *I think [that] the services are sufficient: we are receiving the same services that are being received by local students and there is no discrimination.*

A significant majority of 60% of the respondents disagreed that scholarships were available for foreign students, while 20% were undecided, and a further 20% disagreed. One of the interviewees confirmed the finding by indicating that no funding was available from the university for foreign students at present.

Only 44% of the respondents agreed that many international students would recommend CPUT to other students from their home countries, while 28% were undecided, and 28% disagreed. The negative bias which appears to be inherent in the finding tended to be borne out in the in-depth interviews with students. One of the interviewees answered the question by saying:

“Not really: due to the current disruptions and unrest, it would be a waste of time.

Another typical response was:

Not really: this would be a last resort.”

Responses to the statement that faculties were encouraged to include international perspectives in their courses demonstrated a similar bias, with 42% agreeing, 35% disagreeing, and 23% undecided. The finding tends to conflict with the contention of one of the interviewees that faculties promoted intercultural understanding by providing students with an international orientation, through the development of curricula which afford international perspectives and programmes which facilitate exchanges of students.

The same bias was also evident in the responses to the statement that most students graduated from CPUT with an awareness of global concerns, with 44% agreeing, 31% disagreeing, and 25% being undecided. The finding tends to be at variance with the explanation which was provided by a lecturer in the Marketing Department, during one of the in-depth interviews, that transforming curricula entailed more than changing their content, but also included providing support to students to enable them to prepare for careers in a globalised world, developing

existing partnerships, and also through the planning of curricula and programmes. This assessment accords with that of Barker, et al (2011), which was cited earlier, namely, that HEIs are able to instil global awareness in graduates, through teaching and learning strategies which are specifically designed to enable graduates to acquire international perspectives as professionals and also as citizens, through strategies such as integrating global concerns and cross-cultural perspectives into learning tasks and encouraging students from different cultural backgrounds to contribute relevant examples from their home countries or communities to discussions (Barker et al 2011:12).

The pattern of responses continued with the statement that the orientation programme for foreign students was adequate, with 44% disagreeing, 31% agreeing, and 25% being undecided. The finding tended to conflict with the assessment of one of the interviewees, who answered the question of whether or not the programme was adequate, by saying:

Yes, though I think there is a need for improvement in some areas, like orientation on [sic] facilities [which are] available on campus, how to use them, how to get from one point to the other. On my first day, I missed a lecture because I couldn't find my way to the venue.

On the basis of the finding, the researcher concludes that the university needs to improve its orientation programme for foreign students.

Considerably more of the respondents, 47%, agreed with the statement that interaction between foreign and South African students and foreign and South African members of faculties was encouraged, both inside and outside of the lecture hall, while 23% were undecided, and 30% disagreed. The finding tended to bear out a statement of one of the interviewees, who said:

We have undergraduate and post-graduate student think tanks, where students provide mutual support for curricular and extra-curricular activities, and also there is support for foreign students at the departmental level.

The statement that there was a genuine commitment to internationalisation at CPUT was negatively skewed, with a small majority of 39% disagreeing, 30% being undecided and 31% agreeing. The finding suggested that there was little general consensus that the avowed priorities of the university in relation to internationalisation as an integral component of its vision to be at

the heart of technology, education, and innovation in Africa, which is articulated by its ambition to become one of the leading innovative academic institutions in Africa and the world beyond the continent were sufficiently acknowledged by all stakeholders.

This perception appeared to be confirmed by the disagreement of a majority of 46% of the respondents with the statement that departments explicitly encourage students to engage in activities which promote the internationalisation agenda of the university, while 27% were undecided, and a further 27% agreed. The finding tends to conflict with the claim of one of the interviewees, who said:

We encourage students to analyse international issues, methodologies, and possible solutions [which are] related to current areas of debate within their discipline, from a range of cultural perspectives.

The finding also tends to conflict with the belief of Barker, et al, (2011) that the active engagement of students in internationalisation should be achieved through the incorporation of international components into problem-solving exercises and research assignments, and including activities and tasks which require students to reflect critically upon international or intercultural concerns.

5.12 CONCLUSION

Most studies on the internationalization of higher education focus mainly on developed countries and universities, while little study has been done on the internationalization strategies and practices in developing countries and their higher education institutions. In particular, the majority of existing works has concentrated on the United States and Europe, whereas insufficient research has been conducted on how internationalization is perceived and implemented at universities in non-western countries.

Moreover, most of the studies have been “administrator-oriented”, focusing exclusively on the internationalization of higher education at the national and institutional levels from the perspectives of governmental, ministerial and institutional administrators. Other key members at the within-institutional level such as students and faculty members, who are the engine of this process and at the same time directly influenced by its impact, have been underrepresented in this field, and their voices have been neglected.

Additionally, in the current literature on higher education internationalization, there is a lack of practical studies that take into account the links between the international environment and the local specific circumstance with its own social, cultural and historical context. For a developing country's university like CPUT, it is discernible that the most important rationales underpinning the university's efforts to internationalise are those related to academic considerations, specifically educational quality, research excellence, international standard and profile.

Findings from the study show that in its internationalisation processes, CPUT focuses more on a number of selective fields. It is therefore necessary for the university to pay adequate attention to and invest more in the majority of regular students at both undergraduate and post-graduate levels so as to better involve them into the university's internationalisation process. Particularly, CPUT should organize a variety of in-campus intercultural/international activities, provide more opportunities and financial supports for students to join exchange programs and take part in international extracurricular activities domestically and internationally.

This process also requires all academic and administrative staff to be highly proactive and continuously advance in their knowledge, qualification and skills; otherwise they may easily be marginalized or lagged behind. In order to successfully internationalize the institution, it is thus of critical importance for the university's leaders and senior administrators to be fully aware of and have proper policies to address the problems and concerns of institutional stakeholders so as to put into full play their advantages and ability as well as to increase the commitment and contributions of academic and administrative staff who are the "engine" for internationalization of the university. The university should create effective mechanisms for cooperation and interaction among various generations so as to better utilize the experience and knowledge of the older faculty members while creating favourable conditions for the young staff to further develop.

This chapter has endeavoured to provide a comprehensive presentation, analysis, and discussion of the findings of the research study. The conclusions which were drawn from the findings and the recommendations which have been made on the basis of them are presented and discussed in the final chapter.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

6.1 INTRODUCTION

This study has attempted to assess the perceptions of stakeholders of the internationalisation efforts of the CPUT, in terms of the present status of internationalisation at the university, the risks and potential benefits which are associated with the internationalisation of higher education, and the factors which can militate against the achieving of internationalisation. It has endeavoured to assess the effects of internationalisation upon the quality of teaching, learning, and research, to identify workable approaches to and strategies for the internationalisation of the core business of the university, and to offer recommendations on the basis of the conclusions which were drawn from the findings. A critical review of the relevant available literature enabled appropriate variables to be developed for the structured questionnaires which were administered to members of the academic and administrative staffs and also for the schedules of the in-depth interviews. The students and employees of CPUT who participated in the study all played active roles in advancing the internationalisation agenda of the university. The findings could be of great benefit to all stakeholders at CPUT who participate in initiatives to promote internationalisation, particularly those who hold positions in the management of the university and the international office. The recommendations which are provided at the conclusion of the chapter are based upon the shortcomings in the implementation of internationalisation strategies at present, which were identified by the findings of the study.

6.2 CONCLUSIONS

6.2.1 Present status of internationalisation processes at CPUT

From the findings it appears that significant numbers of the respondents and participants were unaware of the existence of a formalised policy concerning the internationalisation of the university. The finding is an unsurprising one, due to the fact that the institution is operating at present without a formal, clearly articulated overall policy for internationalisation. Most of the respondents seemed to believe that internationalisation strategies are not adequately communicated and accessible to all stakeholders at the university. Consequently, the researcher is obliged to conclude that an apparent widespread lack of sharing of information and

engagement in initiatives has resulted in many stakeholders being unaware of the existence of crucial documents pertaining to internationalisation.

6.2.2 Present internationalisation practices at CPUT

From the findings, it is evident that although the university participates in activities which are consistent with the pursuit of an internationalisation agenda, the process is not sufficiently well coordinated at present. Accordingly, the researcher concludes that the uncoordinated manner in which internationalisation has been pursued at CPUT to date has resulted in the attainment of its objectives being achieved on an *ad hoc* basis. On the basis of the findings, the researcher concludes that the university accords most priority, in descending order, to the following five facets of internationalisation:

- Acceptance of foreign students;
- International agreements between HEIs;
- International collaborations in research;
- Promoting a multicultural environment on the campus; and
- Providing opportunities for outgoing mobility opportunities for members of academic staffs and faculties.

6.2.3 Rationale for internationalisation at CPUT

The findings demonstrate that the university strongly endorses some of the rationale pertaining to the 'why' component of internationalisation. It is concluded that the following five rationales, in descending order as they are also embedded in most off

The university's documents relating to internationalisation such as university's draft internationalisation strategy, represent the principal reasons for CPUT to participate in activities which are associated with an internationalisation agenda:

- To achieve excellence in research;
- To forge strategic partnerships and alliances;
- To increase the international visibility and reputation of the university;

- To improve the quality of education; and
- To promote intercultural and international awareness.

6.2.4 Perceived risks associated with internationalisation at CPUT

From the findings, it appears that the university is well equipped to mitigate the risks which are associated with internationalisation, as most of the respondents did not consider that the generally acknowledged risks, which were suggested to them in the questionnaires, could have any appreciable effects upon the university as it pursues its internationalisation agenda. The risks were generally perceived to be of lesser significance than the benefits which all three groups of stakeholders believed could be derived from internationalisation. It was found that for all three groups the possibility of the quality of education being decreased, the potential loss of cultural and national identity, and the threat which internationalisation posed for the cultural values of the host society ranked as the least significant three risks which were associated with the internationalisation of CPUT.

6.2.5 Factors which militate against internationalisation at CPUT

The findings revealed that the respondents perceived that certain factors militated to a significant effect against the university reaping the rewards which can accompany internationalisation. From the findings, it is concluded that the following five factors represent, in descending order, the most significant obstacles which the university needs to overcome in order to pursue its internationalisation agenda successfully:

- A lack of financial resources;
- A lack of facilities which are conducive to attracting and retaining foreign students;
- The lack of an overall strategy to facilitate the process of internationalisation;
- A general lack of understanding of what the process of internationalisation entails; and
- A lack of sufficiently trained members of staff to guide the process.

6.2.6 Significance of the roles of stakeholders in internationalisation at CPUT

It emerged from the findings that all stakeholders at the university, namely, students, members of the academic and administrative staffs, and the leadership and management, have crucial roles to play in achieving the objectives of its internationalisation agenda. Accordingly, it is concluded that there is a general awareness among the CPUT community of the crucial roles

which are played by all stakeholders in the quest of the university to reap the benefits of internationalisation.

6.2.7 Effects of internationalisation on teaching and learning at CPUT

The findings suggest that the curricula of the faculties of CPUT are sufficiently flexible to accommodate international trends and that members of the academic faculties of the university participate actively in the designing of curricula which advance the internationalisation agenda. It is also abundantly evident that most stakeholders at CPUT understand and agree that internationally-oriented courses help students to develop a global awareness, which is a crucial attribute for any student who is intent on coping in an ever-increasingly globally networked world. The conclusion which is drawn from the findings pertaining to this variable is that it is generally understood and appreciated at CPUT that internationalised curricula make a meaningful contribution to the overall development of graduates.

6.2.8 Perceptions of students of internationalisation at CPUT

From the findings, it appeared that a significant majority of the students who responded to the questionnaire were dissatisfied with certain practices pertaining to internationalisation. It was evident that improvements need to be made in certain respects in order to create an environment which enables all students to maximise their enjoyment of their studies and to appreciate the university. Accordingly, it is concluded that the internationalisation agenda of the university needs to incorporate appropriate strategies to ensure that foreign students are properly assimilated into the CPUT community. The following factors have been identified as pertaining to respects in which foreign students are not adequately accommodated at present:

- A lack of scholarships for foreign students;
- An inadequate orientation programme for foreign students;
- A lack of resources to support international travel to conferences;
- An inability to meet the unique needs of foreign students on the campus; and
- A lack of projects in which foreign students participate as assets of the university.

6.3 LIMITATIONS OF THE STUDY

The study was hindered by specific limitations. Some of the students and members of staff who were selected to participate were not interested in doing so. Significant numbers of the potential participants who had been identified responded to the questionnaires or agreed to participate in the interviews. In the case of the questionnaires, second sets of potential respondents needed to be identified in order to obtain responses from sufficiently large research samples. As the study was conducted at CPUT only, it would not be possible to generalise the conclusions which have been drawn from the findings to other universities of technology.

6.4 SUGGESTIONS FOR FUTURE RESEARCH

The following suggestions for future research in the field in which this study was conducted are offered:

- A more in-depth qualitative research study could be conducted, using the same research population, in order to make a comprehensive investigation of the personal experiences and attitudes of participants in relation to their perceptions of internationalisation and the specific roles which members of faculties play in the overall endeavour to internationalise CPUT.
- Specialised research could be conducted in order to carry out a comprehensive investigation of the perceptions of stakeholders of the factors which impede the fulfilment of the internationalisation agenda at CPUT.
- A further study could be conducted in order to assess the different forms which the internationalisation of higher education takes in a number of different universities of technology.
- A longitudinal study of the effects of internationalisation upon several generations of academic and administrative staff, particularly in terms of the different opportunities, obstacles, and risks which emerge over time, as HEIs become increasingly internationalised, could yield invaluable insights.
- It could also be a fruitful exercise to apply the procedures which were used to conduct this study to investigate how internationalisation is perceived and implemented at the institutional and individual levels in other leading universities throughout South Africa.

6.5 RECOMMENDATIONS

On the basis of the conclusions which have been drawn from the findings of this study, the following recommendations are offered:

- A major recommendation which has a significant bearing for public administration and policy space is that a coherent formalised internationalisation policy needs to be developed at CPUT, in order to guide the process and determine who is ultimately responsible for overseeing it.
- The university needs to update its draft strategic plan for internationalisation and have it endorsed as an approved strategy by relevant committees or forums. Once the formal plan for internationalisation has been approved, a senior administrative leader needs to oversee the formation of a high level, interdisciplinary group of members of faculties and administrators who are accorded the authority and resources to oversee the implementation of the plan.
- In order to enable the university to implement its strategic plan for internationalisation in a sufficiently comprehensive manner, an appropriate committee which comprises representatives from the Executive Management, the Office of International Affairs, the various academic faculties, the research centres and units, the curriculum development units, and the Quality Management Directorate needs to be formed and to sit at intervals of not more than three months, to report progress which has been made in relation to set targets, in accordance with the strategic plan for internationalisation.
- The university needs to improve its orientation procedures for foreign students and to include orientation in the use of the facilities of the university and how to gain access to them. The university should enforce the integration of internationalisation into the strategic plans of individual academic units, such as schools or departments, in order to increase the engagement of members of academic faculties, by aligning the plans of the university as a whole for internationalisation with the priorities of individual academic disciplines.
- Examine how the institution's international strategy aligns most effectively with national policies and involve stakeholders in the design of institution's internationalisation strategy.
- Set an evaluation framework and define a wider range of evaluation instruments so as to assess the impacts of your institution's internationalisation strategy.

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APPENDICES

APPENDIX A: QUESTIONNAIRE ADMINISTERED TO MEMBERS OF STAFF



Stakeholders' perceptions of the internationalisation of a university of technology.

STAFF QUESTIONNAIRE

This study examines the internationalisation of higher education institution in South Africa at the institutional levels in which it takes Cape Peninsula University of Technology as a case study. This questionnaire is designed to investigate how internationalisation of higher education is perceived and implemented from the perspectives of three groups of institutional stakeholders at CPUT namely postgraduate students, faculty members (academics) and administrative staff. The research is expected to bring about a comprehensive and insightful look at the practices, priorities and new developments of the internationalisation of CPUT, from which it will propose policy suggestions, contributing to further promoting this process in CPUT particularly and in South African higher education system generally.

Please assist us by completing and returning this questionnaire. **It is promised that your responses will be strictly confidential and the questionnaire is anonymous** it will be used for academic purposes only.

We thank you in advance on your time and effort in filling out this questionnaire.

Should you require additional information concerning this research study or further clarity, you may contact the researcher as per the following:

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STAFF QUESTIONNAIRE

SECTION A: Biographical Data

This section deals with some personal information that will be required to assist in this research. Please note that this is a confidential and voluntary questionnaire.

1. YOUR AGE	
18 - 30	01
31 - 40	02
41 - 49	03
50 & above	04

2.GENDER	
Female	01
Male	02

3. CITIZENSHIP	
South African	01
International	02
Staff Exchange (National)	03
Staff Exchange (International)	04

4. STAFF CATEGORIES	
Academics	01
Administration	02
Academic support staff	03
5. Faculties	

Business and Management Sciences	01
Health and Wellness Sciences	02
Engineering	03
Informatics and Design	04
Education	05
Applied Sciences	06
Not in the Faculty	07

Definition of key term: Internationalisation of higher education in theory is the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.

KEYS:

Strongly disagree	1
Disagree	2
Undecided	3
Agree	4
Strongly agree	5

SECTION B: CURRENT STATUS ON INTERNATIONALISATION PROCESSES AT CPUT

For each of the following statements, please (x) check the most appropriate answer.

At my university, with respect to internationalisation:	Strongly disagree	disagree	Undecided	agree	Strongly agree
6. High priority is given to its objectives	1	2	3	4	5
7. Appropriate policies have been formulated	1	2	3	4	5
8. Strategies are implemented throughout the institution	1	2	3	4	5
9. There is an office which is	1	2	3	4	5

responsible for overseeing the implementation of internationalisation strategies					
10. Provision is made in the budget of the institution for the implementation of internationalisation strategies	1	2	3	4	5

SECTION C: CURRENT PRACTICES TOWARDS INTERNATIONALISATION OF HIGHER EDUCATION INSTITUTION

At my university, internationalisation prioritises:	Strongly disagree	disagree	Undecided	agree	Strongly agree
11. Opportunities for outgoing mobility for students	1	2	3	4	5
12. The acceptance of foreign students	1	2	3	4	5
13. Opportunities for outgoing mobility for members of academic staffs and faculties	1	2	3	4	5
14. The recruitment of full-time foreign members of staff	1	2	3	4	5
15. International collaboration in research	1	2	3	4	5
16. International agreements between institutions	1	2	3	4	5
17. Cross-border collaborative degree programmes	1	2	3	4	5
18. The use of information and communications technology for distance education	1	2	3	4	5
19. The use of foreign curricula	1	2	3	4	5

20. Striving to promote the development of the international reputation of the institution	1	2	3	4	5
21. Promoting a multicultural environment on the campus	1	2	3	4	5
22. Integrating elements of internationalisation into official university documents	1	2	3	4	5
23. Developing facilities for students which are conducive to internationalisation or making foreign students feel at home	1	2	3	4	5
24. Providing support services to foreign students	1	2	3	4	5

SECTION D: RATIONALS TOWARDS INTERNATIONALISATION OF HIGHER EDUCATION INSTITUTION

	Strongly disagree	disagree	Undecided	agree	Strongly agree
At my university, internationalisation:	1	2	3	4	5
25. Improves the quality of education	1	2	3	4	5
26. Achieves excellence in research	1	2	3	4	5
27. Promotes intercultural and international awareness	1	2	3	4	5
28. Promotes regional collaboration	1	2	3	4	5
29. Promotes national culture and values	1	2	3	4	5
30. Increases the international visibility and reputation of the university	1	2	3	4	5
31. Increases the competitiveness of the university	1	2	3	4	5
32. Promotes brain gain	1	2	3	4	5

33. Facilitates the training of graduates to enable them to work in environments outside of South Africa	1	2	3	4	5
34. Enables strategic partnerships and alliances to be forged	1	2	3	4	5
35. Generates revenue and diversifies the sources of the university's financial resources	1	2	3	4	5
36. Enables the demands of the global economy to be met	1	2	3	4	5
37. Enables the demands of the African regional economy to be met	1	2	3	4	5

SECTION E: PERCEIVED RISKS ASSOCIATED WITH INTERNATIONALISATION OF HIGHER EDUCATION INSTITUTION

At my university, internationalisation:	Strongly disagree	disagree	Undecided	agree	Strongly agree
38. Increases the likelihood of the university becoming a degree mill for foreign students	1	2	3	4	5
39. Contributes to decreasing the quality of education	1	2	3	4	5
40. Contributes to a loss of cultural and national identity	1	2	3	4	5
41. Increases inequalities in access to educational opportunities	1	2	3	4	5
42. Results in a brain drain	1	2	3	4	5
43. Results in excessive priority being given to the recruitment of fee-paying foreign students	1	2	3	4	5
44. Threatens the cultural values of the host society	1	2	3	4	5

SECTION F: CHALLENGES TOWARDS INTERNATIONALISATION IN HIGHER EDUCATION

The following factors militate against the implementation of internationalisation strategies at my university:	Strongly disagree	disagree	Undecided	agree	Strongly agree
45. A lack of financial resources	1	2	3	4	5
46. A shortage of highly skilled members of academic and administrative staffs	1	2	3	4	5
47. A lack of facilities which are conducive to internationalisation	1	2	3	4	5
48. The lack of an overall strategy to facilitate the implementation of appropriate strategies	1	2	3	4	5
49. A lack of interest, participation, and concerted effort on the part of students and members of academic and administrative staffs at the university	1	2	3	4	5
50. The lack of an appropriate institutional policy to guide the process	1	2	3	4	5
51. A lack of sufficiently trained members of staff to guide the process	1	2	3	4	5
52. A lack of understanding of what the process entails	1	2	3	4	5
53. A shortage of reliable and comprehensive information pertaining to internationalisation	1	2	3	4	5
54. Competing priorities	1	2	3	4	5

SECTION G: IMPORTANT ROLE OF INSTITUTIONAL STAKEHOLDERS TOWARDS INTERNATIONALISATION.

The roles of the following stakeholders are particularly crucial for promoting internationalisation:	Strongly disagree	disagree	Undecided	agree	Strongly agree
55. Students	1	2	3	4	5
56. Members of the academic staff	1	2	3	4	5

57. Members of the administrative staff	1	2	3	4	5
58. The leadership and management of the university	1	2	3	4	5

SECTION H: EFFECTS OF INTERNATIONALISATION UPON TEACHING AND LEARNING

The following statements reflect the university's stand in terms of teaching and learning components of internationalisation.	Strongly disagree	disagree	Undecided	agree	Strongly agree
59. Many of CPUT's curricula aim to teach from a South African perspective only	1	2	3	4	5
60. Most of CPUT's curricula are sufficiently flexible to accommodate international trends	1	2	3	4	5
61. CPUT's curricula have a definite international dimension to expose students to global perspectives	1	2	3	4	5
62. Members of academic faculties participate actively in the designing of their curricula	1	2	3	4	5
63. More than 50% of the departments at CPUT have transformed international curricula	1	2	3	4	5
64. Very few departments have transformed international curricula	1	2	3	4	5
65. CPUT has a formalised strategy to transform research to meet international standards	1	2	3	4	5
66. CPUT has a strategy to transform teaching and learning to meet international standards	1	2	3	4	5
67. Graduates from CPUT are equipped with professional skills and knowledge which are relevant to international requirements	1	2	3	4	5
68. Faculties participate actively in the implementation of internationalisation strategies at CPUT	1	2	3	4	5

69. International enrolments constitute an integral component of the overall enrolment management strategy of CPUT	1	2	3	4	5
70. Joint degree programmes have been established with partner institutions in other countries	1	2	3	4	5
71. Internationally-oriented courses help students to develop global awareness.	1	2	3	4	5

Thank you for your time and care in filling this questionnaire

APPENDIX B: QUESTIONNAIRE ADMINISTERED TO STUDENTS



Stakeholders' perceptions of the internationalisation of a university of technology.

QUESTIONNAIRE

This study examines the internationalisation of higher education institution in South Africa at the institutional levels in which it takes Cape Peninsula University of Technology as a case study. This questionnaire is designed to investigate how internationalisation of higher education is perceived and implemented from the perspectives of three groups of institutional stakeholders at CPUT namely postgraduate students, faculty members (academics) and administrative staff. The research is expected to bring about a comprehensive and insightful look at the practices, priorities and new developments of the internationalisation of CPUT, from which it will propose policy suggestions, contributing to further promoting this process in CPUT particularly and in South African higher education system generally.

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Supervisor: Ms A Whitaker

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Male	02

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South African	01
International	02
Staff Exchange (National)	03
Staff Exchange (International)	04

4. Students	
Undergraduate	01
Postgraduate: Masters	02
Doctorate	03
Exchange Student	04

5. Faculties	
Business and Management Sciences	01
Health and Wellness Sciences	02
Engineering	03
Informatics and Design	04
Education	05
Applied Sciences	06

Definition of key term: Internationalisation of higher education in theory is the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education.

KEYS:

Strongly disagree	1
Disagree	2

Undecided	3
Agree	4
Strongly agree	5

SECTION B: PERCEPTIONS OF STUDENTS OF INTERNATIONALISATION AT CPUT

In my university	Strongly disagree	disagree	Undecided	agree	Strongly agree
6. Campus culture supports the presence of foreign students	1	2	3	4	5
7. Campus culture supports the presence of foreign lecturers	1	2	3	4	5
8. The university allocates sufficient resources to support international travel to conferences	1	2	3	4	5
9. Faculties participate actively in establishing programmes which endeavour to promote awareness of global concerns on the campus	1	2	3	4	5
10. Projects which make extensive use of foreign international students as assets of the university are carried out regularly	1	2	3	4	5
11. Active participation in activities which promote the internationalisation agenda of the university is perceived to constitute one of the criteria for promotion for members of faculties	1	2	3	4	5
12. The unique needs of foreign students are met on the campus of CPUT	1	2	3	4	5
13. Scholarships are available for foreign students	1	2	3	4	5
14. Many foreign students would recommend CPUT to other students from their home countries	1	2	3	4	5
15. Faculties are encouraged to include international perspectives in their courses	1	2	3	4	5
16. Most students graduate with an awareness of global concerns	1	2	3	4	5
17. The orientation programme for foreign students is adequate	1	2	3	4	5
18. Interaction between foreign and South African students and between foreign and South African members of faculties is encouraged, both inside and outside of the lecture hall	1	2	3	4	5
19. There is genuine commitment to internationalisation at CPUT	1	2	3	4	5
20. Departments explicitly encourage students to engage in activities which promote the internationalisation agenda of CPUT	1	2	3	4	5

Thank you for your time and care in filling this questionnaire

APPENDIX C: LETTER OF INFORMED CONSENT



LETTER OF INFORMED CONSENT

TITLE OF RESEARCH THESIS

Stakeholders' perceptions of the internationalisation of a university of technology.

PRINCIPAL RESEARCHER: Fundile Simane

CONTACT NUMBER: 0828798230. **EMAIL:** 216121183@mycput.ac.za

I, (Full name in print) hereby give consent for data to be collected from me by means of interviews and/or questionnaire to be used in the research study. Permission to record the interview has been requested, and I am aware that I may refuse to have our conversation or part of the conversation tape-recorded.

I understand that participation is voluntary, that I may refrain from answering any or all questions with which I might feel uncomfortable and that I have the right to withdraw from the study at any time if I so wish. Information gathered from the study will be handled with confidentiality and pseudonyms will be used to protect respondents' identities.

I am assured that the information will be used for research purpose only and I am reassured that there are no risks involved in participating in the study. I understand that my contribution will form part of this study.

I agree to voluntarily participate in this research study by completing this form.

Signed onthis day of

at

**APPENDIX D: IN-DEPTH INTERVIEW SCHEDULE
INTERVIEW GUIDE**

Date:

Participant:

INTERVIEW SCHEDULES

INTERVIEW SCHEDULE FOR INTERNATIONAL OFFICE

1. What indicators have you identified for your institution towards internationalisation?

.....
.....

2. What rationales does your institution have for internationalisation?

.....
.....

3. What institutional strategies and approaches have you adopted towards internationalisation?

.....
.....

4. Do you have any specific strategies to attract a greater number of international students?

.....
.....

5. Does your institution or Office have a specific policy relating to international students or internationalisation, and more specifically, regarding the following aspects:

.....

- Specific programmes for international students?

.....

- Services for international students?

.....

- International students from overseas?

.....

- International students from Africa?

.....

- International students from SADC?

.....

- Fee structures for international students and its relation to the state subsidy.

.....

- An international student quota

-
- Funding for international students?
-

6. Where do the majority of your international student populations originate from? Can you explain this?

.....

7. How do local students view international students? Do you have any strategies to integrate international and local students?

.....

8. Do you think that your institution may have to face with risks and challenges when it promotes the internationalisation? If yes, what are the possible risks and why? (Institutional risks).

.....

9. In your opinion, what are the difficulties or obstacles to internationalisation your institution is having? (Institutional obstacles)

.....

10. Does your institution have geographical preferences when promoting internationalisation strategies or programs? If yes, how are they and why?

.....

11. What programs should be more actively promoted in the internationalisation process of your institution in the coming time? Why? (Program strategies)

.....

12. What organizational factors should be prioritized for your institution to be more internationalised? Why? (Organizational strategies)

.....

13. How do you perceive internationalisation in Higher Education?

Follow up questions:

- To what extent is your higher education institution internationalised?

.....

- How do they plan to enhance internationalisation?

.....

14. How important is the impact of student mobility programs in the internationalisation process of higher education?

.....

INTERVIEW SCHEDULE FOR DEANS OF FACULTIES OR HODs OF SCHOOLS

1. How do you perceive the presence of international students in your faculty?
.....

2. What is the view of your faculty regarding international students?
.....

3. What special needs do the international students have, for example, language?
.....

4. What measures has your faculty created to cater for their special needs?
.....

5. What are the major programmes for study by international students in your faculty?
Can you explain this?
.....

5. In general, how do international students perform as compared to local students?
.....

6. What are the advantages and disadvantages of international students to your faculty and institution?
.....

7. How may local students benefit from international students?
.....

8. Is there any faculty-based funding for international students?
.....

INTERVIEW SCHEDULE FOR SENIOR INTERNATIONAL STUDENTS (POSTGRADUATE & EXCHANGE)

1. Why did you not pursue your studies in your home country?
.....

2. Why did you decide to come to study in South Africa?
.....

3. Before coming to South Africa, what were your three biggest concerns?
.....

4. Why did you choose to study at this university?
.....

5. What were your expectations of this university? Have these been met?
.....

6. What is your impression of the way in which this university views and treats international students?
.....

7. Upon arrival in this town, what was your first point of contact with the university?

.....

8. Was the student orientation programme adequate?

.....

9. What is your impression of the quality of academic staff and programmes offered here?

.....

10. How do the local South African students interact with you academically and socially?

.....

11. What is your opinion of the services available to international students e.g. medical, counseling, sports?

.....

12. In your opinion, how can this institution attract more international students?

.....

13. Would you recommend this institution to other students from your home country and why?

.....

APPENDIX E: STAFF COMPONENT MATRIX

Component Matrix^a					
Current status on internationalisation processes at CPUT		Component			
SECTION B		1	2		
[6. Is a high priority		0.701	-0.521		
[7. Policy has been elaborated		0.812	-0.318		
[8. Strategy is institution-wide		0.829	-0.120		
[9. Has an office with overall responsibility for overseeing the implementation of the internationalisation strategy		0.604	0.677		
[10. Has a specific budgetary provision made for implementing the internationalisation strategy		0.731	0.429		
Extraction Method: Principal Component Analysis.					
a. 2 components extracted.					
Current practices towards internationalisation of higher education institution		Component			
SECTION C		1	2	3	4
[11. Outgoing mobility opportunities for students.		0.562	-0.235	0.150	0.628
[12. Acceptance of foreign students		0.333	0.637	0.046	0.492
[13. Outgoing mobility opportunities for staff and faculty members		0.626	-0.235	0.218	0.238
[14. Recruitment of full-time foreign staff members		0.511	0.495	-0.282	0.079
[15. International research collaboration		0.640	0.237	0.548	-0.285
[16. International institutional agreements		0.644	0.215	0.570	-0.260
[17. Cross-border collaborative degree programmes		0.697	-0.355	0.289	0.110
[18. Use of Information Communication Technology for distance education		0.661	-0.437	-0.054	-0.090
[19. Use of foreign curriculum		0.512	-0.414	-0.207	-0.076
[20. Striving for development of the institution's reputation internationally		0.680	0.156	-0.147	-0.211
[21. Promoting a multi-cultural environment on campus		0.661	0.226	-0.211	-0.244
[22. Integrating internationalisation elements into official university documents		0.763	-0.147	-0.347	-0.142
[23. Developing facilities for students conducive to internationalisation or making international students feel at home		0.759	0.078	-0.302	0.045
[24. Support services for students		0.710	0.098	-0.191	0.062
Extraction Method: Principal Component Analysis.					
a. 4 components extracted.					
Rationales towards internationalisation of higher education institution		Component			
SECTION D		1			
[25. Improve the quality of education		0.741			
[26. Achieve research excellence		0.821			
[27. Promote intercultural and international awareness		0.828			
[28. Promote regional collaboration		0.819			
[29. Promote national culture and values		0.763			
[30. Improve the international visibility and reputation of the university		0.848			
[31. Increase the competitiveness of the institution		0.878			

[32. Result in brain gain	0.696
[33. Train graduates with an ability to work in international environments	0.807
[34. Develop strategic partnerships and alliances	0.813
[35. Generate revenue and diversify financial resources for the institution	0.669
[36. Meet the demands of the global economy	0.813
[37. Meet the demands of the African regional economy	0.766

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Perceived risks associated with internationalisation of higher education institution	Component
SECTION E	1
[38. Increasing the number of foreign 'degree mills'] In my university internationalisation is:	0.444
[39. Decreasing the educational quality] In my university internationalisation is:	0.527
[40. Leading to a loss of cultural and national identity] In my university internationalisation is:	0.876
[41. Increasing the inequalities in access to educational opportunities] In my university internationalisation is:	0.825
[42. A cause of brain drain] In my university internationalisation is:	0.878
[43. Leading to too much focus on the recruitment of fee-paying international students] In my university internationalisation is:	0.809
[44. Threatening the cultural values of the host society] In my university internationalisation is:	0.853

Extraction Method: Principal Component Analysis.

a. 1 components extracted.

Challenges towards internationalisation in higher education	Component		
	1	2	3
SECTION F			
[45. Lack of financial resources] My university is faced with the following challenges regarding its implementation of internationalisation:	0.433	0.400	0.603
[46. Lack of highly skilled human resources, both academic and administrative staff] My university is faced with the following challenges regarding its implementation of internationalisation:	0.657	-0.209	0.498
[47. Lack of conducive facilities] My university is faced with the following challenges regarding its implementation of internationalisation:	0.620	-0.300	0.521
[48. Lack of overall strategy to facilitate the] My university is faced with the following challenges regarding its implementation of internationalisation:	0.728	0.359	0.038
[49. Lack of interest, involvement and concerted efforts on the part of students, faculty members and staff in the institution] My university is faced with the following challenges regarding its implementation of internationalisation:	0.594	0.510	-0.159
[50. Lack of institutional policy to guide the] My university is faced with the following challenges regarding its implementation of internationalisation:	0.690	0.478	-0.144

[51. Insufficiently trained staff to guide the process] My university is faced with the following challenges regarding its implementation of internationalisation:	0.786	-0.127	-0.220
[52. Lack of understanding of what is involved in the process] My university is faced with the following challenges regarding its implementation of internationalisation:	0.765	-0.151	-0.435
[53. Lack of reliable and comprehensive information] My university is faced with the following challenges regarding its implementation of internationalisation:	0.794	-0.268	-0.337
[54. Competing priorities] My university is faced with the following challenges regarding its implementation of internationalisation:	0.553	-0.570	0.050
Extraction Method: Principal Component Analysis. a. 3 components extracted.			

Important role of institutional stakeholders towards internationalisation.	Component
	1
SECTION G	
[55. Students] The following actor's roles in promoting internationalisation is very important:	0.817
[56. Academic staff] The following actor's roles in promoting internationalisation is very important:	0.870
[57. Administrative staff] The following actor's roles in promoting internationalisation is very important:	0.872
[58. Leaders and management of the institution] The following actor's roles in promoting internationalisation is very important:	0.858
Extraction Method: Principal Component Analysis. a. 1 components extracted.	

Internationalisation effects towards teaching and learning	Component			
	1	2	3	4
SECTION H				
[59. Much of CPUT's curriculum is aimed at teaching from a South African perspective only] The following statements reflect the university's position in terms of the teaching and learning components of internationalisation:	-0.463	0.556	0.185	0.245
[60. Most of CPUT's curriculum is flexible enough to accommodate international trends] The following statements reflect the university's position in terms of the teaching and learning components of internationalisation:	0.679	-0.450	0.020	-0.022
[61. CPUT's curriculum has a strong international dimension to expose students to global perspectives] The following statements reflect the university's position in terms of the teaching and learning components of internationalisation:	0.703	-0.237	0.067	-0.058
[62. Academic members of faculty are fully involved in designing the curriculum] The following statements reflect the university's position in terms of the teaching and learning components of internationalisation:	0.464	-0.100	0.583	0.343

[63. More than 50% of the Departments at CPUT have a transformed international curriculum] The following statements reflect the university's position in terms of the teaching and learning components of internationalisation:	0.751	-0.229	0.287	0.054
[64. Very few Departments have a transformed international curriculum] The following statements reflect the university's position in terms of the teaching and learning components of internationalisation:	-0.459	0.362	0.177	-0.050
[65. CPUT has a strategy in place to transform research to meet international standards] The following statements reflect the university's position in terms of the teaching and learning components of internationalisation:	0.575	0.628	-0.084	-0.266
[66. CPUT has a strategy to transform teaching & learning to meet international standards] The following statements reflect the university's position in terms of the teaching and learning components of internationalisation:	0.645	0.488	-0.127	-0.346
[67. Graduates from CPUT have professional skills and knowledge relevant to international needs] The following statements reflect the university's position in terms of the teaching and learning components of internationalisation:	0.723	0.111	0.170	-0.382
[68. Faculties participate in the institution's implementation of internationalisation] The following statements reflect the university's position in terms of the teaching and learning components of internationalisation:	0.695	0.205	0.228	0.123
[69. International enrolments are part of the overall enrolment management strategy] The following statements reflect the university's position in terms of the teaching and learning components of internationalisation:	0.535	-0.029	-0.500	0.455
[70. Joint degree programs have been established with partner institutions in other countries] The following statements reflect the university's position in terms of the teaching and learning components of internationalisation:	0.592	0.162	-0.536	0.260
[71. Internationally-oriented courses assist students in developing global awareness.] The following statements reflect the university's position in terms of the teaching and learning components of internationalisation:	0.263	0.515	0.202	0.445
Extraction Method: Principal Component Analysis. a. 4 components extracted.				

APPENDIX F: STUDENT COMPONENT MATRIX

Component Matrix ^a		
SECTION B	Component	
	1	2
[6. Campus culture supports the presence of international students] In my university	0.600	0.579
[7. Campus culture supports the presence of international lecturers] In my university	0.525	0.649
[8. Supporting resources exist on campus to support international travel to conferences] In my university	0.676	- 0.261
[9. Faculties are involved in establishing programmes that regularly address international issues on campus] In my university	0.735	- 0.076
[10. Projects using international students as campus resources are conducted regularly] In my university	0.738	- 0.355
[11. International involvement is viewed positively in meeting the promotion criteria for faculty] In my university	0.729	- 0.151
[12. The unique needs of international students are addressed on campus] In my university	0.723	0.138
[13. Scholarships are available for international students] In my university	0.656	- 0.163
[14. Many international students would recommend this institution to other students from their home countries] In my university	0.617	0.296
[15. Faculties are encouraged to include international perspectives in their courses] In my university	0.667	0.138
[16. Most students graduate with an awareness about global issues] In my university	0.612	0.153
[17. The international student orientation programme is adequate] In my university	0.675	- 0.437
[18. Interaction with domestic students and faculty both inside and outside of the classroom is encouraged] In my university	0.602	0.123
[19. There is a genuine commitment to internationalisation] In my university	0.814	- 0.100
[20. Departments strongly promote student engagement in internationalisation] In my university	0.805	- 0.176
Extraction Method: Principal Component Analysis.		
a. 2 components extracted.		

APPENDIX G: FACULTY RESEARCH ETHICS CERTIFICATE



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Symphony Road Bellville 7535

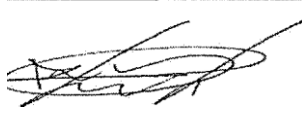
Office of the Chairperson Research Ethics Committee	Faculty: BUSINESS
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At a meeting of the Research Ethics Committee on 17 August 2016, Ethics Approval was granted Fundile Simane for research activities

Related to the MTech/DTech: Master of Public Administration the Cape Peninsula University of Technology

Title of dissertation/thesis: Comments:	<p style="text-align: center;">STAKEHOLDERS' PERCEPTIONS OF THE INTERNATIONALISATION OF A UNIVERSITY OF TECHNOLOGY</p> <p style="text-align: center;">Supervisor: Dr SB Ngcamu</p>
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Decision: APPROVED

 Signed: Chairperson: Research Ethics Committee	17 AUGUST 2016 <hr/> Date
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APPENDIX H: PERMISSION TO CONDUCT RESEARCH AT CPUT

Office of the Deputy Vice-Chancellor: Research, Technology Innovation & Partnerships
Bellville Campus
P O Box 1906
Bellville 7535
Tel: 021-9596242
Email: NhlapoC@cput.ac.za

14 September 2016

Mr Fundile Simane
P.O Box 1906,
Bellville,
7535

Email: fundilesimane@gmail.com

Dear Mr Simane

RE: PERMISSION TO CONDUCT RESEARCH AT CPUT

The Institutional Ethics Committee received your application entitled "Stakeholders' perceptions of the internationalisation of a university of technology", together with the dossier of supporting documents.

Permission is herewith granted for you to do research at the Cape Peninsula University of Technology.

Wishing you the best in your study.

Sincerely



PO Box 1906 Bellville 7535 South Africa
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