

**A CONCEPTUAL AND ORGANISATIONAL
FRAMEWORK FOR INTERNATIONALISATION
AT A SELECTED SOUTH AFRICAN
UNIVERSITY**

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3302415



A thesis submitted in full fulfilment of the requirements for a Doctoral degree in
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ABSTRACT

Internationalisation is an important worldwide phenomenon, and amongst others, presents as a major trend in higher education and continues to be on the agenda of higher education providers worldwide. It is significant for the sustainability of higher education at a national level, and subsequently, the contribution that higher education makes to the development of a nation, its people and its ability to compete in the global market. Internationalisation within universities continues to develop apace as institutions move from equating international strategies with international student recruitment to developing mature internationalisation agendas that incorporate recruitment, research collaborations and capacity-building. The main aim of this study was to develop a conceptual and organisational framework for the internationalisation of higher education at the University of the Western Cape, South Africa. The study adopted an explanatory sequential mixed-methods design, which sought to address the various factors associated with the educational experiences of international students at the University of the Western Cape (UWC). The study was conducted in three different phases: the first phase determined the factors associated with the educational experiences of international students enrolled at the University of the Western Cape. The second phase entailed an investigation into the perspectives of key stakeholders in the educational sector regarding the internationalisation of higher education, while the third phase sought to reach consensus on a proposed conceptual and organisational framework for internationalisation at the University of the Western Cape. The first phase of the study included 256 international students at the University of the Western Cape, and data was collected by means of a survey. The Statistical Package for Social Sciences (SPSS) version 26 was used to analyse the data, incorporating both descriptive and inferential statistics. The Chi square test was used to determine the variables associated with international students' educational experiences. In the second phase of the study, data was collected by

means of structured interviews conducted with 15 international students and 14 key stakeholders at the University of the Western Cape. Thematic analysis was applied for qualitative data analysis. During the third phase of the study, consensus was reached on the proposed organisational framework by seven experts. From the first phase of the study, the findings showed that international students find it difficult to write their papers and to participate in class discussions. In addition, international students experience more challenges or difficulties with cultural integration, with feelings of perceived discrimination and of generally being felt or considered to be outsiders. The results from the second phase of the study showed that international students are unhappy about the security or safety issues at the institution, the non-professional display by the administrative staff, and the thesis supervisors in the greater attention that they give to the internal students, cultural or language shocks, the accommodation system and their difficulty to process the necessary documents in order to acquire study visas. The stakeholders, on the other hand, viewed the student exchange programmes as an important means to improve the national reputation of the institution. The findings from the first and second phases informed the development of an organisational and conceptual framework on the internationalisation of Higher Education at the University of the Western Cape.

Keywords: Internationalisation/policy, education sector, international students, acculturation, social connectedness, English fluency, higher education, government, stakeholders and globalisation.

DECLARATION

I hereby declare that this thesis, **A Conceptual and Organisational Framework for Internationalisation at a Selected South African University**, is my own work and that it has not been submitted, or any part of it, for any degree or examination in any other university, and that all the resources that I have used or quoted from have been indicated and acknowledged by means of a complete referencing system.

Signature:



Arowoia, Ayorinde I.



Witness:



Prof JS Phillips

DEDICATION

This thesis is dedicated to God Almighty for having made this study possible; to my Mum, Mrs Mopelola Arowoia, and late Dad, the late Chief Israel Ayeyemi Arowoia; and to a great and supportive partner - Big Joe - you are simply amazing!

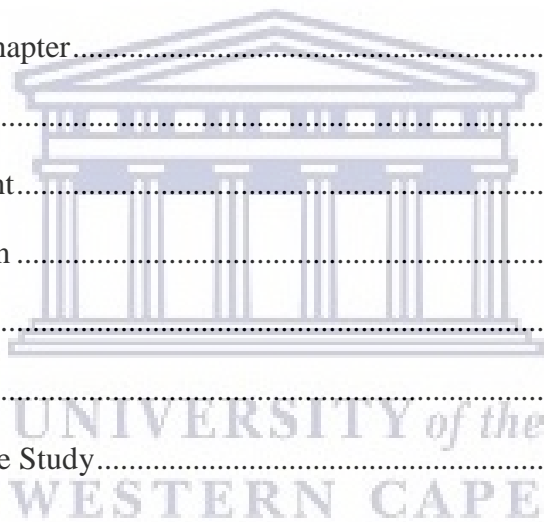


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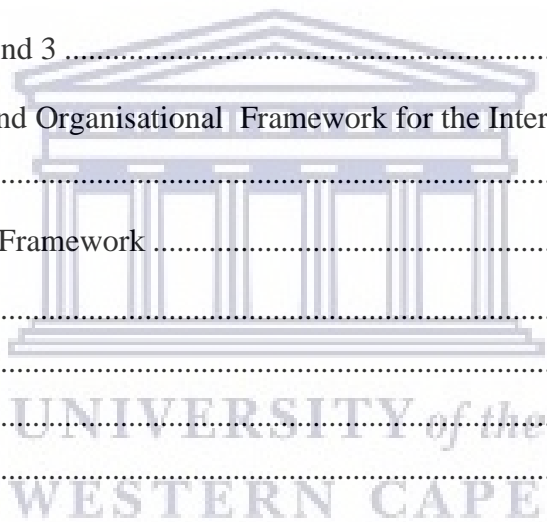
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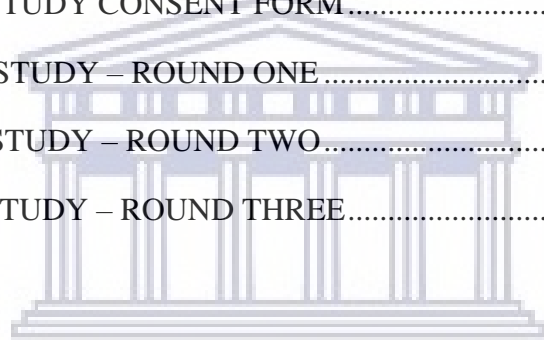
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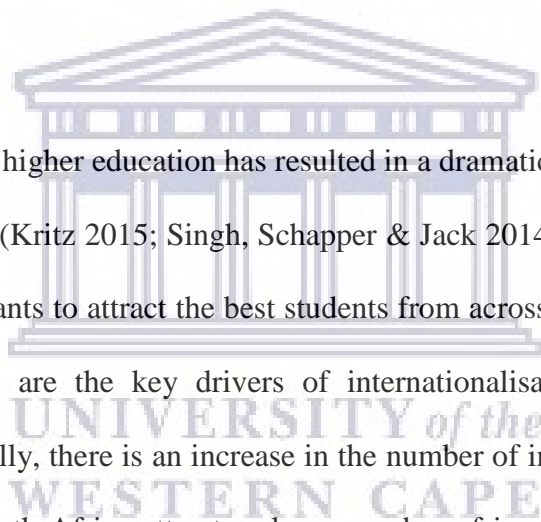
1. CHAPTER ONE: INTRODUCTION

1.1. Introduction to Chapter

This chapter outlines the rationale and background of the study. It provides an overview of internationalisation, the internationalisation of higher education and the impact of globalisation on the internationalisation of higher education. The critical impacts of international students on institutions and the roles that institutions of higher education should play are highlighted. The problem statement, aims of the study, objectives, as well as the significance of the study, are outlined in this chapter.

1.2. Background

The internationalisation of higher education has resulted in a dramatic increase in the mobility of students across borders (Kritz 2015; Singh, Schapper & Jack 2014; Verbik & Lasanowski, 2012). Every university wants to attract the best students from across the world for study and research; and universities are the key drivers of internationalisation (David, Motala & Resensburg, 2015). Annually, there is an increase in the number of international students that travel to South Africa. South Africa attracts a large number of immigrants, especially from other African countries. The South African Department of Health reported in 2016 that there are 73,895 international students in South Africa. To a large extent, South Africa's ability to attract African international students can be attributed to the comparatively higher standard of higher education, the political and economic stability of the country, as well as the imperative of the 1997 SADC Protocol on Education and Training (Department of Home Affairs, 2017). Internationalisation has led to an increased rise in the globalisation of education and this has become an important dimension in higher education policy, which exists at the institutional and national levels (Van der Wende, 2010). The internationalisation of higher education is a



“response to globalisation” (Allen & Ogilvie, 2014; Van der Wende, 2010; Rouhani, 2009) and has also been contextualised as an integral part of strategic planning initiatives in universities around the world, occurring within the context of globalisation (Allen & Ogilvie, 2014).

The term ‘internationalisation of higher education’ is quite a complex and contested concept. For some, internationalisation of higher education is related to the provision of education in relation to the networks of universities spread across the globe. For others, it refers to the internationalisation of knowledge, in that the production of knowledge is harmonised through the creation of unified global research communities (Knight, 2015). Knight (2016) refers to the internationalisation of higher education as one way in which educational institutions respond to the impact of globalisation. This includes ways in which they respond to the individuality and cultural identities of migrant students in their organisation and the provision of higher education in terms of teaching, learning and other support services (Knight, 2016). This definition suggests that internationalisation is an active and interlinked process that includes integration and contributes to the financial sustainability of the international dimension of the institution. For others, it means the delivery of education to other countries through new arrangements, such as branch campuses or franchises using a variety of face-to-face and distance techniques (Knight, 2010). To many, it means the inclusion of an international, intercultural and/or global dimension into the curriculum and the teaching-learning process. Still, others see internationalisation as a means to improve the national or world rankings of their institution and to recruit the best and brightest of international students and scholars. International development projects have traditionally been perceived as part of internationalisation, and, more recently, the increasing emphasis on trade in higher education is also seen as internationalisation (Knight, 2015).

In recent years, there has been a tremendous surge in the internationalisation of many aspects of education. According to Agbeniga (2017), there are more than one-and-a-half million students study abroad at any one time - the largest proportion of the world's students since the medieval period. Some observers estimate that by 2020, perhaps eight million scholars will travel abroad temporarily or migrate for academic work. Moreover, these students attending universities in the context of a culture different from their own have to contend with novel social and educational organisations, behaviours and expectations – as well as to deal with the problems of adjustment common to students in general. This is difficult enough when the newcomer is aware of the differences in the level of advancement, but even more difficult when the newcomer is unaware and falsely assumes that the new society operates like their home country (Topping & Todman, 2012). Newcomers easily become 'lost in translation'. The collective impact of such unfamiliar experiences on cultural travellers in general has been termed 'culture shock' (Topping & Todman, 2012). Student sojourners are an example of such travellers, increasing in numbers in many English-speaking countries. History has shown that people brought up in one culture have always travelled to other cultures with the purpose of trading, learning, teaching, or converting others (Bovill, Jordan & Watters, 2015).

Upon arrival in a foreign country such as South Africa, international students may encounter many different norms, conflicts and cultural misunderstandings. Sometimes their stress, combined with academic failure, social isolation and the strain of living, may lead to emotional disturbances (Education Policy Unit, 2010). International students have a deficiency of family or community support, while coping with a cultural difference which may become a serious barrier to successful course completion, and in any society, culture provides individuals with normative information about its values and offers guides for behaviour and thoughts (Bovill, Jordan & Watters, 2015).

Sojourners, such as tourists, refugees, immigrants, and international students, initially experience a lack of such normative information and guidance as to how to think and behave in that culture. This information vacuum often leads to a significant amount of life stress (Topping & Todman, 2012). According to Bourn (2011), “international students make up an important group of sojourners, and culture contact is an essential part of their sojourn”. Moreover, universities all over the world seem to be showing a growing interest in attracting more and more international students into their student communities, a trend that is also apparent in South Africa (Woldegiorgis & Doevenspeck, 2015).

International student enrolment serves as a critical marker of a higher education institution’s prestige (Lee, 2010). Despite the current global economic slowdown, the number of students studying outside their home country has risen considerably over the past several decades, and it is likely to continue to grow, and researchers have rarely turned their attention to international postgraduate students (Brown, 2012). Lee and Schoole (2015) highlighted that colleges and universities are increasing their efforts to attract international students as they are acutely aware of the financial, cultural and intellectual benefits that international diversity brings to their institutions and the community at large. They further state that recruiters and marketers from foreign countries now have an ever-increasing presence on campuses worldwide in that they offer attractive alternatives to studying in one’s home country.

However, there are certain challenges associated with the internationalisation of higher education. According to a study by the Australian Bureau of Statistics (2012), there has been a noticeable lack of interaction between domestic and international students, resulting in a sense of isolation. One important source of isolation for international students is, however, from perceptions that domestic students do not know enough about their cultural background (Alsahafi & Shin, 2016). Acculturation practitioners such as the student services staff should understand that some international students will strongly resist the pressure to conform to the

host culture; yet, they will need assistance in the adjustment to a new society and academic environment (Montgomery, 2010). Moreover, researchers have highlighted that the goal of international students is not on socialising *per sé* (Hemsley-Brown & Oplatka, 2015) but on developing deliberate peer academic networks for their professional development. Research conducted by Todman and Topping (2012) reveals that adapting to a new cultural environment, which is known as acculturation, is defined by the International Organization for Migration, (2016) as an event that presents significant social and psychological influences on an ethnic minority. The acculturation process could therefore be described as a multi-dimensional phenomenon - encompassing physical, psychological, financial, spiritual, social and language dimensions (Morosanu, 2010). These empirical findings indicate that psychological problems such as depression, loneliness, and homesickness are commonly encountered by international students during the acculturation process (Yeh et al., 2012; Brunette et al., 2011; Chae & Foley, 2010). Moreover, when these international students find themselves in a new environment with clear differences, many of them may experience a culture shock and some suffer from an inferiority complex as a result of linguistic, social, or racial differences (Brown, 2012). Therefore, the integration of international students will not only help them academically but will also enable them to overcome their social and psychological traumas.

Over the years, internationalisation in higher education has moved from a reactive to a proactive strategic issue, from added value to mainstream, and with a focus, scope and content that has evolved substantially (Allen & Ogilvie, 2014). At the same time, the movement of students and higher education across borders has become a growth industry. The Organization for Economic Cooperation and Development (OECD) estimate that in 2000 there was 30 billion US dollars' worth of educational trade among the OECD countries (OECD, 2011). South Africa is no exception, as the enrolment of international students continues to rise exponentially, as is evident from a study conducted by the International Education Association

of South Africa (IEASA) (2018), where it was outlined that the number of international students studying in South Africa has grown dramatically since 1994, from 12,000 to over 80,000 students in 2018. This number represents nearly eight percent of the total 800,000 students in South Africa's 23 public universities, with South Africa having become the most popular place in Africa in which to study and one of the world's top 20 host destinations for students from the U.S. In addition, the OECD ranked South Africa as 11th in the world as a destination for international students (International Education Association of South Africa (IEASA), 2018). Since 2000, the University of the Western Cape has steeply increased its intake of international students, most of whom come from the African continent. Based on the 2015 academic year statistics, UWC has a total of 20,500 registered students, of which 2,173 are international students (UWC Institutional Planning Unit, 2015). Therefore, the need for an in-depth examination of internationalisation activities at the institution arises. This study therefore seeks to look at the internationalisation of higher education, the rationale behind internationalisation and to develop a framework for internationalisation at the selected university.

1.3. Problem Statement

Travelling to a foreign country has been found to be fascinating and filled with opportunities to learn about oneself and others, but it can also be full of challenges and also be traumatic in that it necessitates responses in dealing with an unfamiliar environment and a different cultural mentality (Ward *et al.*, 2016). Much has been written on the psychosocial and psychological effects that moving to a foreign country has on a person - from immigration to tourism (Rujiprak, 2016; Ward *et al.*, 2016; Briman & Taylor-Ritzler, 2009). These effects also apply to international students in terms of alienation, adjustment and acculturation to the host country in America, Europe and Asian countries, to difficulties with academic performance and mental and physical health (Rujiprak, 2016; Ward *et al.*, 2016; Kondakci, 2011; Sam, 2010). Limited

studies have been conducted to understand the effects of living abroad for international students in Africa, particularly the effect on social connectedness, and acculturative stress experienced by these international students, both in Africa and at the University of the Western Cape, South Africa. Therefore, this research seeks to fill that gap. As internationalisation is seen as encompassing the need of the international students within the context of language difficulties, acculturation, and social connectedness, this study also looks at the delivery of education and the introduction of the global dimension into the curriculum and learning process.

International students are an integral part of many higher learning institutions, and research has found that they encounter more problems than their hosts or local students (Ward *et al.*, 2016). As a consequence of admitting students from different backgrounds (tribes, social classes, religion, cultural ethnicities and nationalities from different countries), universities in South Africa have become increasingly diverse, modern and multi-cultural (Harris, 2012), as is the case with the University of the Western Cape. Whilst there has been a significant amount of research on international students worldwide, there is a paucity of research on international students in South Africa. Therefore, this study aims to fill the gap in the literature with regard to the factors influencing the educational experiences of international students. It also aims to provide a conceptual and organizational framework pertinent to a local South African University.

1.4. Research Question

What should be included in an organisational and conceptual framework for the internationalisation of higher education at a selected South African university?

1.5. Overall Aim

The specific aim of this study is to develop an organisational framework for the internationalisation of higher education at a selected South African university.

1.6. Objectives

The objectives of the study are outlined in three phases:

Phase 1: To investigate the factors associated with the educational experiences of international students at a selected South African university:

- To determine the acculturative stress of international students at a selected South African university;
- To determine the social connectedness of international students at a selected South African university;
- To determine whether associations exist between self-reported English fluency, acculturative stress and social connectedness among international students at a selected South African university.

Phase 2: To investigate key stakeholders' perspectives on the internationalisation of higher education:

- **Educational Sector:** To explore the factors influencing the educational experience of international students at a selected South African university in the Western Cape from various perspectives (i.e., the students, academics, administrators and student organisations).

Phase 3: To develop a conceptual and organisational framework on the internationalisation of higher education at a selected South African university:

- To develop a framework highlighting the internationalisation of higher education at a selected South African university;
- To reach consensus regarding the developed framework.

1.7. Significance of the Study

This study is significant for several reasons. Firstly, South Africa has a significant percentage of the world's "international students" (IEASA, 2018), which, as a result, makes any empirical research into their experiences of value, particularly when their outcomes are directed to an improved outcome for the students and the institutions.

This study seeks to inform the University of the Western Cape, educational dignitaries, stakeholders, international students and society, and the general populace of the various factors influencing the educational experiences of international students. Therefore, the study may prove useful to the university administrators, educators, educating bodies, the physiotherapy departments and the students themselves. This will in turn promote an improved understanding of the rate/level of satisfaction among international students studying at the University of the Western Cape.

This study also addresses the paucity of literature in the educational experiences of the international students at the University of the Western Cape, South Africa.

1.8. Definition of Terms

Acculturation: This can be defined as "the progressive adaptation of elements of a foreign culture by persons, groups or classes of a given culture" (International Organization for Migration (IOM; 2016). This definition refers to the changes groups and individuals undergo when they come into contact with another culture.

Acculturative stress: This is a specific form of stress that represents a growing threat to the health of many populations, particularly international students, as the pace of globalisation continues to accelerate (Chen *et al.*, 2013; Gallagher, 2013).

Globalisation: This is a process of inflow of technology, economy, knowledge, people, values, [and] ideas across borders” (Knight, 2016). Malcolm (2019) on the other hand considers globalisation as part of the environment in which the international dimension of higher education is becoming more important and changing significantly. This is regarded as a catalyst for internationalisation.

Higher education institution means any institution that provides higher education on a fulltime, part-time or distance basis and which is (a) established or deemed to be established as a public higher education institution under the Higher Education Act; (b) declared as a public higher education institution under the Higher Education Act; or (c) registered or conditionally registered as a private higher education institution under the Higher Education Act (Beelen & Jones, 2015).

Internationalisation: This is a process that integrates the international, intercultural and global dimensions into the key functions of a university, as well as into its mode of operation (Knight, 2015). This is a regarded as response to globalisation.

Internationalisation of higher education means an intentional or steered process to integrate or infuse inter-cultural, international and global dimensions into higher education; to advance the goals, functions and delivery of higher education, and thus to enhance the quality of education and research (Beelen & Jones, 2015).

Public higher educational institution means any higher educational institution that is established, deemed to be established or declared as a public higher educational institution under the Higher Education Act (Minister of Higher Education and Training, 2017).

Social connectedness: This is defined as a subjective sense of interpersonal closeness with the social environment, although, this serves as a major source of the need to feel connected to and

understood by others, which is one of the essential psychological needs for optimal psychological growth and well-being (Lee & Robbins, 2015).

Student mobility refers to the movement of students between national territories for academic purposes (Minister of Higher Education and Training, 2017).

Trans-nationalisation comprises “phenomena happening across or beyond the borders of the nation-state, in which the nation-state still plays an important delimitative role and constitutes the point of departure”. The phenomenon often takes place when major corporations create international businesses without attaining the national character of the destination state, and retain the character of the state of origin or the state where they were established (Knight & Lee, 2012).



1.9. Abbreviations used in the Thesis

ASSIS - Acculturative Stress Scale for International Students

CHE - Council on Higher Education

COLISA - the Confederation of Open Learning Institutions of South Africa

DHET - Department of Higher Education and Training

EAIE - the European Association for International Education

ESATI - Eastern Seaboard Association of Tertiary Institutions

FDI - Foreign Direct Investments

FOTIM - the Foundation of Tertiary Institutions in the Northern Metropolis

ICT - Information and Communication Technology

IDI - In-depth interviews

IEASA - International Education Association of South Africa

IOM - International Organization for Migration

ISO - International Students Organisation

ISSO - International Students Services Office

IRO - International Relational Office

NAFSA - Association of International Educators

NCHE - National Commission on Higher Education

OECD - The Organization for Economic Cooperation and Development



SADC - The Southern African Development Community

SAUVCA - The South African University Vice Chancellors' Association

SCS - Social Connectedness Scale

SRFE - Self-reported fluency of English

SPSS - The Statistical Package for Social Sciences

SRC - Student Representative Council

UNESCO - United Nations Educational, Scientific and Cultural Organization

UK – United Kingdom

UKZN - The University of KwaZulu-Natal

URAP - University ranking by academic performance

USA - United States of America

UWC - The University of the Western Cape



1.10. Outline of the Thesis

This thesis is organised into eight chapters and the outline thereof is provided below:

- **Chapter One** presents the background of study by introducing pertinent concepts that encapsulate the broad aim of the study. In addition, the statement of the problem, aims and objectives and significance of the study are included. The definition of terms and the full meaning of the acronyms are included in this chapter.
- **Chapter Two** provides an overview of the literature related to internationalisation and the globalisation of higher education, the rationale for the internationalisation of higher education at the national level and issues of internationalisation of higher education related to the University of the Western Cape and the University of South Africa at large. In addition, the theoretical framework of the study is also alluded to.
- **Chapter Three** presents the methods employed to answer the overall research aim and study objectives. The research setting, research design, population and sampling, data collection methods, research instruments, statistical analysis, and ethics considerations are described in this chapter.
- **Chapter Four** outlines the results of the statistical analysis of the quantitative data that seeks to answer the objectives of the first phase of the study, i.e. the factors associated with the educational experiences of international students at the University of the Western Cape.
- **Chapter Five** outlines the results of the qualitative data that seek to answer the objectives of the second phase of the study that explores the perspectives of key stakeholders on the internationalisation of higher education.
- **Chapter Six** presents an integrated discussion of the results of the two phases, i.e., quantitative and qualitative.

- **Chapter Seven** presents the results of the Delphi study that reached consensus on an appropriate organisational and conceptual framework on higher education at the selected South African university.
- **Chapter Eight** presents a summary, conclusion and recommendations relevant to the study.



2. CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction to Chapter

This chapter presents the review of the literature relevant to the study. Firstly, this chapter covers literature relevant to the internationalisation of higher education globally and then to South Africa specifically. An overview of the literature pertaining to the factors affecting international students and the role of higher education institutions is also provided. The last section of this chapter provides the theoretical framework of the study.

2.2. Overview of the Internationalisation of Higher Education

Higher education across the world is being shaped and transformed by several factors, including internationalisation. The internationalisation of higher education is a transformative and continuous process (Higher Education Academy, 2019). The transformation posed by internationalisation dynamically impacts on the input and the output of the sector. The terms, ‘internationalisation’ and ‘globalisation’, are often use interchangeably, but the internationalisation of higher education is seen as one of the ways a country responds to the impact of globalisation (Maringe & Foskett, 2010), which has become the buzzword in the higher education sector, while internationalisation has become a priority area at the highest strategic level at higher education institutions.

For many decades, students from many countries of the world have been leaving their homes and spending many years studying in foreign lands (Armitage, 2018). In accordance with Bashraheel (2013), being immersed in one country tends to give one a limited view of one’s world. Traveling outside the country will show one how other countries affect and fit into all of humanity. From the vantage point of someone else’s culture, one can truly see one’s own. By being exposed to so many diverse traditions one will come to understand the significance of keeping one’s own traditions alive (Bashraheel, 2013).

While it is possible for students to remain at home and receive a quality education provided by foreign institutions through the internet and other distance education technologies, it is apparent for a multitude of reasons that some students prefer to study on-shore in a foreign land (Harrison, 2012). Some of these reasons include the face-to-face access to lecturing and support staff, and learning and enjoying a new culture and environment. It seems that what students are interested in is an experience that they would not have had if they had stayed at home (Hovey & King, 2012). This includes making new friends, trying new foods, exploring different landscapes, and in many cases learning or improving their skills in a second language (Hovey & King, 2012).

During the 2009 World Conference, the United Nations Educational, Scientific and Cultural Organisation (UNESCO), stated that there were more than 2.5 million students studying outside their own country (UNESCO, 2009). Between 2000 and 2007, the number of international students across the world had more than doubled (UNESCO, 2009). During this time frame, the highest increases in the number of international students occurred in New Zealand, Korea, the Netherlands, Greece, Spain, Italy and Ireland. Other countries with relatively high numbers of international students were South Africa, with 61,000 students of which 71 percent were from Sub-Saharan countries, and the Russian Federation, with 60,000 students, 41 percent of which were from Central Asia (UNESCO, 2009). UNESCO predicted that there may be as many as 7 million international students in higher education by the year 2020 (UNESCO, 2009). The countries with the largest number of international students studying in post-secondary programmes are the USA and UK. The USA is the undisputed leader, with approximately 671,616 foreign enrolments in 2008-9, followed by the UK, with 330,000 registered overseas students. Approximately one half of these students took ESL (English as a Second Language) or its equivalent as a subject or course prior to or simultaneously with their academic studies (Organisation for Economic Co-operation and

Development (OECD), 2011). According to OECD (2011), in 2009, international students represented approximately 15 per cent of the higher education enrolment in UK, compared to less than four per cent (4%) in the USA. This low figure for the USA also reflects the relatively high cost of education in the USA at the time and an extremely subdued marketing campaign by the American higher education providers. The USA still enjoys the highest appeal rating for international students on account of its perceived supremacy overall in living conditions, status and quality of higher education programmes (Van Hook, 2011). In accordance with Hovey and King, 2012, it was stated that there is more overview benefit in studying abroad, ranging from international experiences, lifestyle modes, general exposure of local individuals and families to different people, cultures and lifestyles, the acquisition of a foreign degree, the development of local communities, and much more. In the increasing phase of inflow of knowledge, inter-cultural and global dimensions into the key functions of the university, the need to incorporate internationalisation has now arisen and also the need to look at the internationalisation of the mode of operations in an institution.

International students, who are also referred to as foreign students, are students from abroad who are enrolled for courses at South African colleges or universities and who have been admitted under temporary visas (Montgomery, 2010). In South Africa, both terms are used. The Department of Home Affairs defines a “foreign” student as anyone “who is not a South African citizen, not a permanent resident or does not have diplomatic exemption” (Msengi, 2017). Universities are seen as the “breeding grounds for the skilled individuals whom the continent needs (Msengi, 2017), and international students are an integral part of all institutions in all academic sectors, as many scholars and researchers have been able to describe how globalisation has impacted the higher education setting in various ways (Altbach & Teichler, 2010). The international higher education market has become competitive. South Africa is no exception in this respect, since its economy is the second-largest in Africa and the 34th largest

in the world (International Monetary Fund, 2015), as a large number of students are going abroad to earn higher education degrees (Hemsley-Brown & Oplatka, 2015; Rust & Kim, 2012; Scott, 2012). Almost half of Sub-Saharan students currently choose to study in South Africa, with most of the remainder studying in France, the USA, UK and other European countries (University of Oxford International Strategy Office, 2015). Campbell (2017), in their study of different outlooks in respect of the university's image, found that higher educational institutions need to maintain or develop a distinct image to create a competitive advantage in an increasingly competitive market. This also applies to the University of the Western Cape, as the institution is included among the top 1000 international institutions in the QS World University Rankings for 2019/2020. This comes on top of the university's inclusion in the top 1000 in the 2018 University Ranking by Academic Performance (URAP) ratings, and among the top 800 and top 200 in emerging economies in the Times Higher Education rankings (UWC Prospectus, 2016). The statement by Kritz (2015), "Create an image for your company, or your competitors will do it for you", is equally relevant to the higher education sector. Institutions are becoming more aggressive in their marketing activities and need to be clear about their positioning and the image they wish to convey to their public. Rust and Kim (2012) also suggests that the images that the public forms of higher educational institutions are often limited and might even include inaccurate information. However, these images affect the likelihood of people attending or recommending these institutions to others. An institution's actual quality is often perceived as being "less important than its prestige, or reputation for quality, because it is the university's perceived excellence which, in fact, guided the decisions of prospective students and scholars considering offers". This source suggests that in order to assist in differentiation, the main focus of attention should be on the customer's perception of the service quality (Rust & Kim, 2012). Moreover, in the more recent studies, it has become apparent that South Africa needs to re-examine the responses to some basic questions or issues

if it is to develop a robust push factor that would enable the education sector to maximise the benefits of internationalisation in the context of the knowledge society and to serve local needs, while being an integral part of the global community (IEASA, 2018). According to Musuva, (2015), South African institutions need to pay attention to the emerging trend that requires knowledge to be managed, so that it can be processed and packaged for use in ways that contribute to improving institutional operations and development in the country.

Worldwide, international students are having a significant impact on globalisation, as over three million sojourners are currently pursuing an education overseas (Wildavsky, 2010). The changes that have taken place in higher education globally over the last few years can be referred to as a revolution (Altbach & Teichler, 2010). Today, globalisation and internationalisation are major drivers of change in higher education systems globally (Knight 2015). Globalisation can be defined as the rapid acceleration of cross-border movements of capital, goods, labour, services and information – a process that has intensified since the 1970s as a result of three major factors: cheap energy and transportation; the growth of information and communications technologies (ICT); and the impact of the liberalisation of finances and trade (Hakim-Larson & Menna, 2016). Globalisation has also been described as an ongoing process of deeper integration among countries that has proceeded in stages since the end of World War II (Otlu, 2010). Middlehurst and Woodfield (2017) argue that international education is a direct manifestation of globalisation, concentrating only on its economic drivers, an interpretation that is lacking as a direct response to globalisation. While national and international strategies for remodelling the existing methods and instruments of higher education management must be developed (Felbermayr, Grossmann & Kohler, 2015; Van, 2011), there must also be a drastic change in terms of the responsibilities and resources that should be harnessed in order to shift towards a common model of higher education (Salvatore, 2010). Therefore, the internationalisation of higher education is a response to globalisation.

In higher education, the practices of internationalisation include distance education, the franchisement of educational programmes and degrees, and a global academic marketplace for students (Altbach & Teichler, 2001), joint degree programmes between universities in different locations, language course offerings, international research projects (Schwald, 2012), and the exchange of cultures through teaching, research and other services (Yeh *et al.*, 2012). According to Mabizela (2016), who proposed a customised, working definition of internationalisation in the South African context in November 2016, the internationalisation of South African higher education should be defined by the educational sector as the process of integrating an international, inter-cultural and global dimension into the purpose, functions and delivery of higher education, bearing in mind South Africa's internal development challenges and its responsibilities towards the development of higher education in the region and the continent. According to Ayoun *et al.* (2010), internationalisation is an ongoing process and the educational sector in South Africa should incorporate international, global, and inter-cultural dimensions, and international networks as aspects of internationalisation. Several dimensions to internationalisation have been identified. Rust and Kim (2012) named the four dimensions to the internationalisation of higher education as student mobility, staff development, curriculum innovation, and organisational strategies and responses. On the other hand, Smith and Khawaja (2014) also identified four basic elements in the internationalisation of higher education, but in their case, the flow of new knowledge, the flow of scholars, the flow of students and the content of the curriculum were selected. According to Scott (2012), these dimensions centre around student flows, the flow of academic staff, the flow of ideas, and institutional collaboration. Only two dimensions of internationalisation, namely, international student flows and institutional strategies and responses will determine the limits of the focus of the present study. These two dimensions of internationalisation have become more

prominent in South Africa since the early 1990s, the most noticeable part thereof being the international student influx from the Southern African Development Council (SADC).

Internationalisation is the *Zeitgeist* of the present graduate labour market. The whole exercise of international education hinges on the added value that it presents. Schwald (2012) observes that internationalisation has impacted higher education primarily in two ways: firstly, it has made the higher education sector more competitive, and secondly, it has driven institutions to devise policy prescriptions at the organisational level. The former implies that higher education the world over is viewed as a global marketplace for international students, academics and research funds. Thus, institutions and education providers do not interact with each other in a random fashion; rather they engage in active competition. The latter impact refers to the increasing range and complexity of activities undertaken by higher education institutions. These strategies might be limited in their goal to increase international student enrolment, or these might be more comprehensive and aim to transform the entire ethos of the organisation so that it is internationalised across manifold dimensions.

The understanding that the internationalisation of higher education adds competitive advantage lies in the fact that it drives institutions to incorporate the international element (Salvatore, 2010). This view perceives institutions to be participants in the global marketplace of higher education, as well as in the multi-national job market. Since globalisation necessitates familiarity within the cross-cultural context, it falls to the higher education institutions to prepare the future workforce to meet the demands of global careers. This is because globalisation is inevitable since it increases productivity; furthermore, the more globalised an economy, the more competitive it is (Salvatore, 2010). This view is borne out of the interpretation that internationalisation is part of an inevitable “academic entrepreneurialism” (Knight, 2010).

Internationalisation of higher education has been associated with several benefits. Firstly, one should note the cultural and social impact that this phenomenon is making within the local, regional and even national communities. Secondly, the movement of students and staff among campuses has allowed them to gain new perspectives and become much more aware of the possibilities for cooperation. Thirdly, both students and staff have been able to recognise international opportunities and to be internationally oriented. Last, but not least, the internationalisation of higher education offers a new perspective in terms of quality assurance within universities. In fact, all of the efforts to ensure quality are an integral part of the international higher education environment (Zezeza, 2017).

The question as to why higher education should internationalise has attracted scholarly attention. Some scholars have argued that internationalisation enhances curricula sharing, as academic curricula and products are no longer restricted by national borders (Jowi, Knight & Schoole, 2013). This diffusion of curricula products is crucial in the development of international knowledge, skills and values that guarantee multi-cultural education. Furthermore, the process allows for the utilisation of available capacity around the world to design appropriate content that enables flexible use across different cultures and social backgrounds. It is in the use of such curricula that universities are able to produce globally employable graduates with the potential to work in cross-cultural labour markets. Overall, internationalisation is credited with the preparation of a workforce for the globalised economy, enhancing international understanding, improving inter-culturalism for multi-cultural societies, and improving the quality of academic experience for students (Zezeza, 2017). Even with the dominant views in support of the internationalisation of higher education, recent happenings have cast aspersions on the process. The world has seen and continues to witness sophisticated mobilisation campaigns against globalisation, together with the related activities of international organisations (Hall, 2014). New forms of national identities and their related

challenges have led to a resurgence of xenophobic nationalism (Zezeza, 2017), and in some cases, stricter regulations on world travel. Some of these cases have been witnessed in South Africa, the UK and the USA. There is a sense in which one can be tempted to dismiss these political and socio-cultural influences, particularly with regard to how they affect the internationalisation of higher education. However, the impact on internationalisation going forward might be significant and therefore necessitates academic attention.

Claims have been made that globalisation and its consequences seem to make it near impossible for higher education not to internationalise (International Association of Universities (IAU), 2014; Zezeza, 2017). However, serious questions remain as to how universities will still accomplish their sole responsibility to serve the national culture and their regional needs. On the one hand, they are expected to remain nationally relevant, and on the other hand be visible internationally. The notion that universities are international entities is not in contention, but they must strike a balance, given their vital role to serve the regional, social, political and economic systems of the particular societies of which they are part and parcel. It is this multi-dimensional and dynamic nature of the university that should characterise its activities and dictate to a large extent the nature of its mission, vision and strategies. The challenge in most African universities is how to strike a balance between the global and the local dimension in the university practice, provision, strategies, processes and outcomes. Relevant to this internationalisation discourse is the question: how can higher education, particularly in marginalised economies already operating on the periphery of knowledge production, position itself to benefit fully from internationalisation? These concerns bring into focus the commencement of the process of internationalisation as a starting point in helping universities integrate international activities into their regular structures to benefit university education. International activities appear not to favour African higher education. For instance, the global scientific systems such as innovative technologies facilitating the internationalisation of higher

education emanate from the developed economies, with the establishment of international campuses and student and staff mobility all favouring the developed regions of the world (Zezeza, 2019). Student mobility is still characterised by uneven flows between and within regions. In 2017, Africa accounted for 10.4% of the outbound student mobility while receiving a paltry 4.3% of mobile students (Zezeza, 2019). Zezeza further observed that Northern America and Europe accounted for 62.2% of the inbound international students. The high flow of inbound international students into an economy is linked to income generation from the fees and related expenses incurred by the international students. The USA, with over 1.1 million international students, was reported to have generated US\$42.4 billion in the academic year 2018/2019, and in 2016, £20 billion was brought into the British economy from the fees and related expenses of international students (Zezeza, 2019). Again, it would seem that the case for the internationalisation of African higher education would be made, rather than assumed, as is the case. Whilst it is fair to argue for the internationalisation of African higher education, particularly in South Africa, it is not obvious that the process is always beneficial. After the massive expansion of higher education in the early 2000s, South Africa is still faced by a myriad of challenges, especially on how to handle quality issues (Jowi, Knight & Schoole, 2013).

2.3. Internationalisation of Higher Education in South Africa

Higher education in democratic South Africa has been steadily expanding, with greater inclusivity and enhancement of quality. According to the Department of Higher Education and Training (DHET, 2013), there were 3,848 post-school education and training institutions in South Africa in 2011, 23 of which were public universities, 50 public colleges for further education and training (FET), 449 private FETs, 3,239 public adult education training (AET) centres, 66 private AETs and 21 skill education training authorities. There were 1,914,675

students enrolled at these tertiary institutions, making a gross enrolment ratio of 20% of the 18 to 24 age group.

Six phases may be distinguished in the internationalisation of South African higher education institutions since the end of the Apartheid era in 1994. Not all institutions experienced these phases at the same time; but that they will follow the same sequence should they adopt an internationalisation strategy, is likely. In addition, different rationales predominated in each phase (Higher Education South Africa (HESA), 2009). On the whole, despite the growth of an international student 'industry', the internationalisation arena has been unregulated and the activities of various stakeholders have been uncoordinated. In the initial phase of 'post-apartheid euphoria', when South Africa was embraced by the international community, international students sought access to South African universities and technikons, despite a lack of marketing by these institutions, and therefore, no need for recruitment at the time was apparent (Council on Higher Education (CHE), 2015). The unanticipated rising tide of international student traffic soon led to the realisation that South African higher education institutions are unprepared to cope with their specific challenges (CHE, 2015).

This second 'reactive' phase of internationalisation was characterised by activities being conducted under unpredictable circumstances. What made this phase even more chaotic, was that concurrent with this period during which international students were seeking access to South African higher education institutions, the system was undergoing radical national transformation, a key feature of which was a greater demand for access by local students (CHE, 2014). In addition, very few higher education institutions had international offices. Hence, the institutions were in a 'double-trouble' or 'double-demand' phase with respect to both local and international students. This demand from national versus international markets is as an example of what MacWilliams (2014) refers to as the dual development challenge.

In the third phase, some institutions realised that internationalisation was in South Africa to stay and saw the need for concerted action (CHE, 2015). Their responses were to initiate international offices and recruit and train personnel to administer and service international students. During this ‘formative’ phase, international offices started emerging at some universities (CHE, 2015). Stellenbosch University, as well as the University of Cape Town and the University of KwaZulu-Natal, were among the pioneers. In addition, the formation of IEASA in 1997 was instrumental in providing a national vision, as well as a platform for cooperation and collaboration among the hitherto divided South African higher educational institutions (CHE, 2015).

Later, as the international offices became consolidated, some degree of order began to emerge at those institutions that had established international offices, and the student inflow became more manageable. The formation of inter-institutional agreements was one way to maintain a continuous flow of ‘study-abroad’ students from Europe and North America. During this fourth ‘consolidative’ phase, owing to the slowing down of the student traffic, the reduction of state subsidies for higher education institutions, and the realisation that foreign student income was a potential income generator, international offices began to compete with each other for international students (CHE, 2015). This then led to a fifth ‘competitive’ phase.

This fifth phase has been characterised by active marketing and by the recruitment of, and competition for international students. Potential student markets have been identified and targeted, with visits to the countries, advertising, and attendance at student fairs. With a view to improving their visibility, receiving universities have joined international organisations such as the Association of International Educators (NAFSA) and the European Association for International Education (EAIE), and attend their conferences in Europe and the United States (CHE, 2014). This phase has involved a significant investment of resources, both human and material.

As the government recognises the importance of receiving international students, it will become involved in the setting of minimum standards and other regulatory activities are likely. Institutions are also likely to pay attention to internationalisation as a quality assurance issue (CHE, 2014). This sixth ‘regulatory’ phase, while it cannot be anticipated in detail, seems inevitable, given the current lack of any national policy regarding student mobility to South Africa. Greater state support is required if historically disadvantaged institutions are to become more involved in internationalisation.

The above phases are summarised in Table 2.1. The periods of these phases are approximations.

Table 2.1: Phases of Internationalisation in Post-Apartheid South Africa (CHE, 2014)

	Period	Phase	Trend
1.	Early 1990s	Euphoric	Fairly open access
2.	Mid - Late 1990s	Reactive	Double demand from local and international students
3.	Late 1990s onwards	Formative	Setting up of institutional administrative structures
4.	Late 1990s onwards	Consolidative	Inter-institutional links
5.	2000 to date	Competitive	Marketing
6.	Unknown Future	Regulatory	More state steering

The Southern African Development Community (SADC) Education Minister’s summit in June 2012 agreed on priorities such as scaling up and modernising the higher education system through an information and communication technology (ICT) infrastructure, increasing the effectiveness of higher education planning, developing academic quality, increasing the mobility of staff and students across the region and internationally, increasing the output of doctoral graduates and strengthening regional cooperation through integration strategies based on agreed objectives, supported by the maximisation of funding opportunities.

However, competing demands on limited resources in Southern African countries have meant that intention and actual implementation are not always aligned. It has been argued that “the 1967 Arusha Declaration provided Africa with the opportunity to formalise higher education co-operation and international exchange, three decades before the Bologna Process was launched in Europe in 1999” (Kotecha, 2012). Scholars such as Kotecha and others believe that Southern African universities need to be more assertive about defining their own interests when negotiating international partnerships with universities and donors in northern countries. They also need to harness more opportunities to strike intra-regional and South–South agreements that can foster innovation and new knowledge. “If Southern African universities are to strengthen their academic programmes and respond to the need for higher education in their countries, they need to develop clear strategies for incorporating internationalisation into their operations in ways that benefit institutional development throughout the region (Kotecha, 2012).

Alliances have been seen to play a dynamic role for the cooperation and collaboration of higher education institutions in the field of higher education and other international activities (Khalid et al., 2017), such as student and staff exchanges, consultation and joint research. Strategic alliances under the term “networking” provide an avenue for the sharing of knowledge, technology, best practices and resources, as well as equal power (Girdzijauskaitė & Radzevičienė, 2013) to enhance the quality of higher education in South Africa and produce marketable graduates.

At the national level, the goals of internationalisation recognise the emergence of post-Apartheid South Africa as a knowledge hub on the African continent, a sought-after destination for international research collaboration, and a recipient of requests from foreign institutions to offer joint programmes and qualifications (Majee, 2020). The 2017 Policy Framework for the Internationalisation of Higher Education in South Africa (hereafter, the National Policy

Framework) lays out the parameters for when the country's universities engage internationally. Among other components, the National Policy Framework provides guidelines for student and staff mobility and international research collaboration and for the cross-border and collaborative provision of higher education. It spells out that to enhance the reputation, quality, and relevance of the country's higher education sector, universities have to attract talented and highly qualified people, and develop strategic alliances for enhanced bilateral, multi-lateral, and regional cooperation (Majee, 2020).

2.4. Factors Affecting International Students

The transition of immigrant students into the host country is influenced by a number of factors. The internal factors include prejudice and discrimination, isolation, financial problems and a sense of belongings and of identity. On the other hand, the external factors include cultural change, social change, teaching style, the school environment, academic standing and identity (Crockett *et al.*, 2017). These are reviewed and presented below.

2.4.1. The Internal Factors

Prejudice and Discrimination

There has been the assumption traditionally that international students must adjust to their host country and gain skills that allow them to temporarily and successfully live and study in what is likely to be an unfamiliar context for them (Coles & Swami, 2012). In highlighting student adjustment and adaptation, the implication is that the onus is on international students to fit in, and little responsibility, if any, is directed at the host institutions and host societies (Bevis, 2012). Critics of this perspective contend that not all of the challenges that international students face with respect to fitting into the society can be conceived of as matters of adjustment. For example, according to Lee and Rice (2012), it has been argued that some of the gravest challenges can be attributed to the host society's inadequacies. Perceived cultural

discrimination, verbal insults and physical assaults experienced by international students both inside and outside the university are prime examples that some of the problems faced by international students have little to do with their own adjustment, but more with the host institution and the host society's shortcomings (Lee & Rice, 2012). As an example of this, in the study by Charles-Toussaint and Crowson, (2010) which examined American students' attitudes toward international students, the results showed that the local American students worry, through their anti-immigrant prejudices, that international students would pose threats to their economic status, educational facilities, physical well-being, beliefs, values, and their social status.

According to Lee (2010), on a study conducted on international student experiences and attitudes at a US host institution, the results revealed that international students experience higher levels of discrimination than domestic students. It is also well documented that international students from Asia, Africa, the Middle East and Latin America experience prejudice and cultural discrimination in Western host countries. For example, international students in the UK and Germany who appear to be foreigners report more discrimination than their domestic peers (Lee & Ciftci, 2014). International students of Afro-Caribbean ancestry in the US report more perceived discrimination and more culturally-based verbal and physical assaults than their white counterparts (Lee & Rice, 2012). Furthermore, there is a growing base of literature on the discriminatory and racist experiences of international female students from Africa and Asia studying at Western universities (Bartram, 2013). However, perceived discrimination and violence directed at international students is not confined to Western Europe and the US. It has also been documented in the Ukraine (MacWilliams, 2014), New Zealand (Brown, 2012), Australia (Marginson *et al.*, 2010), and Japan (Brunette *et al.*, 2011). Additionally, perceived discrimination and prejudice, and the way this relates to the utilisation of help resources by international students, aspects of their identity, and their depression levels,

have also been researched and the findings indicate that perceived discrimination and prejudice significantly impact on international students' overall wellbeing (Felbermayr, Grossmann & Kohler, 2015). Literature focusing on perceived prejudice and discrimination, and violence directed at international students, points to a significant, but under-researched area that is pertinent to both students' formal university experiences and experiences in the larger social context of the host country. International students report prejudicial comments and a lack of empathy from professors and fellow students, as well as from community members whom they encounter in public spaces and in the broader host community (Lee & Rice, 2012; Robertson *et al.*, 2010). While international students' reports in this regard present critical areas of international student experiences that are in need of improvement, addressing them is difficult, as this requires host institutions and host societies to make considerable changes. At a minimum level, the discriminatory behaviour and culturally-based acts of violence need to cease, but ideally, an ethos that welcomes and celebrates diversity needs to be fostered within the host societies.

Isolation

In many aspects, international students report feelings of isolation and loneliness when they are studying. This also applies to South African international students. In a study conducted among 900 international students in Australia, Russell *et al.* (2010) found that 41% of the international students experience substantial levels of stress. This stress could be from homesickness, cultural shock, or perceived discrimination. Yeh *et al.* (2012) conducted a study in a major university in Texas on the utilisation of counselling services by international students. This study aimed at understanding why international students seek counselling services. The data, collected over six years of the study, indicated that many international students, on experiencing difficulties or having psychological concerns, lean on family and friends. Unfortunately, not all students have the support they need and many people are not

empathetic to hosting international students. Although the university provides a counselling service, it is not widely used by international students. Many see counselling as a replacement for family and friends, only to be used if a student does not have any friends or relatives. An implication from this study could be that international students should be provided with the means to foster their understanding of possible options, such as counselling, and for them to access professional advice to assist them in adapting to their new life in the US. In South Africa, in institutions such as the University of the Western Cape, research on counselling is limited, as is the amount of advisor support currently available to international students. Research indicates that some international students may feel that they are not receiving adequate feedback or advice, and they feel isolated, bullied, and insulted, or even made unwelcome by their advisors (Aguila *et al.*, 2015).

Financial Problems

Financial difficulty exerts a sizeable financial impact on international student institutions and local host communities, as well as more generally on their host countries. For example, in 2011 alone, international students contributed 22.7 billion US dollars to the US economy, with the bulk of students relying on family and personal funds to pay for their studies (Institute of International Education, 2014). This financial impact is most evident via their tuition, housing and daily living expenses. However, they also contribute to the tourism industry within their host country. For example, Chen *et al.* (2013) notes that international students constitute a profitable segment of the pleasure travel market. Similarly, but on a smaller scale, South Africa has experienced relatively strong growth in South African higher education (HE) exports (Du Plessis & Fourie, 2011). Revenue generated by international students in South Africa in 2003 has been estimated at approximately 1.4 billion Rands (approximately 157 million US dollars) (Dominguez-Whitehead & Sing, 2015). Research at select universities in the Western Cape has endeavoured to calculate how much money international students inject into the local

economy, with travel and tourism being factored into the equation (Dominguez-Whitehead & Sing, 2015; Du Plessis & Fourie, 2011).

While the international student market is indeed a lucrative one, the Lee and Rice (2012) study warns of the danger of viewing students as a revenue source and argues that this potentially lessens the significance of the academic, cross-cultural, and social experience. This financial consideration also contributes to the construction of an erroneous image that depicts all international students (or at least their families) as being well-equipped to finance their international studies. International students tend to enjoy high socio-economic status in their home country and are generally viewed as financially secure (Lee & Rice, 2012). However, a sizeable minority are seriously riddled with financial concerns (Lindley & Abu-Arab, 2013; Marginson *et al.*, 2010). The financial problems reported by international students range from struggling to make ends meet; receiving remittance requests from family members back home; and refraining from asking family members for financial assistance (so as to not burden them), even when they find themselves in financial straits (Marginson *et al.*, 2010). International students with limited financial support find it necessary to take up part-time work (Harman, 2013). However, their situation in this regard can be further complicated by student visa stipulations, which not uncommonly restrict the number of hours students may engage in paid employment (Lee & Rice, 2012).

Another major concern is the high cost of housing, with housing and financial difficulties being interconnected (Bartram, 2013). This is to be expected, since housing is quite likely one of the biggest expenses for international students, and concerns of this nature are exacerbated if students are not being accommodated by the university¹ and are studying in expensive cities where affordable housing is scarce. The increasing cost of housing can force students into

¹ which is increasingly the case, given the high demand and short supply of university housing

unaffordable suitable accommodation. International students who struggle financially may be left with no choice but to live in unacceptable conditions, which have been described as living in ‘squalor’ (Marginson *et al.*, 2010). As such, cash-strapped international students may unfortunately find themselves living in overcrowded and unsafe living conditions (Marginson *et al.*, 2010).

Sense of Belonging and of Identity

Sense of belonging has been defined as the fundamental human need for individuals to feel a part of and be respected and valued members of a group or community (Skinner, 2012). While sense of belonging and of identity is widely applicable to all university students, its impact may be particularly great on international students who come to South Africa striving to receive a well-rounded education. The achievements of international students in colleges and universities in South Africa are critical. Many international students pursue careers in South Africa and/or contribute to the social and economic development of their home countries (Mataczynski, 2013). In addition, international students assist domestic students to better develop their understanding of the role of global citizens.

2.4.2. The External Factors

Cultural Changes

According to Kotecha (2012), culture can be defined in eleven ways: (1) “the total way of life of a people”; (2) “the social legacy the individual acquires from his group”; (3) “a way of thinking, feeling and believing”; (4) “an abstraction from behaviour”; (5) “a theory on the part of the anthropologist about the way a group of people in fact behave”; (6) “a store-house of pooled learning”; (7) “a set of standardised orientations to recurrent problems”; (8) “learned behaviour”; (9) “a mechanism for the normative regulation of behaviour”; (10) “a set of techniques for adjusting both to the external environment and to other men (people)”; (11) “a

precipitate of history....”. In this study, however, culture is seen as people’s ways of perceiving things, their beliefs and feelings (emotions). An international student’s adjustment to cultural changes upon arrival in a host country can be quite challenging. Their conscious attempts at maximising their cultural capital through participation in a multiplicity of activities in their host environment that are not strictly academic are a strong reminder that these constitute essential sites for understanding and improving their learning experience (Morosanu, 2010). According to Agbeniga (2017), a person with a low level of self-confidence entering a new and unfamiliar culture may have difficulties adjusting and often become frustrated when his or her behaviour, habits, and attitudes are interpreted in ways that differ from his or her own culture. Such a person may then encounter rejection. Depending on their level of self-confidence, they will either doubt their functioning in the new culture or overcome the difficulties they encounter relatively quickly and be reasonable about the differences and problems.

Another personality characteristic crucial in making transitions to new situations and cultures and becoming integrated is introversion/extroversion. This aspect of personality “describes the extent to which people are outgoing or shy. It includes such traits as being talkative or silent, sociable or reclusive, adventurous or cautious, eager to be in the limelight or inclined to stay in the shadows” (Teferra, 2010). It can be inferred that extroverted people who are usually perceived as enthusiastic, lively and cheerful find it easier to function in a new setting and may have fewer problems relating to or accepting unfamiliar situations.

Social Support

International students are in the unique position of navigating new social networks that may be affected by cultural and language barriers that South African students often do not have to face. Integration into a host country such as South Africa poses a challenge in social adjustment which raises the need for a social support group to ease these adjustments into the society (Chae & Foley, 2010). Several studies have indicated the importance of social support for the

adjustment of international students in the U.S. This is unlike the situation in South Africa, where there appears to be a paucity of research in this respect. Those studies conducted in the US have demonstrated that perceptions of greater social support are associated with fewer depressive and anxiety-related symptoms, better socio-cultural adjustment, and lower levels of acculturative and academic stress (Chae & Foley, 2010; Gallegos-Luna, & Herrera-López, 2018). In addition, Bektaş *et al.* (2012) found that maintaining a connection to the home community is essential in the psychological adjustment of a newcomer to a new environment. Social support appears to play a significant role in international students' mental health outcomes and adjustment, and should be included in studies on international students.

Teaching Styles

According to Gopal (2011), many faculty members are not sufficiently prepared to confront the challenges which may arise in an international and inter-cultural classroom. The lecturers and teachers have only a basic training based on the different learning styles which they might be confronted with, but more importantly, they are not well prepared for negotiating with other cultures (Gopal, 2011). Owing to different multi-cultural backgrounds, international students are said to be faced with what is termed a "learning shock". According to Gopal (2011), the use of the term, "learning shock" refers "to experiences of acute frustration, confusion and anxiety experienced by some students... [who] find themselves exposed to unfamiliar learning and teaching methods, bombarded by unexpected and disorienting cues, and subjected to ambiguous and conflicting expectations". Although this shock is to a great extent dependent on the individual student, a multi-cultural teaching and learning environment could also definitely have a significant effect. Hourigan (2013) argues that for the country to continue to successfully compete globally for international students, and in turn reap the benefits that an international student cohort brings, it is important to have a good understanding of the

satisfaction international students experience, including the quality of the teaching offered and the skills and knowledge they obtain as a result of that teaching.

School Environment/Academic Standing

School environment/academic standing plays a major role in the internationalisation of higher education in terms of the phases of advancement in globalisation. Cross *et al.* (2018) sought to understand the meanings that individuals, particularly students, attach to events in their particular academic setting by taking into account crosscutting factors such as class, race, gender, language, physical disability and the material contexts of higher education (its external and institutional environment). These authors note that these intellectual fields regulate the production and distribution of meanings and thus the dominant social order in education. This distinction helps to locate sets of claims about and expectations from higher education, that are currently debated in academic circles on higher education and in official documents and which attempt to respond to local and international developments in higher education (Bista, 2015).

Russell *et al.* (2010) identifies nine components of internationalisation within the university as an international environment for achieving the internationalisation of higher education. They include the mobility of teachers and other students; student mobility; international programmes; language; “area studies”; curriculum development; pedagogical development; solidarity; development; projects; and co-operation with the surrounding society. This conceptualisation clarifies the key components of what internationalisation should focus on within a university. In addition, the source indicates that the key influences on these nine components forming an interface between strategy and policy and infrastructure are political priorities, the system of education; geography/language and the type of education/field.

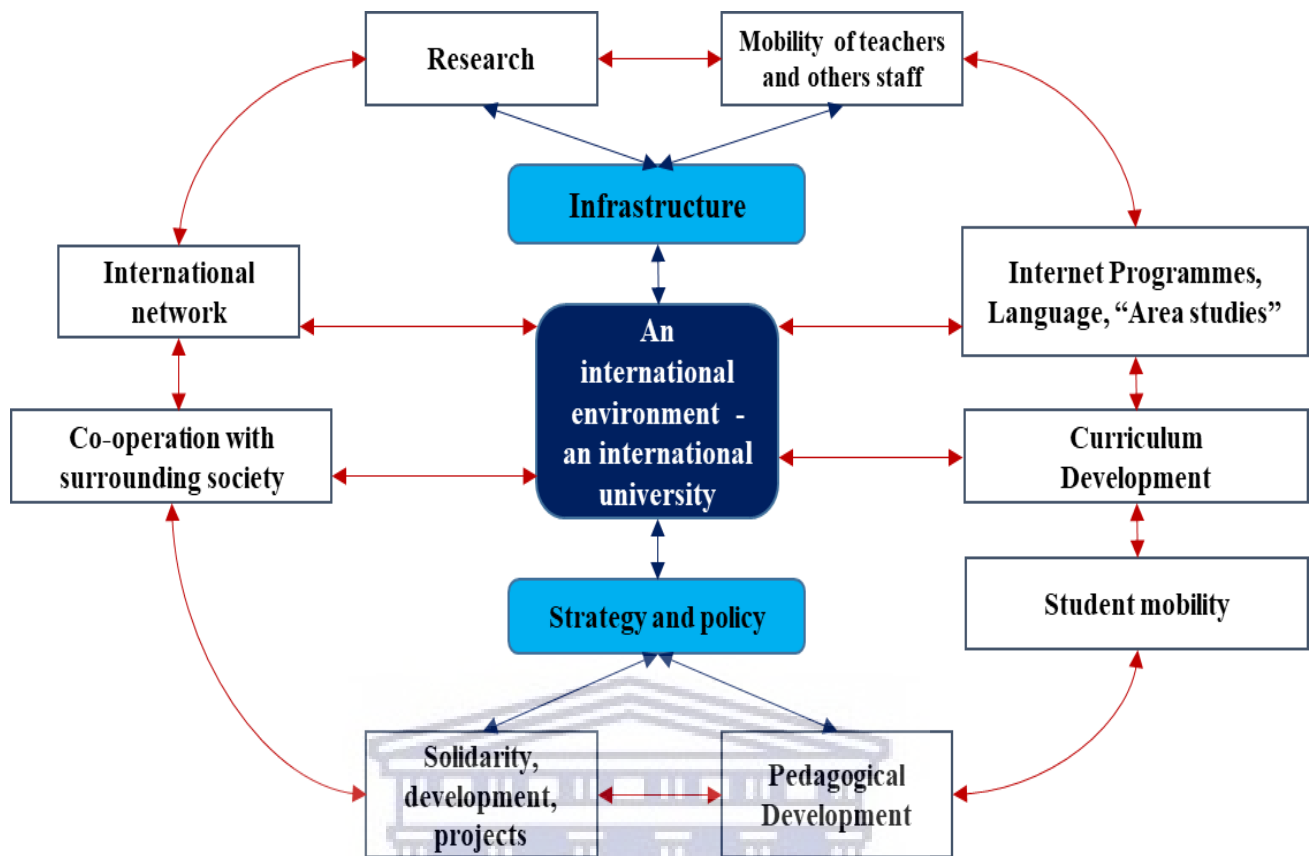


Figure 2.1: A University as an Internationalised Environment (Russell, Rosenthal & Thomson, 2010)

Influences of internationalised environments are:

- Political priorities
- System of education
- Geography/languages
- Type of education/field

Language Barriers

When students of varying language backgrounds convene in the international classroom, language barriers are inherent. Language not only impacts on the ability to learn; it can also lead to decreased confidence in students (Ramburuth & Tani, 2010). In a phenomenological

study of international students at a large public research institution, international students identified language as a key factor in shaping their experiences (Sam, 2010). Even students who feel that they are proficient in the English language stated that the delivery of the English language in the classroom creates challenges. For example, the tone of the English language is softer than their native language, thus leading to the perception that English lacks the effect and emotion of their native language, and accents create challenges to a full comprehension of what is being discussed in the classroom (Sam, 2010).

Host students can also experience challenges regarding language (Jones, 2010). Host students tend to avoid interactions with international students out of fear that language barriers could lead to the misinterpretation of innocent comments as being racially or ethnically insensitive (Montgomery, 2010). In addition to this fear of misunderstanding, host students are typically unwilling to expend additional energy to further explain their comments or unfamiliar terminology to foreign students, who do not command a grasp of the English language (Jones, 2010). This creates a divide between host and international students. While international students tend to view language differences as a barrier, they also see the benefit of learning the host country's language. As students go through the acculturation process, language plays a crucial role.

This has also been affirmed by Yeh *et al.* (2012). In this study, it was noted that a significant factor such as language has served as a gatekeeper for acceptance in the host society. It also serves the purpose of forming the foundation for interaction and acculturation among immigrants and indigenous students in the host society. For most international students, entering South African universities and colleges can be an overwhelming life experience and a cultural transition. In fact, South Africa is often referred to as the "Rainbow Nation", which describes the country's newly developing multi-cultural diversity in the wake of the former segregationist Apartheid ideology (British Broadcasting News, 2010). So, the need for

international students to integrate into the society is crucial and “language is a basic human right and the opportunity to learn from other ‘cultures’, which is fundamental to an education in a democratic society” (Sam, 2010).

To further assess the challenges experienced by international students, the literature review on cultural and inter-cultural competency (acculturation), social connectedness and related notions of cultural understandings is explored.

Acculturation

According to Hakim-Larson and Menna, (2016), the classic definition of acculturation originated in Anthropology and was first proposed by Redfield, Linton and Herskovits (1936). It focuses on “continuous first-hand contact” between different cultures. More than a half century later, the International Organization for Migration (IOM; 2016) revised the term acculturation as “the progressive adaptation of elements of a foreign culture by persons, groups or classes of a given culture”. As a dynamic socialisation phenomenon, acculturation is primarily described and interpreted as either a uni-dimensional process, in which individuals or groups substitute the dominant cultural identity for their original one, or a bi-dimensional process, in which individuals or groups identify with the dominant culture and in the meantime retain their original identity (Hakim-Larson & Menna, 2016). Moreover, multi-dimensional approaches to acculturation have emerged to conceptualise the cultural adaptations made by ethnic minorities (Chae & Foley, 2010; Abe-Kim, Goto & Okazaki, 2010).

According to Berry *et al.* (2016), acculturation strategies and self-identification indicate that an individual may typically display one of four acculturation patterns, as depicted in the fourfold theory by Rust and Kim, (2012): integration (or bi-culturally identified), assimilation (or Western identified), separation (or Asian identified), and marginalisation (or alienated). International students, as well as other immigrants, usually experience a period of adjustment

as they initially attempt to fit in with their new surroundings. This period of adjustment, during which immigrants understand and incorporate the values, beliefs, and behaviours of their new host culture into the context of the values, beliefs, and behaviours of their culture of origin, is known as the process of acculturation (Berry *et al.*, 2016). Although some international students manage and negotiate this process successfully, some have reported experiencing a certain amount of stress related to this adjustment period.

The process of acculturation has been found to be further complicated by various factors such as the struggle to communicate in the English language (Halic, Greenberg & Paulus, 2012), adapting to a new climate, experiencing racial discrimination, feelings of homesickness, and a general lack of comfort with the US culture (Purrit, 2015). As a result, African international students have been reported to experience more depressive and psychological symptoms than their American counterparts (Asvat & Malcarne, 2018; Briman & Taylor-Ritzler, 2010 & Purrit, 2015). The harmful psychological impact experienced during one's adaptation to a new culture is defined by Purrit (2015) as "acculturative stress".

Studies conducted on rural-to-urban migrations show that acculturation experiences among university students in Botswana that pertain to acculturative stress indicate a strong relationship between the physical and mental health status of individuals/students or groups undergoing acculturation. This was also experienced in a study by Hovey and King (2012), which reveals that individuals with heightened levels of acculturative stress are also at risk of experiencing critical levels of depression and suicidal ideation, while others reveal a link between acculturative stress and depression (Kritz, 2015). Furthermore, acculturative stress has been linked to higher levels of anxiety and depression symptoms among university students (Crockett *et al.*, 2017), as well as negative impacts on career aspirations and expectations (Campbell, 2017).

In South Africa, studies on how international students are able to cope with their education are limited, as many studies focus on immigrant xenophobia exhibited among locals in South Africa (Harris, 2012). International students in South Africa are likely to experience a wide variety of problems and stressors, all of which are likely to impact upon well-being in general and psychological well-being in particular. As a result, a number of explanatory models have been put forward to make sense of this. Ward, Hoare and Gott (2016) presented a model of the acculturation process based on the work of other researchers. This model forms a framework that combines theory and research on the “affective, behavioural and cognitive components of cross-cultural transition and inter-cultural interactions” (Ward, Hoare & Gott, 2016). The acculturation model adapted by Ward, Hoare and Gott (2016) is presented below.

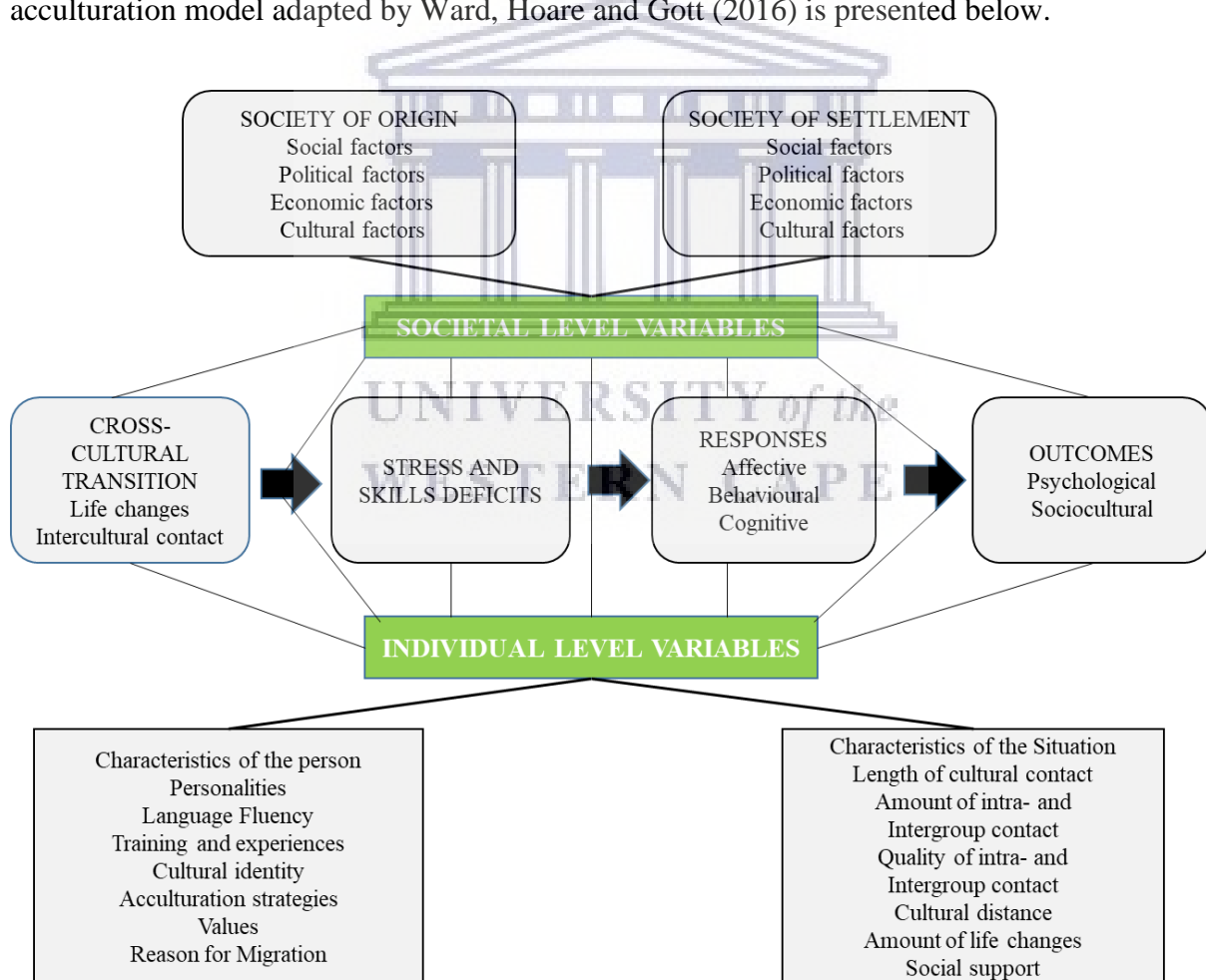


Figure 2.2: The acculturation process (Ward, Hoare & Gott, 2016)

When people encounter life transitions such as travelling out of their country of origin to a host country to study or going to a different school, they have to adopt different social and cultural patterns in both psychological and sociological terms. The stress resulting from such drastic changes often negatively affect their psychological well-being (Yeh et al., 2015). Various factors are associated with these variables, which are mentioned in the following paragraph.

Establishing a social network in a new environment is important for adjustment (Kondakci, 2011). Using the example of international students, Al-Sharideh and Shin (2016) found that the connections between international students and other co-cultural students positively influences their personal adjustment.

Recent studies show that the internet has positive impacts on the social adjustment and psychological well-being of international students, the special group that is facing tremendous acculturation challenges (Kim, Yun & Yoon, 2012; Yeh *et al.*, 2012). Yeh *et al.*, (2012) found that international students who receive more social support from their interpersonal networks in the United States and from online ethnic social groups experience fewer social difficulties. Kim *et al.* (2012), found that international students from South Korea use the internet to connect to South Korean students and local ethnic groups, as well as their social networks in their home countries. This allows them to familiarise themselves with their new environment and readily adjust to cultural differences.

One other variable in the literature that seems to be significantly relate to adjustment is cultural distance. It is described simply as the distance between the culture of origin and the host culture (Babiker, Cox & Miller, 2012). Most of the studies relating to cultural distance and adjustment have revealed that the greater the cultural distance and difference between the host and the home culture, the lower the level of adjustment or the higher the level of difficulty in the adjustment process (Rosenthal *et al.*, 2010; Inose & Yeh, 2014). The study of Kondakci (2011)

demonstrates that similarities of culture and/or ethnicity between one's own culture and the host culture are associated with better socio-cultural adjustment in international students. Inose and Yeh (2014) also found that cultural distance seems to be a predictive factor for acculturative stress.

Taken collectively, gender, acculturative stress, coping skills, cultural distance, social connectedness and perceived social support appear to be the factors that predict the adjustment of international students. All these are interrelated concepts and are critical to this study as a component in the development of the conceptual framework.

Social Connectedness

Social connectedness can be defined as the way in which one views oneself in relation to the external world (Lee & Robbins, 2015). It is said to consider all aspects of social interaction, including family, friends, and the community; and refers to one's relationship with "others" in general. Every day, positive interactions are also part of what makes up one's sense of social connectedness (McLellan, 2016). This is said to be relatively stable and shaped through experiences early in one's life (Gallagher, 2013).

Many universities across the developed and Western countries offer social support systems that have been designed to assist international students to integrate academically and socially. However, in developing countries, with South Africa being no exception, these services are unavailable. International students coming into the host society as new arrivals are not offered the social support services, including the graduate orientation programme for post-graduate students, and this tends to reduce their level of social connectedness with peers (Alfonso & Bailey, 2015). It is assumed that by providing more opportunities for international students to engage in activities within a higher education institution, the integration rates will be higher (Hughes et al., 2018). However, it is in fact unclear whether these efforts are effective or not.

The lack of connectedness, especially for international students, may have a negative impact on their health, adjustment, general well-being, and psychological functioning. Those individuals with limited social connections may report that they feel the lack of meaningful, supportive relationships. These individuals may also experience psychological distress as a result of inadequate meaningful connections with other colleagues (Gallagher, 2013; Alfonso & Bailey, 2015). In terms of the social environment, limited social connectedness may bring with its social stigma to cause perceptions that such students are lonely. Connectedness may also be related to the way one views one's social situation, including friends, roommates, and people in general. Individuals with limited connections may perceive their environment as negative and cold, while people that are well connected might see their environment as welcoming and positive (Lee & Schoole, 2015). Overall, problems with social connectedness point to a more persistent overall inability to connect with the social world (Alfonso & Bailey, 2015).

A student's level of social connectedness directs how he or she feels, thinks, and behaves in different social situations (Inose & Yeh, 2014). Therefore, it is important to study social connectedness among international students because this is an important adjustment period and some may have issues with their new social environment, norms, and relationships upon entering the host country.

Social connectedness is also related to a sense of belonging and is said to shape adjustment throughout one's life. Compared to social support, social connectedness is a more global construct that encompasses much more than interpersonal relations (Gallagher, 2013). Social connectedness has been found to be negatively associated with stress, depression and other variables and may be a protective factor against the effects of stress. Female students have been found to report higher levels of social connectedness than male students, and the relationship between social connectedness and perceived stress has been found to be more pronounced in

male students (Felbermayr, Grossmann & Kohler 2015; Lee & Robbins, 2015). Social connectedness has been found to be associated with good health and is also a protective factor against distress and its outcomes (Coles & Swami, 2012).

2.5. Theoretical Framework

According to a study conducted by Munusamy and Hashim (2020) on the internationalisation of higher education, a networking-based conceptual framework from the study, incorporating the approaches, rationales and strategies for higher education internationalisation, has been found to be satisfactorily and substantially supported by the network theory of internationalisation and networking elements and motivations. The conceptual framework suggests that the approach, strategy and rationale for internationalisation can be explained in terms of networking in internationalisation through international expansion, market penetration, international integration, multi-lateral governance, bridging mechanisms, partnerships and strategic alliances (Munusamy & Hashim, 2020).

A study conducted by Crăciun, Iwinska and Matei, (2015) explores the patterns of funding in terms of the internationalisation of higher education and provides a conceptual framework for the study of internationalisation. The relevant factors which the study proposes include the following:

- 1). Source of funding for internationalisation (who funds?). The more important sources of funding that are considered for internationalisation include public authorities and institutions. A systematic search should be conducted to identify and find new or potential but previously neglected sources to act as funding agents, to scrutinise them and to determine their *modus operandi*.

2). Types of internationalisation activities to be funded (what is to be funded?). The types of activities to be funded should be identified and categorised, and primarily based on the motivations behind their selection.

3). Scope of the internationalisation activities funded (where do the funds go? - a special aspect of the question, what is to be funded?).

4). Instruments for funding internationalisation (how is it funded?) The mapping and a systematic study of the instruments to be employed in funding internationalisation is essential. Such measures help identify traditional instruments such as study-abroad scholarships, formulae to be used in funding initiatives and the offering of excellence initiatives. Other funding instruments which are relatively new in the European context include the pan-European student loan scheme and the European pension scheme for researchers. The latter covers academic and administrative staff at the university and serves to stimulate their mobility.

5). Strategies for funding internationalisation.

In a study conducted by Zhou (2016) on the dynamic systems approach to the internationalisation of higher education, this author proposed that the internationalisation of higher education is actually a dynamic system, and put forward a new dynamic framework for the internationalisation of higher education. In this model, the internationalisation of higher education was found to have occurred at five levels, namely the Global Level, National Level, Institutional Level, Programme Level and Personal Level. At each level, internationalisation was found to have five components – Purpose, Programmes, Approaches, Projects, and Outcomes.

The Global Level was found to be the broadest level in that it refers to internationalisation in the global context (e.g., essential skills for all the students in the 21st century), global economic

development and technology adopted across the countries of the world. The second level is the National Level, which reflects the unique situation and needs of internationalisation in one specific country. It involves topics such as national student mobility trends and inter-cultural communication between countries. The third level is the Institutional Level, which refers to the internationalisation at individual institutions, with topics such as institutional missions of internationalisation and international programmes on campus. Internationalisation at the Institutional Level was also found to be closely related to the regional/local contexts such as cultural demographics and economic developments in the community. The fourth level is the Programme Level, which involves specific definitions or requirements of internationalisation in various disciplines, such as internationalisation in economics or in education. The fifth level - the Personal Level - was found to be the narrowest level. It refers to the individual activities and skills of internationalisation, such as faculty members' courses and instructions, students' curricular and extracurricular activities, and staff members' professional development on internationalisation issues (Zhou, 2016).

The theoretical framework of this study seeks to incorporate the definition of internationalisation as proposed by Knight (2015), with the focus on the three most important terms of the internationalisation of higher education - the international, intercultural and the global dimension. These three aspects are reinforced by the conceptual and organisational framework on the internationalisation of higher education which allows for the integration of the identified internal and external factors (Figure 2.3).

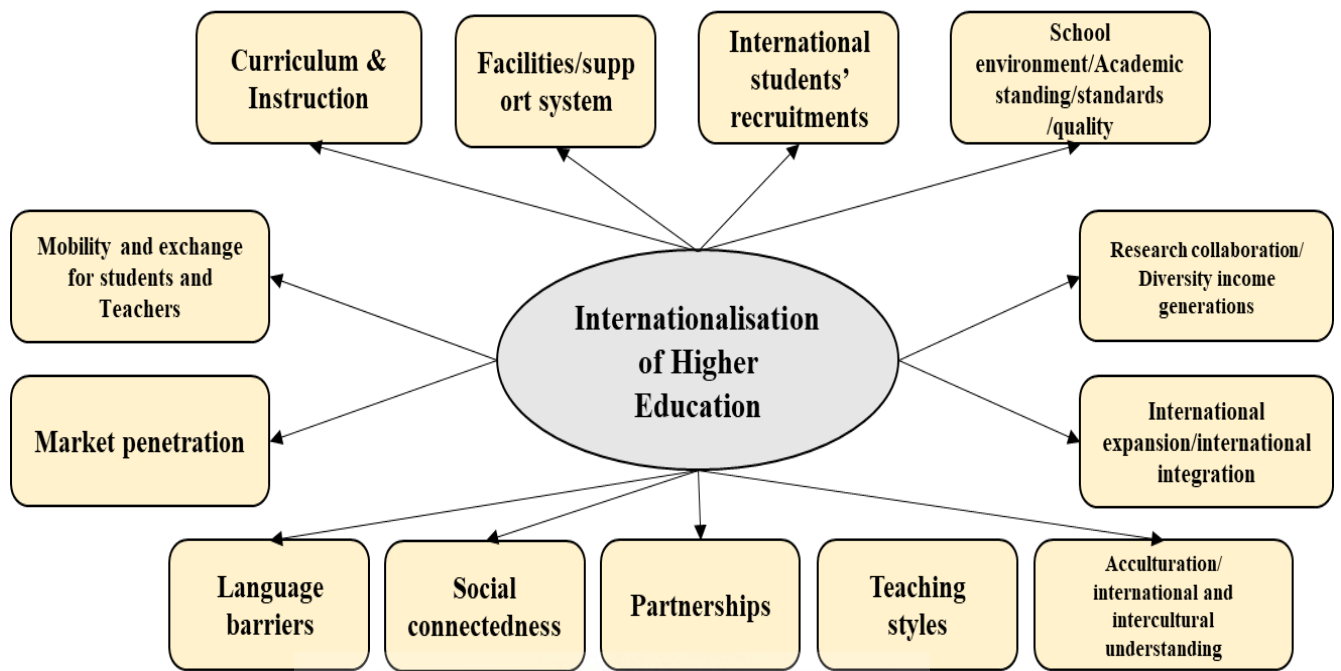


Figure 2.3: Conceptual Framework

2.6. Summary of the Chapter

From the literature review, it is obvious that internationalisation is the Zeitgeist of the present graduate labour market, and is seen by the educational sector as the process of integrating an international, inter-cultural and global dimension into the purpose, functions and delivery of higher education - bearing in mind South Africa's internal development challenges and its responsibilities towards the development of higher education in the region and the continent. Today, globalisation and internationalisation are major drivers of change in higher education systems globally; and the internationalisation of higher education has been stated as a response to globalisation. The review of the literature above looks at the overviews of the internationalisation of higher education, internationalisation of higher education in South Africa, factors affecting the transition of international students into the host country which is said to be influenced by a number of factors such as discrimination, homesickness, harassment, attrition, isolation, language barriers, rejection, fear, guilt perceptions, social standing, cultural

changes, social change, teaching styles, school environment, academic standing, financial problems, sense of belonging and of identity. This literature review also discusses the role of the institution in internationalisation and in the theoretical framework of this research.

The research methodology, the research instruments and the approaches adopted in this study are discussed in the following chapter, Chapter Three.



3. CHAPTER THREE: METHODOLOGY

3.1. Introduction to Chapter

This chapter provides a description of the methods used to achieve the objectives of this study. The rationale for the approaches used in the different phases of the study is provided along with the rationale for the research design used. Issues related to the methods such as the study population and sample, the instruments used, the validity and reliability of these instruments, and the analysis in each phase are described and outlined. Finally, the ethics issue considered in the study is outlined.

3.2. Research Setting

The study was conducted at the University of the Western Cape, South Africa. This is a national university that was established in 1960, alert to its African and international context as it strives to be a place of quality, a place in which to grow. It is committed to excellence in teaching, learning and research, to nurturing the cultural diversity of South Africa, and to responding in critical and creative ways to the needs of a society in transition (UWC, 2016).

The university was established under an Apartheid regime that intended it to serve the coloured community of South Africa. The university eventually pursued a creative struggle against discrimination and was therefore a strong force behind the liberation and formation of a democratic South Africa. The university is located in the northern suburbs of greater Cape Town, in the City of Tygerberg (UWC, 2015). It is situated approximately 40 km from Cape Town along Robert Sobukwe Road. The university is closely accessible by a wide range of public transport media, including by air, train and road. UWC continues to pursue the equity agenda, and supports the enhancement of quality higher education and the empowerment of the historically marginalised communities through extensive community engagement. These aspects have defined the university's social, historical, economic, political and

educational/professional culture. There are seven (7) faculties at the University of the Western Cape. These include Arts, Community and Health Sciences, Dentistry, Economic and Management Sciences, Education, Law and Natural Sciences (UWC, 2015).

3.3. Research Design and Approach

The research design used for this study is an explanatory sequential mixed-method design. This method of research design has been proven to be effective in the collection and analysis of quantitative data followed by the collection and analysis of qualitative data (Creswell & Creswell, 2017). The fundamental principle of the mixed-method approach is that the combination of quantitative and qualitative approaches provides a better understanding of the problem than either approach could achieve alone (Tashakkori & Teddlie 2010). In accordance with the suggestions of Tashakkori & Teddlie (2010), this type of research design allowed the research questions from the interviews conducted in this study to emerge from the inferences emanating from the investigation of factors such as English fluency, acculturation and social connectedness.

The rationale behind this research design is that it has a strong quantitative orientation, a two-phase structure, and provides a link to emergent approaches, whereby the second and the third phase of the study can be designed as a result of the outcome of the first phase of the study (Creswell & Plano Clark, 2011). This research design has contributed to the development of a model highlighting internationalisation at the University of the Western Cape.

3.4. Data Collection Methods

In line with the research design described above, various methods were used in different phases to collect data for the study. The methods used are outlined separately for each phase.

3.4.1. Phase 1: To investigate the factors associated with the educational experiences of international students at the University of the Western Cape

Study Population and Sample

Approximately 20,500 students were registered at the University of the Western Cape for the 2015 academic year. Of these, 2,173 were international students. Yamane's formula was used to calculate the appropriate sample size as follows:

$$n = \frac{N}{1 + N e^2}$$

Where, n = sample, N = population and e = constant equivalent to 0.05 (Israel, 1992). The Yamane formula assumes a normal distribution; therefore, this formula is considered suitable for determining the appropriate sample size. As such, approximately 330 students were the intended sample for recruitment for participation in the study.

The list of international students was obtained from the International Relations Office at UWC and every third student on the list was selected randomly for participation in the study. The random sampling method used in this study means that each unit in the population has the same probability of inclusion in the study and is independent (Sessler & Imrey, 2015). The inclusion criteria for the study were the registered international students at the University of the Western Cape, who were 18 years of age and above at the time of the research, and residents from beyond the borders of South Africa. All local or South African students at the University of the Western Cape were excluded from the study.

Data Collection Methods

Data for this phase was collected by means of an online self-administered questionnaire. The online questionnaire was sent to students as soon as the permission of the Ethics Committee had been granted and was accessible for two months, after which it was closed and no further responses were accepted. The responses were monitored in terms of counts of the total numbers submitted, and two-week reminders were put in place. The questionnaire consisted of four sections and is described below:

Section A: Demographic Characteristics: Participants were asked to provide information about their age, gender, marital status, year of study, country of origin, length of stay in South Africa, level of study, faculty and native language.

Section B: Self-Reported Fluency of English (SRFE): This was assessed using a composite score from four questions in the SRFE scale. The questions posed in the SRFE scale were: Please rate your ability to understand your professors in your class. Please rate your ability to participate in class discussions. Please rate your English conversation skills. Please rate your ability to write papers. The options were rated on a five-point Likert scale, ranging from very poor to very good.

The total scores range extended from 4 to 20, and higher scores were considered to be indicative of greater fluency in English. This method of assessing English language fluency has been deemed reliable before (Yeh & Inose, 2003). The SRFE scale is reported to have a Cronbach's alpha of 0.78.

Section C: Acculturative Stress for International Students (ASSIS): The ASSIS was developed by Sandhu and Asrabadi (2012) to assess acculturative stress in international students. It involves a five-point Likert type questionnaire with 36 items, consisting of seven (7) subscales. The responses range from 1 to 5, where 1 = strongly disagree, 2 = disagree, 3 =

not sure, 4 = agree, and 5 = strongly agree. The total score for the scale ranges from 36 to 180. Higher scores indicate higher perceived acculturative stress by the individuals. The sub-scales of ASSIS are as follows: perceived discrimination (8 items), homesickness (4 items), perceived hate (5 items), fear (4 items), stress due to change (3 items), guilt (2 items), and miscellaneous (10 items). The ASSIS has very high reliability coefficients. The Cronbach's coefficient alpha is 0.96 and the Guttman split-half reliability coefficient is .96 for all 36 items of the scale (Nguyen & Serik, 2019; Hunt, Martens, Wang, & Yan, 2017).

Section D: Social Connectedness Scale (SCS): The SCS scale was developed by Lee and Robbins (2010). It is designed to measure the level of interpersonal closeness that an individual experiences in his or her social world, as well as the level of difficulty in maintaining this sense of closeness. This scale measured the level of sense of closeness the international students perceived on arriving at the University of the Western Cape. Using a five-point Likert scale, it consists of 20 items. The negatively-worded items are reverse-scored and summed together with the positively-worded items to create a scale score ranging from 20 to 100. Higher scores indicate more of a perceived sense of connectedness. Reliability was shown to be high ($\alpha = .93$) in a study of international students from a representative range of countries (Yeh & Inose, 2003).

Data Analysis

The Statistical Package for Social Sciences (SPSS) version 26 was used for the descriptive and inferential statistics. The questionnaires were recorded in terms of statistical coding figures by strictly adhering to the rules and guidelines (SRFE, ASSIS, and SCS). All data elements were scored and captured in Windows Excel 2010.

Data was analysed using both descriptive and inferential statistics. Descriptive statistics were used to summarise the socio-demographic data of the international students, as well as the

scores of the SRFE, ASSIS and SCS. These were presented as frequencies, percentages, means and standard deviations. Preliminary analyses (t-test Anova) were conducted to assess the differences among the main demographic variables, namely age, gender, and marital status. A Pearson's rho correlation analysis was conducted to determine the level of association between SRFE and ASSIS; and the level of association between ASSIS and SCS. The Alpha level was set at 0.05.

3.4.2. Phase 2: To investigate key stakeholders' perspectives on internationalisation of higher education

This phase included the educational sector. The key stakeholders included various individuals at the university.

Educational Sector: To explore the factors influencing the educational experience of international students at the University of the Western Cape from the various perspectives, namely those of the students, academics, administrators and student organisations.

Study Population and Sample

The study population consisted of the international students who had participated in the first phase of the study, members of the academic staff, the administrative staff dealing with international students, student organisations (i.e. the International Students Organisation, the International Students Service Organisation, and the Students Representative Council) and the International Relations Officers. Purposive sampling was used to select participants for this phase of the study. This is a form of non-probability sampling in which decisions concerning the individuals to be included in the sample are taken by the researcher. They are based upon a variety of criteria which may include specialist knowledge of the research issue, or capacity and willingness to participate in the research (Oliver, 2013).

For the student group (from the participants of Phase 1), fifteen participants were invited to participate in the focus group discussions. Participants from the other groups were invited to participate in the individual interviews as follows: two administrators from the central administration dealing with international students; two participants from the students administrative staff, two participants from the Academics Expert staff, two from the International Relations Office, two from the International Students Service Organisation, five from the Students Representative Council and one participant from the International Student Organisation participated in the study.

Data were collected until saturation was reached at which point no new codes or categories emerged and when the coding of more transcripts produced repetitive themes. Focus group discussions and in-depth interviews were held separately.

Data Collection Methods

Focus group discussions were conducted with the international students. This method represents a form of qualitative research in which a group of people are asked about their perceptions, opinions or attitudes in terms of an idea. They are usually in an interactive group setting which is conducive to free talk amongst the group members (Kamberelis & Dimitriadis, 2013). These focus group discussions contributed to an in-depth understanding of the students' experiences related to internationalisation, and provided an opportunity to further explore the factors influencing their educational experiences at the selected university. These focus group discussions were guided by a structured interview guide (Appendix I).

In-depth interviews were conducted with selected members of the academic staff, members of the Student Representative Council, members of the International Relations Office, members of the International Students' Organisation, members of the International Students Service Organisation and student administrators. An in-depth interview is a qualitative research

technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, programme, or situation (Boyce, 2010); and these are often used to provide context to other data (such as outcome data collected in the first phase and the current phase), offering a more complete picture of what happened in the programme and why (Patton, 2012). An interview guide used for this study enabled a better understanding of the various definitions of internationalisation, approaches to internationalisation and rationales for internationalisation. The interview guide was generated from the results of Phase 1 of this study.

Both focus group discussions and individual interviews were conducted at a convenient time for the respective participants and at a suitable location. Discussions were audio-recorded. Both the focus group discussions and individual interviews continued until saturation was reached (no new themes or codes emerged) (Galvin, 2015). The focus group discussions and interviews were facilitated by the researcher and a trained research assistant.

Trustworthiness and Credibility

To ensure the trustworthiness of the discussion and the interviews, several steps, as argued by Satu *et al.* (2014), were taken.

- **Credibility:** Participants were given a summary of the data and they were all given a chance to verify whether the data had in their opinion been interpreted correctly.
- **Transferability:** A detailed description of the target population and setting is provided in this chapter and the chapters outlining the results of the study. The documents outlining the data analysis process is available and will allow other researchers to transfer the conclusions of this study to other projects or research studies.

- **Dependability:** The methodology, original transcripts, data analysis documents and field notes are transparent (and are clearly outlined in this thesis) so that any researcher wanting to adapt the process to a particular setting could do so.
- **Confirmability:** The research supervisor was provided with the transcripts, analysis and process notes for her opinion.

Data Analysis

In exploring the factors influencing the educational experience of international students at the University of the Western Cape from the various perspectives, the data analysis identified the deductions made from the information gathered in relation to the purpose of the study (Rubin & Rubin, 2010). Thematic data analysis was used for this study. This type of data analysis seeks to organise and reduce the data gathered in terms of the themes, or the essential significance of the findings, which can in turn be fed into the descriptions, models and theories (Rubin & Rubin, 2010). The data collected were first transcribed from audio-tape recordings to produce a manuscript, and comparisons were made with the notes taken during the focus discussions to verify their accuracy. The manuscript was then analysed manually. This involved the summarising of the data by using words or phrases and creating a visual image of the themes that arose during the focus group discussions and interviews. Transcripts were read several times by the researcher to familiarise herself with the contents and to understand the data. Emerging themes with similar categories were generated, and the sub-themes, which emanated from the theme, were encoded and thus developed from the descriptive to more interpretative and inferential codes. However, the researcher placed more emphasis on the categories associated with internal convergence and external divergence which served to indicate that the categories were internally consistent but distinct from one another (Rubin & Rubin, 2010). After the derivation of themes, an independent researcher and the thesis supervisor read through the transcripts and generated themes, thus increasing the “validity and

reliability” of the categorisation process. These lists were compared and no additional major themes were identified by the independent researcher and supervisor beyond those noted by the researcher, and *vice versa*.

3.4.3. Phase 3: To develop a conceptual and organisational framework on the internationalisation of higher education at the University of the Western Cape

After the analysis of the data pertaining to Phases 1 and 2, this phase commenced. The results of the previous phases informed the third phase.

Study Population and Sample

The study population included UWC key stakeholders consisting of directors of international relations, international relation officers, both local directors of special projects and from abroad, a university planner, and experts such as editors of journals related to the field. A total of 10 to 15 experts was identified and approached for the study.

Data Collection Procedure

Method: The Delphi Technique: This technique was originally defined by Linstone and Turoff (1975) as “a method for structuring a group communication process so that the process is effective in allowing a group of individuals as a whole to deal with a complex problem”. The Delphi method is a popular technique for forecasting and an aid in decision-making. It is based on the opinions of experts and has been in existence for over half a century.

This Delphi technique phase was based on the results of Phases 1 and 2 of this study. Particular attention was paid to issues such as a definition of internationalisation, approaches to internationalisation (activity, competency and ethos), the rationale for internationalisation, and the factors influencing internationalisation from a student perspective.

The participants were selected on the basis of their expert knowledge of internationalisation at the University of the Western Cape, and were contacted in a series of three “rounds”. During the first round, they were emailed the lists of identified factors from the results of the previous phases of the study and were given the opportunity to add their own contributions. The second round involved a search for the opinions of experts as to whether they agree or not with the component of the internationalisation of higher education at the University of the Western Cape (UWC), and the prioritisation of the identified component. In its turn, the third round sought consensus and to arrive at final conclusions regarding the internationalisation of higher education at the University of the Western Cape. A six-point Likert scale was used for participants to rate their level of agreement or disagreement with each statement. The options given were as follows: strongly disagree; disagree; somewhat disagree; somewhat agree; agree; and strongly agree. The level of acceptable consensus was set to at least a 70% agreement by the expert panellists.

3.5. Ethics Clearance

Ethics approval (Appendix A) was sought and granted from the research ethics committee at the University of the Western Cape. The study was conducted according to ethical practices pertaining to the study of the Humanities, as specified by the Faculty of Community and Health Sciences Research Ethics Committee of the UWC.

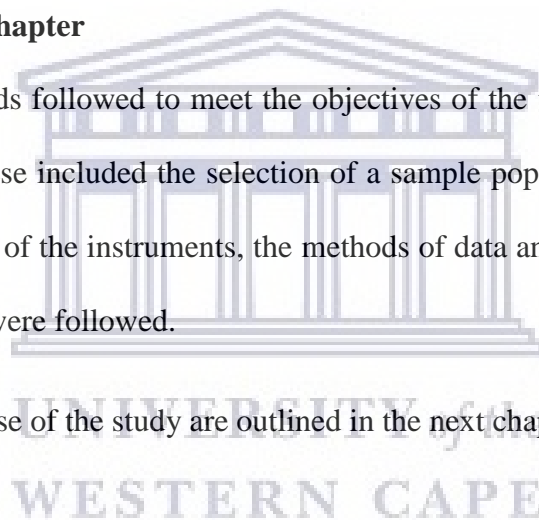
The following guidelines were followed: The purpose of the study was clearly explained by the researcher to the participants and the relevant authorities (Information sheet attached) (Appendices C, H & M). Signed, written informed consent was sought and granted by all participants (Consent form attached) (Appendices B, G & N). Participation in the study was voluntary. The participants were informed of their rights to withdraw from the study at any time without any consequences. Participants were treated with respect and dignity. A plan was

put in place for pseudonyms to be used to protect participants' identities for when the results are published. The researcher assumed the responsibility of ensuring that the surveys, tapes, recording notes and transcriptions would be stored in a secure place. The undertaking was made to keep all information for a minimum period of five years whereafter it will be destroyed. Minimal perceived risks were expected in the study. If participants were to be affected by the study and they experienced trauma as a result of questions sensitive to them, they would be referred to a counsellor for management. The findings of the study would be made available to all of the relevant stakeholders.

3.6. Summary of the Chapter

In this chapter, the methods followed to meet the objectives of the three phases of the study were clearly outlined. These included the selection of a sample population for each phase of the research, a description of the instruments, the methods of data analysis applied, and lastly the ethics guidelines that were followed.

The results of the first phase of the study are outlined in the next chapter.



4. CHAPTER FOUR: QUANTITATIVE RESULTS

4.1. Introduction to Chapter

This chapter contains the results of the statistical analysis that attempted to find answers to the first phase of the study, i.e. to investigate the factors associated with the educational experiences of international students at the University of the Western Cape. These factors include English fluency, acculturative stress and social connectedness. The results are summarised in tables and where applicable complimented with figures.

4.2. Characteristics of the Study Sample

A total of 330 international students were approached to participate in the study. Of those approached, 256 international students agreed and completed the survey, yielding a response rate of 77.6%. The socio-demographic attributes of the population sample are outlined in Table 4.1. More than half (53.9%) of the total population sample included males with a mean age of (2.89; SD= 0.98), thus indicating that the majority of the study participants fall within the age group, 30 to 38, with the mean age of the males being (108.36; SD= 23.377) and the females (109.14; SD=24.902). It was found that more than half (53.5%) of the study sample had never been married. Although almost half of the participants (43.8%) indicated their marital status as “Married” or “having a domestic partner”, the majority (73.8%) indicated that they live alone. The majority of the students (78.9%) were pursuing a post-graduate degree (Honours, Masters and Doctorate), and the majority of the students (96.1%) were from the African continent.

Table 4.1: Characteristics related to the study sample (n=256)

Variable	Characteristics	Frequency	Percentage
Gender	Female	118	46.1
	Male	138	53.9
Age Groups	≥ 19	9	3.5
	20-39	94	36.7
	40-49	87	34.0
	49-59	48	18.8
	60 ≤	18	7.0
	Marital Status	Never Married	137
Married/Domestic Partner		112	43.8
Separated/Divorced		7	2.7
Widowed		0	0
Living arrangement while studying	Living alone	189	73.8
	Living with a Partner/Spouse	67	26.2
Educational Degree Pursued	Diploma	3	1.2
	Bachelor	51	19.9
	Honours	30	11.7
	Masters	94	36.7
	Doctorate	78	30.5
Home Continent	Asia	4	1.6
	Africa	246	96.1
	North America	5	2.0
	Europe	1	0.4
Native Language	English	73	28.5
	Others	183	71.5
Faculty Registered	Community and Health Sciences	73	28.5
	Economic and Management Sciences	51	19.9
	Natural Sciences	63	24.6
	Dentistry	10	3.9
	Arts	20	7.8
	Law	20	7.8
	Education	19	7.4
Major Source of Financial Support	Scholarship/Funding	93	36.7
	Parents/Family	63	24.6
	Personal earnings and savings	76	29.7
	Loan	8	3.1
	Others	15	5.9

4.3. The Self-Reported Fluency of English (SRFE)

The self-reported fluency of English was determined using the SRFE scale. The scores range from 4 to 20 on this scale, with higher scores indicating greater fluency in English.

The means (X) and standard deviations (SD) for the four items are summarised in Table 4.2 below:

Table 4.2: The self-reported fluency of English (N=256)

Items	Min	Max	Mean (X)	SD
1. Please rate your ability to understand your professors in your classes.	1	5	4.35	0.67
2. Please rate your ability to participate in class discussions.	1	5	4.14	0.77
3. Please rate your English conversation skills.	1	5	4.23	0.76
4. Please rate your ability to write papers.	1	5	4.07	0.81
Total	4	20	16.80	2.55

The mean scores of the individual items were high (above 4.0), indicating greater fluency in English. The two items with the lowest mean scores were related to the participants' ability to write their papers (4.07; SD=0.81) and their participation in class discussions (4.14; SD=0.77). The total SRFE mean score was 16.80 (SD = 2.55).

Table 4.3: Statistical association between self-reported fluency of English (SRFE) and demographic statistics (N=256)

The statistical associations between the SRFE scale and demographics statistics were determined using the chi-square test. To determine the level of the strength of the association between the variables, the Phi and Cramer’s V test was conducted.

Variable		Mean (X)	Chi-square	Df	Asymp. Sig	Phi	Cramer’s V
Age	≥ 19-39	18.11	50.46	48	.376	.444	.222
	20-39	17.10					
	40-49	16.77					
	49-59	16.29					
	60 ≤	16.06					
Gender	Male	16.82	11.32	12	.502	.210	.210
	Female	16.77					
Educational degree pursued	Diploma	14.00	85.78	48	*.001	.579	.289
	Bachelor	17.25					
	Honours	16.23					
	Masters	16.28					
	Doctorate	17.45					

* Significant at $p < 0.05$

The statistical significance between SRFE and the educational degree pursued was identified as $X^2(48) = 65.78, p = 0.001$, significant at ($p < 0.05$) as shown in the table above. The results of Cramer’s V (ϕ_c) 0.289 and Phi 0.579 show that the strength of the association between these two variables is “moderately strong”, there is no statistical association found between

SRFE and age $X^2(48) = 50.46, p = 0.376$; nor was there a statistical association between SRFE and gender $X^2(12) = 11.32, p = 0.502$.

4.4. Acculturative Stress Scale in International Students (ASSIS)

The level of acculturative stress in international students was determined by means of the Acculturative Stress Scale for International Students questionnaire (ASSIS) developed by Sandhu and Asrabadi (2012). The total score for the scale ranges from 36 to 180. High scores indicate higher perceived acculturative stress experienced by the individuals. The seven subscales of the ASSIS include: perceived discrimination (scale range: 12-60), homesickness (scale range: 3-15), perceived hate (scale range: 5-25), fear (scale range: 3-15), stress due to change/culture shock (scale range: 9-45), guilt (scale range: 2-10) and miscellaneous factors (scale range: 4-20).

Table 4.4 presents the mean scores and standard deviations of items of the ASSIS. The total mean score for the study sample was 108.7 with the standard deviation 24.04.



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Table 4.4: Mean scores (X) and (SD) of ASSIS items

Items	Min	Max	Mean (X)	SD
Homesickness				
1. Homesickness for my country bothers me.	1	5	3.30	1.20
2. I feel sad living in unfamiliar surroundings here.	1	5	2.48	1.17
3. I feel sad leaving my relatives behind.	1	5	3.09	1.28
Perceived hate/rejection				
4. I feel rejected when people are sarcastic toward my cultural values.	1	5	2.87	1.21
5. People from some ethnic groups show hatred toward me non-verbally.	1	5	2.87	1.19
6. I feel rejected when others don't appreciate my cultural values.	1	5	2.66	1.14
7. People from some other ethnic groups show hatred toward me through their actions.	1	5	2.81	1.17
8. People from some other ethnic groups show hatred toward me verbally.	1	5	2.50	1.11
Perceptions regarding discrimination				
9. I am treated differently in social situations.	1	5	3.20	1.11
10. Others are biased against me.	1	5	2.75	1.14
11. Many opportunities are denied to me.	1	5	3.28	1.27
12. I feel angry that my people are considered inferior here.	1	5	3.04	1.25
13. I feel that I receive unfair treatment.	1	5	3.00	1.22
14. I am denied what I deserve.	1	5	2.73	1.18
15. I feel inferior because of my cultural background.	1	5	2.07	0.99
16. I feel that my people are discriminated against.	1	5	3.00	1.23
17. I feel that my status in this society is low on account of my cultural background.	1	5	2.58	1.13

18. I am treated differently because of my race.	1	5	2.79	1.19
19. I am treated differently because of my colour.	1	5	2.80	1.19
20. I feel some people don't associate with me because of my ethnicity.	1	5	2.71	1.11

Fear

21. I fear for my personal safety because my cultural background is different.	1	5	3.24	1.21
22. I feel insecure here.	1	5	3.16	1.22
23. I generally keep a low profile owing to fear from other ethnic groups.	1	5	2.82	1.22

Stress owing to change/Culture shock

24. I feel comfortable in adjusting to new foods and/or to new eating habits.	1	5	3.46	1.11
25. I have difficulty in selecting groceries, clothing and other supplies that suit me.	1	5	2.25	1.14
26. I find essential supplies costly and have no knowledge of how to get cheap ones.	1	5	2.93	1.15
27. I have difficulty in finding suitable accommodation for myself.	1	5	3.19	1.31
28. I feel overwhelmed by the multiple pressures placed upon me after my migration to this society.	1	5	3.22	1.19
29. I have difficulty in adjusting my appearance to the new lifestyle.	1	5	2.56	1.11
30. I have difficulty in obtaining the necessary documents to allow me to work or study.	1	5	3.32	1.37
31. It is really hard for me to establish a home in this new set-up.	1	5	3.02	1.23

32. I find it difficult to know what to do and where to go when I am ill.	1	5	2.46	1.14
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Perceptions in respect of guilt

33. I feel guilty to leave my family and friends behind.	1	5	2.61	1.22
34. I feel guilty that I am living a different lifestyle here.	1	5	2.32	1.02

Miscellaneous (Other significant factors)

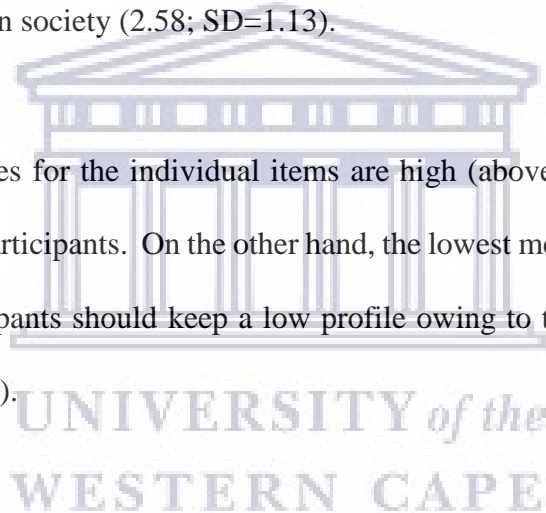
35. I feel intimidated to participate in social activities.	1	5	2.57	1.16
36. It hurts when people don't understand my cultural values.	1	5	3.08	1.11
37. I feel sad to consider my people's problems.	1	5	2.96	1.14
38. I worry about my future in not being able to decide whether to stay here or to go back home.	1	5	3.02	1.39

The following observations concerning the items were made in terms of the different subscales of the ASSIS:

- **Homesickness** - The higher mean scores are related to the homesick feelings of the participants for their country of origin (3.30; SD=1.20) and their sadness at leaving their relatives behind (3.09; SD=1.28), while the item with the lowest mean score is related to the sadness that participants feel in living in unfamiliar surroundings (2.48; SD=1.17).
- **Perceived hate/rejection** - The three items with the higher means scores are related to the rejection participants feel when people make sarcastic remarks about their cultural values (2.87; SD=1.21). The respondents indicated that people from some ethnic groups show hatred towards them non-verbally (2.87; SD=1.19) and through their actions (2.81; SD=1.17). The two items earning the lowest mean scores are for the rejection that

participants feel when others do not appreciate their cultural values (2.66; SD=1.14) and the hatred shown to them verbally by some other ethnic groups (2.50; SD=1.11).

- **Perceptions regarding discrimination** - The top three items with the highest mean scores are related to participants who feel that they are often denied opportunities (3.28; SD=1.27), that they are treated differently in social situations (3.20; SD=1.11) and who feel anger, especially in situations where they are considered inferior (3.04; SD=1.25). The lowest mean scores are related to their feelings of inferiority as a result of their cultural background (2.07; SD=0.99) and that as a result of their cultural background. They personally feel that they are of low status in society (2.58; SD=1.13).
- **Fear** - The mean scores for the individual items are high (above 3.0), indicating greater perceived fear in the participants. On the other hand, the lowest mean is related to a general feeling that the participants should keep a low profile owing to their fear of other ethnic groups (2.82; SD=1.22).
- **Stress owing to change/Culture shock** - The participants feel that making adjustments to new foods and/or to new eating habits is a positive factor to help them deal with cultural shock (3.46; SD=1.11). Participants also related the difficulties that they are experiencing in obtaining the documents they require to work or study (3.32; SD=1.37) and the overwhelming feeling that subsequent to their migration to South Africa, multiple pressures are being placed upon them (3.22; SD=1.19). The two items with the lowest score relate to difficulties that the participants experience in selecting groceries, clothing and others supplies that are suitable for them (2.25; SD=1.14) and in knowing what to do and where to go when ill (2.46; SD=1.14).



- **Perceptions in respect of guilt** - The two items with relatively low mean scores relate to feelings of guilt in living a different lifestyle in South Africa (2.32; SD=1.02) and in leaving behind family and friends (2.61; SD=1.22).
- **Miscellaneous (other significant factors)** - The two items earning higher mean scores relate to feelings of being hurt, especially when people do not understand the participants' cultural values (3.08; SD= 1.11) and uncertainty about the future: whether to stay in South Africa or to return to their home country (3.02; SD=1.99). Feelings of intimidation, especially when participating in social activities, earned a low mean score (2.57; SD=1.16).

Table 4.5 summaries of the mean scores and the standard deviations of the ASSIS sub-scales. The aggregate scores for the different items in the sub-scales of the ASSIS are presented in the table below.

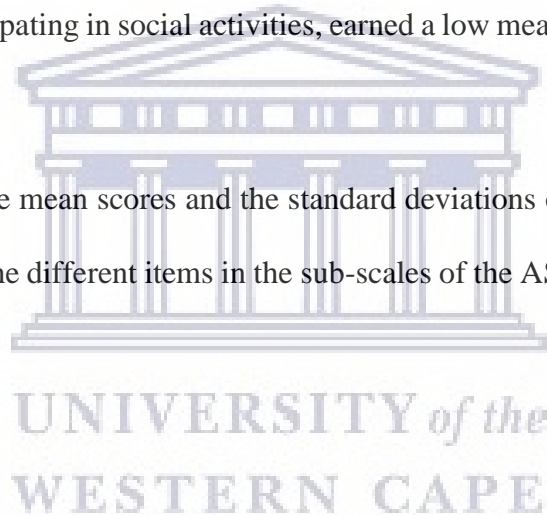


Table 4.5: Mean scores (X) and (SD) of ASSIS sub-scales

Items	Min.	Max.	Mean (X)	SD
Homesickness	3	15	8.87	3.65
Perceived hate/rejection	5	25	13.71	5.82
Perceived discrimination	12	60	33.95	14.01
Fear	3	15	9.22	3.65
Stress owing to change/culture shock	9	45	26.41	10.75
Perceptions in respect of guilt	2	10	4.93	2.24
Miscellaneous (other sign. factors)	4	20	11.63	4.8
Total score	42	173	108.7	24.04

The two items with the highest mean scores relate to participants' perceived discrimination (33.95; SD=14.01) and their expression of stress owing to change/culture shock (26.41; SD=10.75). On the other hand, the two items with the lowest mean scores are reflected in the participants' perceptions in respect of guilt (4.93; SD=2.24) and their perceptions of homesickness (8.89; SD=3.65).

The total mean score for the ASSIS sub-scales was 108.7, with the standard deviation being; 24.04.

Table 4.6: Association between ASSIS and demographic statistics (N=256)

The statistical association between the ASSIS scale and the relevant demographic statistics was determined using the chi-square test. Furthermore, the Phi and Cramer's V-test was conducted to determine the association - and its level of significance - between the respective variables.

	Age	Gender	Educational degree pursued
Chi-squared	391.53	86.705	359.74
Asymp. Sig	.039*	.458	.269
Df	344	86	344
Phi	1.237	.582	1.185
Cramer's V	.618	.582	.593

*** Significant at $p < 0.05$**

The table above shows the findings emanating from the analysis of the level of association between the respective demographic attributes and the level of acculturation stress (ASSIS). The results show significant difference in the level of associations between acculturative stress and age $X^2(344) = 391.53, p = 0.039$; and no significant difference in the level of associations between acculturative stress and gender $X^2(86) = 86.705, p = 0.458$; and educational degree pursued $X^2(344) = 359.74, p = 0.269$ respectively.

Furthermore, in order to ascertain whether there is a relationship between gender and the level of acculturative stress (ASSIS), an inferential statistic was conducted (see table 4.7):

Table 4.7: Relationship between ASSIS and gender (N=256)

An inferential statistic was conducted to determine whether there is a level of association between ASSIS and gender. In order to determine the level of association, the independent t-test was conducted to compare the means on gender and acculturative stress on cross-tabulation.

	Gender/N	Mean (X)	SD	t	Df	Sig.(2-tailed)	95% CI of the Df	
							Lower	Upper
Acculturative Stress Scale	Male / 138	108.36	23.77	-.258	254	.797	-6.729	5.168
	Female/ 118	109.14	24.902					

CI- Confidence interval; Df- difference

The analysis of the association between gender differences and level of acculturative stress scale showed that there is no significant difference in mean scores between males and females $t(254) = .258, p < .05. = 0.79$) when it comes to their levels of acculturative stress.

4.5. Relationship between SRFE and ASSIS

The test of normality was first conducted for ASSIS to determine the level of distribution and the type of correlation to be used. Figure 4.1 shows this test of normality.

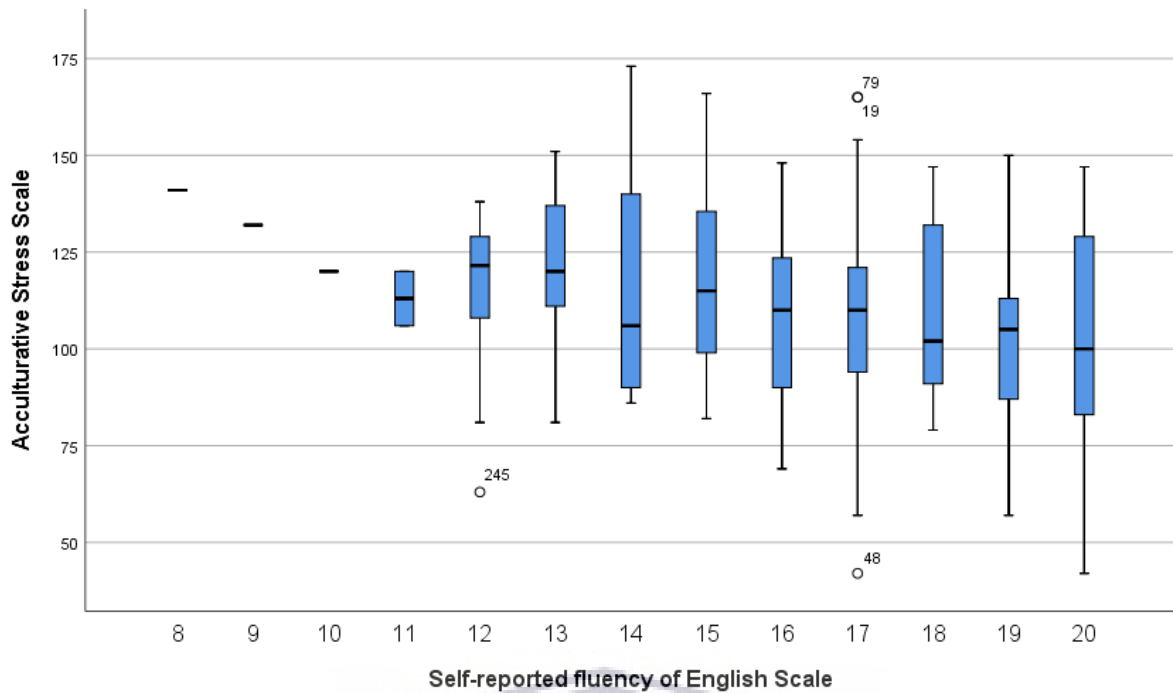


Figure 4.1: Test of Normality

From the normality test conducted, the skewness test = -.00 and the kurtosis test = -.14. Therefore, the data are normally distributed. Furthermore, the significant value in the test of normality was found to be >0.05 , an indication that acculturative stress is normally distributed. Therefore, the Pearson's rho correlation analysis was used to ascertain the relationship between the predictor (level of acculturative stress) and the criterion (self-reported English proficiency).

Table 4.8: Relationship between ASSIS and SRFE

The Pearson’s rho correlation analysis, which is designed for analysing correlations on the basis of ranked data, was computed to assess the relationship between the level of acculturative stress (predictor) and the level of self-reported English proficiency (criterion).

		Self-reported fluency of English	Acculturative stress scale
Self-reported fluency in English	Pearson Correlation	1	-.221**
	Sign. (two-tailed)		.000
	N	256	256
Acculturative stress scale	Pearson Correlation	-.221**	1
	Sign. (two-tailed)	.000	
	N	256	256
**. Correlation is significant at the 0.01 level (two-tailed). Coefficient of determination (R^2): 0.0488			

The results indicate that there is a mildly significant negative correlation between the total score for self-reported English proficiency and acculturative stress ($r = -0.221$, $N = 256$, (two-tailed) p -value = 0.00, $p < .05$), with high levels of self-reported English proficiency associated with low levels of acculturative stress. The coefficient of determination, $r^2 = 0.0488$, shows that self-reported English proficiency helps to explain nearly five percent (5%) of the variance in respondents’ scores on the acculturative stress level.

4.6. Social Connectedness Scale (SCS)

The social connectedness of the international students was determined by means of the social connectedness scale developed by Lee and Robbins (2010). This measures the level of interpersonal closeness that an individual experiences in his or her social world as well as the level of difficulty in maintaining this sense of closeness. Scores range from 20 to 100 with higher scores indicating a higher perceived sense of connectedness (See table 4.9 below).

Table 4.9: Mean scores (X) and (SD) of Social Connectedness (SCS) (N=256)

The table summarises the mean scores for the different items on the social connectedness scale for international students.

Items	Min	Max	Mean (X)	SD
1. I feel distant from people.	1	5	3.15	1.17
2. I don't feel related to most people.	1	5	3.05	1.16
3. I feel like an outsider.	1	5	3.09	1.18
4. I see myself as a loner.	1	5	3.32	1.12
5. I feel disconnected from the world around me.	1	5	3.51	1.12
6. I don't feel that I connect with anyone or any group.	1	5	3.59	1.09
7. I feel close to people.	1	5	3.30	0.98
8. Even around people I know, I don't feel that I really belong.	1	5	3.41	1.14
9. I am able to relate to my peers.	1	5	3.89	0.84
10. I catch myself losing a sense of connectedness with society.	1	5	3.32	1.07
11. I am able to connect with other people.	1	5	3.83	0.83
12. I feel understood by the people I know.	1	5	3.96	0.77
13. I see people as friendly and approachable.	1	5	3.56	0.98
14. I fit in well in new situations.	1	5	3.52	0.99
15. I have little sense of togetherness with my peers.	1	5	3.17	1.11
16. My friends feel like family.	1	5	3.62	0.99
17. I find myself actively involved in people's lives.	1	5	3.14	1.11
18. Even among my friends, there is no sense of brotherhood /sisterhood.	1	5	3.68	1.06
19. I am in tune with the world.	1	5	3.32	0.93
20. I feel comfortable in the presence of strangers.	1	5	2.93	1.22
Total	20	100	68.36	18.76

Participants perceived average levels of social connectedness with their peers in the institution, with the aggregated score equal to 68.36; and the standard deviation 18.76. The two items with the highest mean scores relate to the ability of the participants to feel understood by most of the people well-known to them (3.96; SD=0.77), and able to relate well to their peers (3.89; SD=0.84). The two lowest mean scores relate to feelings of being comfortable in the presence of strangers (2.93; SD=1.22) and of not feeling closely connected to most people (3.05; SD=1.16).

4.7. Associations Between SCS and Demographic Statistics (N=256)

In order to explore the level of association between social connectedness and age, gender and the level of educational degree pursued, the chi squared test (χ^2) and Phi and Cramer's v (ϕ_c) test were conducted to determine the level of association and the strengths of the associations respectively (See table 4.10).

Table 4.10: Statistical associations between SCS and demographic statistics (N=256)

	Age	Gender	Educational degree pursued
Chi-squared	229.87	56.14	211.45
Asymp. Sig	.143	.323	.420
Df	208	52	208
Phi	.948	.468	.909
Cramer's V	.474	.468	.454

* Significant at $p < 0.05$

The results show no significant difference in the levels of association between level of social connectedness and age ($X^2(208) = 229.87, p = 0.143$); gender ($X^2(52) = 56.14, p = 0.323$); and educational degree pursued ($X^2(208) = 211.45, p = 0.420$) respectively.

4.8. Relationship Between SCS and ASSIS

The test of normality was first conducted for ASSIS to determine the level of distribution and the method of correlation to be used (See figure 4.2.).

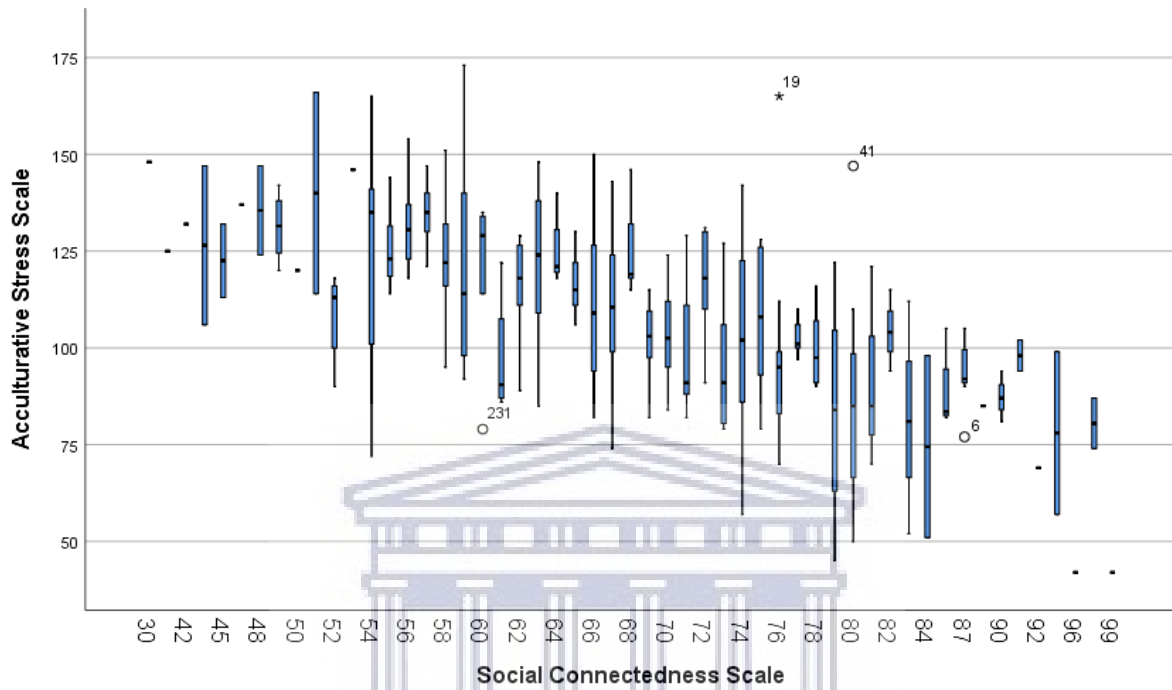


Figure 4.2: Test of Normality

From the normality test conducted, the skewness test = -0.321 and the kurtosis test = -0.147 which approximate to zero. Therefore, the data are normally distributed. Furthermore, since the test of normality came up with a significant value of >0.05 , ASSIS could be considered to be normally distributed. Therefore, the Pearson's rho correlation analysis was used to ascertain the relationship between the predictor (level of social connectedness) and the criterion (acculturative stress level) A Pearson's rho correlation analysis was used to assess the relationship between the level of social connectedness and the level of acculturative stress (see Table 4.11).

Table 4.11: Relationship between ASSIS and SCS

		Acculturative stress scale	Social connectedness scale
Acculturative stress scale	Pearson Correlation	1	-.573**
	Sign. (two-tailed)		.000
	N	256	256
Social connectedness scale	Pearson Correlation	-.573**	1
	Sign. (two-tailed)	.000	
	N	256	256

** . Correlation is significant at the 0.01 level (two-tailed). Coefficient of determination (R^2): 0.328

The results reveal that there is a strong significant negative correlation between the total scores for social connectedness and acculturative stress ($r = -0.573$, $N = 256$, (two-tailed) p -value = 0.00, $p < .05$), with high levels of social connectedness associated with low levels of acculturative stress. The coefficient of determination ($r^2 = 0.328$) shows that self-reported social connectedness helps to explain 33% of the variance in respondents' scores on the acculturative level.

4.9. Summary of the Chapter

The objective of the first phase of the study was to investigate the factors associated with the educational experiences of international students at the University of the Western Cape; in order to unpack the international students' educational experiences, a Self-reported English Fluency Scale, an Acculturative Stress Scale and a Social Connectedness Scale were used as tools to determine the experiences of international students at the University of the Western Cape.

In the Self-reported Fluency of English test, the results show that international students struggle with writing their papers, and with participating in class discussions, which is even more significant at the diploma level of the academic degree that they are pursuing.

In ASSIS, the results show that international students struggle more with perceived discrimination in that the aggregated total score was 33.95; with a standard deviation of 14.01), and that, with an aggregate score (45; SD=26.41), they suffer stress on account of the changes they are forced to experience in their new social environment in the form of culture shock. With regard to the item of perceived discrimination, the participants feel that many opportunities are denied to them and that they are being treated differently because they are not South African nationals. In terms of the item of stress owing to culture shock, participants mentioned that their quest to obtain their study documents is one of the difficulties challenging them. They also feel overwhelmed by the multiple pressures being placed upon them, but also see the adjustments that they must make in adapting to new foods and new eating habits as a positive factor.

With regard to the SCS, participants perceived an above-average level of social connectedness with their peers in the institution with an aggregated score of 68.36, with a standard deviation of 18.76. Participants feel that they are well understood by most people, well known to them, and also acknowledge their ability to relate well to their peers.

Pearson's rho correlation analysis shows that there is a small significant negative correlation between the total scores for acculturative stress and self-reported English fluency. The result shows that self-reported English proficiency helps to explain nearly five percent (5%) of the variance in respondents' scores on the acculturative level.

The results also indicate that the correlation between the total scores for acculturative stress and social connectedness is negative and strongly significant. The results show that the social

connectedness helps to explain 33% of the variance in respondents' scores on the acculturative level.

These findings necessitate further investigation into the perspectives that the key stakeholders (students, academics, administrators and student organisations) hold on the internationalisation of higher education which is explored in the next chapter.

The next chapter outlines the results of Phase 2, the qualitative study of this study.



5. CHAPTER FIVE: QUALITATIVE DATA

5.1. Introduction to Chapter

This chapter presents the results of the qualitative phase of the study. The focus group discussion (FGD) was conducted with the selected international students and in-depth interviews (IDI) were conducted with the stakeholders (the academic staff, the International Relation Officers (IRO), student administrators and student organisations (the International Students Organisation (ISO), the International Student Service Organisation (ISSO), and the Students Representative Council (SRC)) in order to explore the factors influencing the educational experience of international students at the University of the Western Cape. This chapter presents the thematic/content analysis of the study. The results pertaining to the international students and other stakeholders are presented separately.

5.2. Focus Group Discussions with International Students

Two (2) focus group discussions were facilitated by the researcher and a research assistant. Fifteen (15) students, seven females and eight males with ages ranging from 15years (y) to above 54y, agreed to participate. The demographic information concerning the participants is summarised in Table 5.1. The discussions took place in a relaxed and convenient setting for all of the group members. Each participant was encouraged to fully participate in the discussions.

Table 5.1: Demographic characteristics of the international students

Participants' Codes*	Gender	Age Bracket	Highest level of formal education	Home continent	Current marital status	Faculty registered in	Living situation	Major Source of funding
P1	M	25-34	Bachelor	Africa	Never Married	Dentistry	Living alone	Personal earnings and savings
P2	F	25-34	Masters	Africa	Never Married	Community and Health Sciences	Parents/Family	Personal earnings and savings
P3	F	25-34	Masters	Africa	Never Married	Community and Health Sciences	Living alone	Scholarship
P4	M	25-34	Masters	Africa	Never Married	Community and Health Sciences	Living alone	Scholarship
P5	M	15-24	Bachelor	Africa	Never Married	Law	Living alone	Scholarship
P6	F	15-24	Bachelor	Africa	Never Married	Law	Living alone	Scholarship
P7	F	35-44	Masters	Africa	Married/Domestic Partner	Community and Health Sciences	Living with partner/spouse	Personal earnings and savings
P8	M	25-34	Masters	Africa	Never Married	Community and Health Sciences	Living alone	Scholarship
P9	F	45-54	Masters	Africa	Married/Domestic Partner	Community and Health Sciences	Living alone	Scholarship
P10	F	25-34	Doctorate	Africa	Never Married	Arts	Living alone	Scholarship
P11	M	35-44	Masters	Africa	Married/Domestic Partner	Arts	Living alone	Scholarship
P12	M	>54	Masters	Africa	Married/Domestic Partner	Community and Health Sciences	Living alone	Scholarship
P13	M	25-34	Masters	Africa	Never Married	Economics and Management Sciences	Living alone	Scholarship
P14	M	35-44	Masters	Africa	Separated/divorced	Community and Health Sciences	Living alone	Personal earnings and savings
P15	F	35-44	Masters	Africa	Married/Domestic Partner	Community and Health Sciences	Living with spouse	Scholarship

*Participants were given codes P1 to P15 as substitutes for their actual names to preserve anonymity, *M = Male *F= Female *> = Greater than, *P1 – P7 represents the participants who participated in the first focus group discussion, while *P8 – P15 represents those who participated in the second focus group discussion.

5.3. Emerging Themes

Four themes emerged from the thematic analysis of the focus group discussions with the selected international students. The themes that emerged from the discussions were: institutional prompt factors, the challenges encountered, possible means for resolving the challenges encountered, and explored suggestions for achieving internationalisation. These themes and sub-themes are summarised in Table 5.2 below.

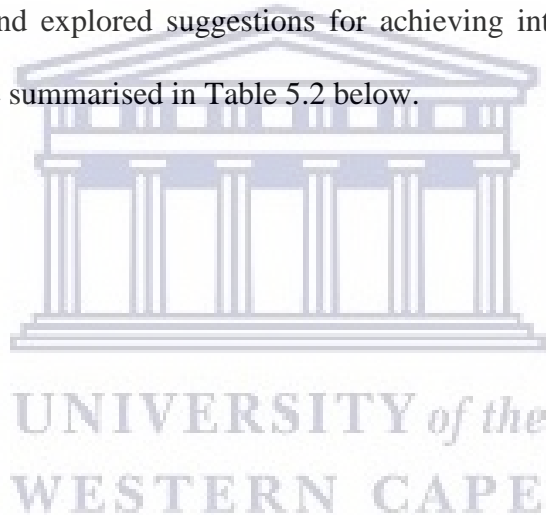


Table 5.2: Themes and sub-themes emerging from the focus group discussions with international students

THEMES	SUB-THEMES
1. Institutional Prompts (Factors)	<ul style="list-style-type: none"> • Educational ratings • Time to completion • Recommendation • Scholarships/Bursaries • Unique Programmes • Family Ties
2. Challenges Encountered	<ul style="list-style-type: none"> • Unsafe environment and fear • Lack of professionalism from staff • Accommodation • Discrimination and racism • Guilt perceptions • Study documents and associated problems • SAQA and associated problems • Culture and language • Non-functioning international office • No orientation programmes
3. Possible Resolutions for Challenges Encountered	<ul style="list-style-type: none"> • Need for a SAQA outlet office • Training of academic staff/administrative staff • Incorporation of faculty in students' accommodation • Improved security measures
4. Explored Suggested Options for Achieving Internationalisation	<ul style="list-style-type: none"> • Functioning International office(s) • Availability of Funding(s) • Quality research output(s) • Distinguished Alumni • Approach to foreign national(s) • Availability of Student(s) jobs • Political electoral slots for international(s) students • Institution Awareness

Verbatim quotes are used in Section 5.3.1 to further exemplify the above-mentioned themes.

5.3.1. Theme 1: Institutional Prompts (factors)

Educational Rating(s): The majority of the international students in the focus group discussions expressed their satisfaction with the institution's global rating in terms of education and see this as a factor influencing their decision to study at UWC. The students view as expressed are presented in the following quotes:

"...now I think one of the reasons why I chose (UWC) is.....[that] the universit(y) environment actually meets my expectation[s] in [the] sense of what to expect, in terms of the academic excellence, in terms of facilities on [the] ground, and so on, I think I have not been disappointed so far." P2

As shown in the following quotation, another student agrees with this sentiment with regard to the quality of higher educational institutions in South Africa:

"Personally I feel South African university is still rated one of the best in Africa, and majorly in courses that you might not find like back there, most specially at post-graduate level, you might not find back there in your country, you easily find them in South Africa..." P4

And another student remarked about the University of the Western Cape specifically:

"First of all, I currently know that UWC is up to standard in education and higher education..." P7

In accordance with the National Commission on Higher Education (2010), which states that the inflow of students from the African continent is understandable, given that the South African higher education sector is better resourced and more diversified than those of many other African countries, and South Africa is assumed to have the best developed higher education system on the African continent.

Time to Completion: The students indicated that the time taken to complete a degree at UWC is one of the prompt factors in selecting UWC as the university of choice. The fact that a degree can be completed within an accurate time frame, and not delayed unnecessarily, as opposed to what is observed in the other African countries, is highlighted in the following quotation:

“...the idea of coming to South Africa to study, let me say... was just a response to what... most PhD candidates experienced in my home country... When you are in the university, you discover that five, six to eight years, you are still on your PhD, so a lot of people g[e]t discouraged. That was why I said it was just a response, so whereby I apply for PhD...” P1

Further to this, another student stated:

“...I choose... UWC because... after my Masters, I wanted to do my PhD in other areas....and within a time frame...” P14

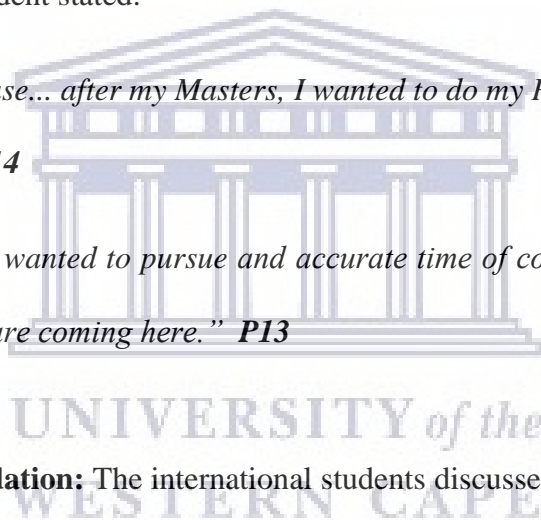
“...the qualification that I wanted to pursue and accurate time of completion..., that was the main desire [for] why we are coming here.” P13

Institutional Recommendation: The international students discussed the decision to study at UWC and highlighted the fact that they were motivated by friends or close allies, who recommended the university, as observed in the following statements:

“... then somebody said I was... you know, I got an information that... I will be able to do it in a place like this, so I started making investigation and then eventually I was able to...” P1

“...UWC is in a good relationship with the institution in my country where I am working, so I chose UWC...” P6

“...somebody know[s] advice that is better [that] I move to UWC; that was why I picked UWC...” P12



Another student noted that in addition to the recommendations highlighted above, and despite not being familiar with South Africa, it was due to a friend's motivation that South Africa was selected as the destination of choice, as observed below:

"...for South Africa, actually [it] is because of my friends - first of all, I didn't have any idea about any South Africa, just I go to website, I find a lots of crime... on website, I was shocked, then... I contact with my friends, my cousins... that is like I saw something in the internet, is true... that is why I came to South Africa..." P11

Scholarships/Bursaries: The international students discussed scholarship opportunities in South Africa, particularly at UWC, and found these as a motivation to study here. The quotation below relates to the views of a student.

"...I kept a check on South Africa, because it offers some scholarships compared to other African universities; that is why I came to South Africa and that is why I came to UWC... because of the scholarships." P3

"...I was advised to try UWC because of scholarship opportunities." P7

Unique Programmes: The international students highlighted the fact that the programmes offered at UWC influenced their decision to register at the university, as quoted below:

"...All... I was interested [in] was the programme that is [being] given by UWC... which is unique..." P1

"...the reason why I came here was because my programme was a unique programme, which is only offered at the University of the Western Cape..." P4

Another student noted that few of the universities in their own country offer what is available at UWC, as seen in the quotation below:

“...the whole reason why I came to South Africa was because the course I was interested in studying, I think in my own country... probably few universities offered the course...” P10

Family Ties: Family ties influenced the decisions made by international students regarding UWC as an institution at which to study.

“...first of all, I decided to come to South Africa because of my husband...” P12

“...I find my cousins here, so then he told me, I must come to the University of the Western Cape...” P14

5.3.2. Theme 2: Challenges Encountered

In the discussions, it became clear that international students experience a number of challenges related to being in a new environment away from their home country, and being in South Africa specifically, but also to issues related to the institution itself.

Unsafe Environment and Fear: The international students discussed their perception of South Africa, and Cape Town, as an unsafe environment and the constant fear that they experience when moving around. As one student expressed with regards to the country specifically:

“...In South Africa, once it is 6pm, you feel like something is going to fall, you are not secure, we have [to] look just everywhere, you suspect someone coming from the front, or someone coming at your back; you keep suspecting and accept that something can happen and ...so the environment doesn't look safe...” P7

And another student's remark about Cape Town specifically:

“Cape Town is not safe, so anything will... it's concerning the UWC, it concerns the national issue, but even when we are [on] campus, we need to be safe. That is my major concern because

even at the HPR, when you are staying in the area, but there are incidents that you [hear] - people knocking on your door in the middle of the night and at 4 am in the morning... like drunken people... so, the security issue is a big problem...” **P8**

“...I remember that if I leave this place beyond 6pm... my life is in danger, the place... the side where I am [living]... because I remember I was staying with... another post-graduate students, that is from my department in my room... but in the other [room], people were ...they were not, they were from UWC but they were not... they were undergraduate... and twice, they stole their phones on their way back because they came late...” **P13**

The adjustments that must be made in the light of the participants not being used to an unsafe environment were also noted:

“...for example, I am coming from a peaceful country whereby I can walk even 12 midnight, with your hand bag and the smart phone, you will reach home free...” **P9**

Further to the fear regarding the general atmosphere/environment in the country and the city, some students also highlighted their feeling of being unsafe on the campus, especially during the period of “Fees must Fall”, as quoted below:

“...I learnt something myself, that the fear of being an international student, for me is still there because of the security and the safety issue...” **P12**

“...it depends on the general... how you feel about that, once it is 5pm, anything past 5pm, you should start fighting for your safety and don't come out where and don't go back to... I think it is a general ...” **P14**

The lack of trust in the people that should offer the participants a sense of security was also expressed:

“...the security guards themselves, they are scared; they don't trust the environment and they try to put more fear into you and that does not help, they should go through that training that don't put fear into people, when even if you try to scare them because you are lazy in terms of doing your job...” P6

Lack of Professionalism from Staff: During the discussions, international students expressed their concern regarding the lack of professionalism from both administrative and academic staff at the institution.

Some students were of the opinion that the staff working in general student administration are not welcoming and at times rude in their approach to foreign students, as shown below:

“...just like she said... the response of admin staff, and people around, once they know you are a foreign student, they feel like they can treat you anyhow, they can curse you.... it's a foreigner, is not our citizen...” P11

“...especially true on the issue of administration... when they are handling us as foreigners, they are too harsh for us; they don't know how to speak to you... the people in this university... and especially women are more respected in my country than men, so on the issue of handling, is very difficult for us...” P8

In addition to the lack of professionalism that international students experience from the administrative staff, some students also alerted this researcher to the same challenges that they experience with their research thesis supervisors. Students perceive their supervisors' attitudes as lacking in understanding and demanding, as observed below:

“...my supervisor was the type who was...who wanted, I mean ...expected so much from me to be doing everything, virtually everything and bring him the finished product, so there was

nothing like... a taught course programme with the exception of the... Pet programme which is done on Saturday...” **P2**

“...but it took me time to really understand... understood my supervisor, because I was like... I didn't really understand her at first...” **P3**

Accommodation: Accommodation is another challenge experienced by international students at the university. These challenges include lack of accommodation options on campus and also in finding suitable accommodation as a foreigner in general. The sentiments around accommodation at the university are expressed as follows:

“...it is not easy at all because sometimes when we came as an international student, I stay outside the campus and it's far and then the transportation issue and then when I get home or accommodation inside the campus... so this is my main concern.” **P4**

“...and in terms of accommodation, I thought when I come here as a foreigner, I will just be provided with accommodation, since already they know how... our experience in problem in finding accommodation in a country that is not mine, so then assistance was not really given, I had to struggle for me to get accommodation for myself...” **P1**

Despite these highlighted challenges, students also understand that universities are faced with accommodation challenges worldwide and in general, as the sentiment below illustrates:

“...I am not sure of any other part of the world, but I think the accommodation issue is always a problem, always a problem in general for universities...” **P9**

Discrimination and Racism: International students discussed issues related to both discriminations as foreign nationals and of having experienced racism. They highlighted their

perception of generally being treated or viewed differently by other South Africans. As one participant shared with regard to her experience on using public transport:

“...when you take public transport and once they notice that you are not South African, they treat you anyhow; they say things anyhow, even in your department once they know you are not... and sometimes possibly when you are together, they start speaking Afrikaans, possibly they might not be speaking something about you but you just feel embarrassed that possibly... you feel unsafe... oh, you feel bad because of this discrimination...” P15

“...in the place where I am living, in Limpopo, the fact that they see that you are a Nigerian, they hate you for that...” P15

“...I think the... the perspective of South Africa to foreigners generally is not too good, both on... even those ones that were students like us, they... even their staffs, they look us different, they respond to us differently, the moment you can't speak maybe Zulu or you can't speak Afrikaans, you are in trouble...” P15

Because of these types of challenges, some international students shared the desire to leave the country immediately after obtaining the said degree:

“...it is a general issue, is not just a... I think it is a general issue in South Africa, the way they view foreign nationals. For example, I have a friend who is doing a PhD here, she said immediately she finished her PhD, she will be moving out of South Africa...” P10

This kind of discrimination is even experienced from law enforcement officers as highlighted below:

“...I remembered the police stopping me and my husband, that day. We don't know what made us to take our passport. They said: “Where is your passport?” We showed them the passport, and they said: “Can we search your car?” I said to the policeman: “Enter the car and search

it.” He said: “You are so rude.” I said: “I am not rude.” He said: “Can you talk to a Nigerian policeman like that?” I said: “Yes.” I said: “Enter the car and search.” He entered, he was searching, then the other policeman said: “No, come out.” I said: “... am ...not carrying any drug. Did you see my passport? My visa? ...am a student. I didn't beg to come and live in South Africa. I came here legally...” **P15**

In addition to international students experiencing discrimination on account of being foreign nationals, they expressed their perception of also being discriminated against because of the colour of their skin. The quote below highlights this:

“...I went to a store. The lady said: “Come, let me search your bag.” And she was searching my bag... and she was searching my bag... then the white lady came behind me, and then she was still searching my bag, I called back the white lady, I said: “The security want to see you.” She [said]: “What? Excuse me!” I said: “The security want to see you.” The security said: “No... no.” I said: “No, you searched my bag, you have to search hers also...” **P15**

“...they have a lot of racism, when we are driving, if you are a... if they see that you are just black, if an Afrikaans is coming... and you are just black and they see you driving, even though they are supposed to stop at the stop sign, they know they are supposed to stop at the stop sign, they will just zoom [past] the stop sign...” **P8**

Guilt Perceptions: Some of the international students feel indifferent to leaving their loved ones behind, in order for them to achieve their career academic aims, but for some, they feel guilty leaving their relatives and loved ones. They expressed their experiences as follows:

“...leaving my relative behind... it's... of course, it is painful...” **P10**

“...as a foreigner, things may not go as we expected, so you feel sometime sad and you miss your loved ones back home, so it takes time to adapt and it takes time to get used to that, to that feeling of you been here by yourself and missing your loved ones back home...” P12

Study Documents and Associated Problems: International students from the SADC countries, do not encounter any problems with acquiring their study visas - unlike their West African counterparts, who find it a big problem to acquire study visas. The students expressed dissatisfaction with the acquisition of study documents. The statement below expresses the student’s experiences.

“...in fact, applying for study permit in my country has become harder than before because eh...now they require a lots of things which they were not requiring [formerly], ...last year I came here, last year, my permit expired last year, but before then I was here for one month, and they had added... police report from South Africa to their requirement, on which I didn't know and it was a friend that told me the day before I left South Africa, so knowing that I was in Johannesburg, then I had to look for the nearest... police station to apply for that and after the application I left, and then... I had it later...” P1

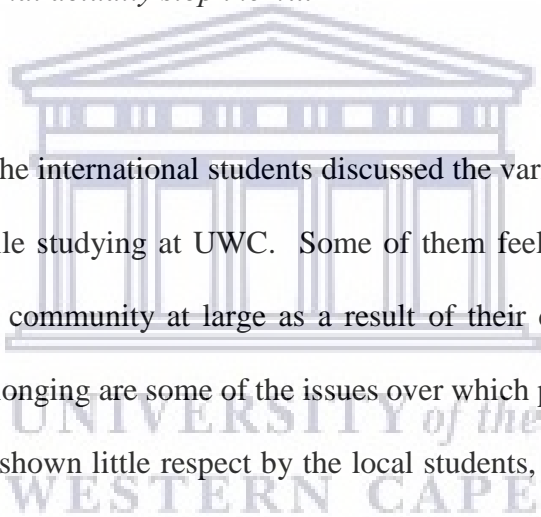
“...from where I came from, we don't have problem with getting a visa, because... I am SADC...” P6

SAQA-Associated Problems: The South African Qualification Authority (SAQA) is considered by international students to be a big problem. They are not able to get their qualifications assessed on time and on occasion their documents are lost by SAQA. This hinders many of the participants of this study in obtaining their study visas and they are, therefore, unable to proceed with their studies. The quotations relating to this student’s experience are presented below:

“...but it was a problem on the issue of SAQA...” P5

“...the SAQA thing is also a problem for... for the people, most of the international students, especially for me, I am still facing a problem with them because they lost my documents, they didn't give me the verification, the verification certificate, so I am trying to apply again...” P4

“...to talk about the SAQA thing, is actually a major problem within, but I meet two of my colleagues too; they are supposed to be students here now, they have all the documents but what actually stop them from coming to study here is just the SAQA as small as they are, the SAQA was actually what stop one of my classmate in the university and the other in somewhere I know... so it is the SAQA that actually stop them...” P11



Culture and Language: The international students discussed the various shocks that they are currently experiencing while studying at UWC. Some of them feel that they are not being integrated into the student community at large as a result of their different cultures. Usual greetings or a feeling of belonging are some of the issues over which participants express their disillusionment. They are shown little respect by the local students, and some are not happy about the morals demonstrated by the local students in public utility areas. The following statements relate to the students' experiences:

“...what I am missing now, is like the culture, the culture from my country, whenever you wake up, and you are receiving greetings: “Good morning” and “Good afternoon, "kadi bun fu"; "kadi bun water", and whatsoever, but here, where I am staying, I am staying at an apartment house where we share, but we use the same main door and the... whenever you wake up, there is no greetings, there is no whatsoever, I just feel alone because of that culture, I am missing my culture, there is no culture of greetings here, there is no culture of togetherness, whether you are sick, whatsoever is for you...” P9

“...there is a lack of respect among the youth, especially... in this university, the way in [which] I was raised.... if somebody is older than you, don't refer to the person by their first name, you know, there is always, if there is a title, you will say: “Sir...” P12

“...I think I suffered some element of cultural shock, one... I don't know... maybe is because of... you don't pass cultural relativity... but in the university, I think university should be the place where we should cultivate the ideas of... of consolidating our value system, in a situation whereby boys and girls will just be kissing, romancing in the library, I don't think is the best, is not the best. I am not condemning their activities, but it should be restricted to other area but not in the public utility like library, and so on... Then again, there are some of this guy who smokes... nobody says they should not smoke, but they should not smoke in... I mean to inconvenience others, all those things I saw there, I saw them as cultural shock, especially when... I don't want to go beyond that one...” P8

The inability to understand the spoken accents is another difficulty discussed by the students. They feel that people usually speak very fast and it is therefore difficult for them to comprehend. The quotations below reflect students' experiences:

“...your English here, especially [in the] Western Cape, is combined with Afrikaans, which is very difficult for us to understand when you are speaking faster for us. Sometimes on the credit management, you can go there, you don't have any problem, but they will confuse you up to the time you understand that yes, you are not belonging here...” P3

“...I think if the thing in the beginning is difficult... I find some difficult words with my supervisor in the beginning because I can't... I can't understand him because it's like... [his] accent is not clear...” P1

Non-Functioning International Office: Some of the students are not aware of any functional International Students' Office. Awareness of this facility seems to be limited. Statements relating to students' experiences are presented below:

"...I was expecting to find any dimensional like office which was active, but up to now, it seem like the dimensional office is dead... [except] maybe one or two... [or] else... we don't know about it and there are no difference, no functions that we are aware of, by the dimensional office, so I think... when it comes to that, they are not doing well as they are supposed to be doing, if that there is any dimensional international office, that is functioning, we don't even know where it is." P1

"...it was very difficult for me, as I find it difficult around when I first arrived, as there seem to be no functioning offices to assist international students to settle down, I had to rely on friends..." P8

No Orientation Programmes: The international students feel that an orientation programme at the beginning of their studies would have been appropriate to help them familiarise themselves with the institution's surroundings and enable them to gain a better understanding of how things operate. The quotations below relate to students' experiences.

"...I think the school, just as they organised for the under-graduate, I think they should just try to organised for the post-graduate. Unfortunately, I know that post-graduate[s] come in at different time[s], so they may not be able to... they may not be able to keep a time to do that, but it will be nice if they have a programme that when you are coming..." P1

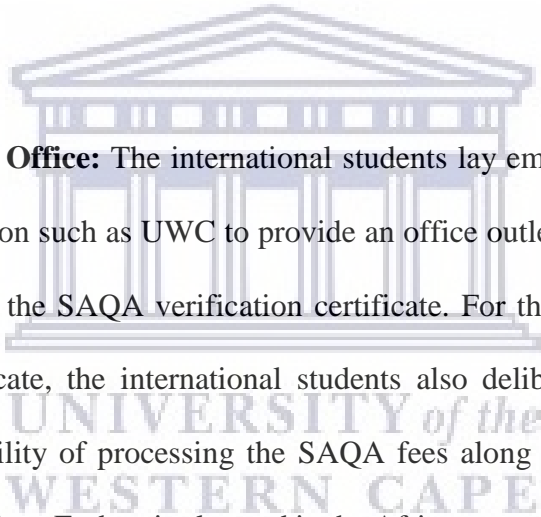
"...definitely... there supposed to be orientation at the level of the university and at the level of the college of the faculty, but for me as I experienced, about this orientation... but I think it

is better with the level of the university... First of all... because if there is newcomer who don't have a friend or who don't have anyone, can help, it will be hard, that's why.” P13

“...so I had to come to campus, even I didn't know where the department was, so even to ask people where the department is, you go to the department and ask for basic thing like: “Where do I get my student's card? Where do I get register?” P14

5.3.3. Theme 3: Possible Resolutions to the Challenges Encountered

This section explores possible resolutions to the challenges that international students encounter.



Need for a SAQA Outlet Office: The international students lay emphasis on the need for a higher educational institution such as UWC to provide an office outlet for processing the fees for SAQA and for issuing the SAQA verification certificate. For the easy processing of the SAQA verification certificate, the international students also deliberated during the focus discussions, on the possibility of processing the SAQA fees along with the study visa fees charged by most South African Embassies located in the African countries. The students made the following statements relating to this discussion:

“...so I think that SAQA thing is a very... big problem for an international student... If they have the department here or a person which they communicate with, I think that will make things easier for us...” P7

“...so, if, I don't know if the university could find a means to go around it, possibly to get people admitted or they find a way of processing those documents, the SAQA documents... I think it will go a long way to help international students...” P1

“...so I don't know if they find a way of decentralising it to the universities or the Provinces; maybe I am sure it will go a long way to help and possibly payment of the fee of SAQA, since they have South African embassies in most African country and in the... just like the way we pay for visa, if possible for people to pay for SAQA documents in the embassy or through the embassy... I think it will also... either in the embassy or through the SAQA thing, I think it will go a long way to help...” P4

Training of Academic Staff/Administrative Staff: In the previous discussion, which was outlined under the challenges encountered, the students discussed how unhappy they are with the way they are being treated by the academic and administrative staff. The training of the staff in both spheres on the ways of speaking and handling international students is absolutely essential and would go a long way to resolving the challenges encountered by international students. The following statements by international students are pertinent:

“...staffs needed to be trained on how to speak with international students...” P13

“...I think the institution needs to arrange conduct and approach training towards international students for both academic and the central staff at the admin...” P14

Involvement of the Faculty in Providing Student Accommodation: The students discussed the involvement of the faculties in resolving the accommodation issues that they encounter. They feel that the faculty should play a major role in resolving this issue. The statements below reflect this aspect of the discussions:

“...so, I think the faculty can play a major role while looking at accommodation for international students...” P5

“...the committee can once again contact or talk to the faculty and come out with some way of... the way forward for the students, so I think the problem is that the structure is not here, but none is functioning very well, I think so... that is all...” P8

“...if the faculty can take a hands-on approach for us, and tries to reserve a place or somewhere to lodge us, I think that can solve some problems as well...” P12

Improved Security Measures: The students discussed the security issues at UWC that were outlined in the previous discussion, in which it was said to be a national issue. However, they emphasised the need for improved security measures and feel that the institution should do more in terms of security measures within the university environment. This measure will help in resolving the possible challenges faced by the international students.

“...at least, the institution needs to be a safe area for students...” P3

“...the university needs to do more in order to ensure that their students are safe...” P9

5.3.4. Theme 4: Explored Suggested Options to Achievement of Internationalisation

This section explores the suggested options by the international students to achieve internationalisation, which is the process of integrating the international, inter-cultural and global dimensions into the educational system.

Functioning International Office: The students feel the need for a functioning international office dedicated to the need for international students and to ensure that all that pertains to these needs can be attended to. Quotations relating to the discussion of this aspect follow:

“...I went to X University and my experience there is the opposite of my experience here... especially if I look at what foreign nationals, foreign students goes through. I mean X

university, they have the dedicated international relations office that have events for international students and the events do cater to whether you are undergraduate or you are a post-graduate...” P5

“...I felt the university needs to do more in ensuring there is a proper functioning office for the international students...” P9

Availability of Funding: The students discussed the need for funding, for the institution to foster greater international awareness, and for internationalisation to be achieved. Their statements regarding this topic are presented below:

“...by increasing the number of... people that gets scholarships or bursar[ies]...” P2

“...the one thing which is appropriate for South Africa is funding, if saying they can give... if the university is to provide for more scholarships for UWC or post-graduate students, [they] are coming...” P6

Quality Research Output(s): To achieve internationalisation, the quality of research needs to be of a higher standard, which in its turn would attract international scholars. The research output of the institution would determine the level of internationalisation of the institution that needs to be achieved. Quotations regarding the statement are presented below:

“...there is [a] need for lots of research programmes from higher degree students like American[s] coming here for some months, and guys from here going back to that side because I think such programme, they help a lot...” P7

“...it's about making sure your research output... somebody else, in Ethiopia or in Nigeria, somebody in Australia can look at this and say: “Wow! I want to meet this person, I want to work with this person or I can replicate in this research in my own country, even in the First

World country. If somebody from the First World want to work with you or replicate your research, then it became truly grow all...” P6

Distance Learning Programmes: UWC is currently lagging behind in distance learning. The services are rated by international students to be poor, and for internationalisation to be achieved, this issue needs to be addressed. Statements regarding this topic of discussion are presented below:

“...the issue with a distance learning programme... some of our people will... the moments you are not on ground here, if you... you may send messages twenty times, nobody will... they won't respond... so, that is... even... with the fact that you are part of the programme...” P1

“...as far as [I] am aware, the distance learning programme is a trash... you call countless time and no answer or response... very poor...” P4

Distinguished Alumni: The international students discussed the alumni of UWC. They feel that they must be able to stand where they find themselves in Africa with their heads held high. The participants also questioned the quality of the alumni that UWC has produced. For internationalisation to be achieved, they believe that the institution should be able to reckon with distinguished alumni, as presented in the statements below regarding this topic:

“...Can you... Can your so-called expert...? Can they go out into Africa? Can they make a differen[ce] in Africa? Can you get top academics, not only in Africa, but in Europe and America...” P7

“...the institution should be able to have shoulder very high in the quality of alumni produced...” P12

Approach to Foreign Nationals: The international students discussed the approach of South Africans to foreign nationals. They feel that the South Africans are not welcoming enough, especially towards their African counterparts. They believe that for internationalisation to be achieved, a change for the better in their approach to foreign nationals is of great importance. The statement below reflects this aspect of their discussion:

“...I think I would also use the word “open”. South Africa is not open, most especially to Africa, then... they see us as [the]enemy, they never see us as [a] friend...” P1

“...South Africa is too closed. They don't travel out, so if you come here, they don't see it as something... they don't value [being] international, I don't know if I am right to use the word...”

P10

Availability of Student Jobs: For internationalisation to be achieved, there is a need to make provision for student jobs. Students use these jobs to fund some of their basic expenses. By making student jobs readily available, improvements could be wrought in the outlook/stance of the institution. The statements below reflect the experiences of two international students:

“...make it easy for foreign students to even have jobs on campus because at times... I think a lot of the jobs do go[to] South African students...” P15

“...we have a lot of department, will find that, they can't find people but they won't advertised and they will keep the money, you know. Why don't you advertise even if with the position available at UWC is been word of mouth, you know because someone say something, that I actually went out and said I am looking for a job...” P11

Political Electoral Slots for International Students: International students feel that they are being sidelined in accessing most of the political electoral slots at the university. In fact, they

feel that the entire political spectrum is being taken over by South Africans. They are of the opinion that the allocation of specific slots for international students should be considered to be a matter of high importance – as reflected below in the quotations regarding their discussions:

“...the SRC... they should try as much as possible maybe and leave about four or five positions for international students... number one, then number two, I think through that they should be able to understand the value system of an international student...” P9

“...the whole of the SRC is dominated by South Africa[ns], then... how do we get our hearings and our... complain[t]s...” P7

Institutional Awareness: For internationalisation to be achieved, the need for institutional awareness is of immense beneficial effects. The students view this aspect as a very important element in their discussions, as awareness highlights what the institution has to offer, the programmes offered, and it could improve the marketability of the institution. The quotations below are reflections of students’ attitudes in this respect:

“...speaking about sensitisation... so you... create awareness... the academician that move to other countries and let them know about the potentials that are available here...” P8

“...I think one... professor at the School of Nursing was doing well. He came to my country to talk about UWC. That is how come we got to know about this programme in the UWC. So... I think the other departments can also follow suit, and I mean...” P2

5.4. In-Depth Interviews with the Stakeholders

The in-depth interviews with the participants were facilitated by the researcher and a research assistant. Fourteen (14) stakeholders at UWC participated in the study: nine males and five

females with ages ranging from 20 to above 54 agreed to participate. The demographic information of the stakeholders is summarised in Table 5.3. The in-depth-interviews took place in a relaxed setting that was convenient to all of the participants in the study.

Table 5.3: Demographic characteristics of the stakeholders

Participants' Codes*	Gender	Age	Highest qualification	Current position at the University
P16	M	20-24	Diploma	ISO
P17	M	35-44	Bachelor	ISSO
P18	F	>54	Masters	IRO
P19	M	35-44	Diploma	Student Administration Staff
P20	F	25-34	Diploma	Student Administration Staff
P21	F	35-44	Bachelor	ISSO
P22	F	>54	PhD	Director of Postgraduate Studies
P23	M	20-24	Diploma	SRC
P24	M	>54	Masters	IRO
P25	F	>54	PhD	Dean of Community and Health Sciences
P26	M	20-24	Diploma	SRC
P27	M	20-24	Diploma	SRC
P28	M	20-24	Diploma	SRC
P29	M	20-24	Diploma	SRC

*ISO (international student organisation), IRO (international relations office), SRC (student representative council), ISSO (international student services office).

Table 5.4: Themes and sub-themes emanating from in-depth interviews with the Student Representative Council (SRC)

THEME	SUB-THEME
1. General Perspectives	<ul style="list-style-type: none"> • Members of the institution • Postgraduate students • Inadequate preparation
2. SRC Policy on Internationalisation	<ul style="list-style-type: none"> • No established SRC policy • Institution's policy • Association with the International Students Organisation (ISO)
3. Reasons for choosing the University of the Western Cape	<ul style="list-style-type: none"> • Educational rating • Acculturation • Availability of funding • Institutional diversity
4. Benefits of Internationalisation	<ul style="list-style-type: none"> • Dedication to academics • Academic advancements • Knowledge of different cultures
5. Integration Strategies	<ul style="list-style-type: none"> • Peculiar to the individual • Seminar presentations • Negotiations regarding tuition fees

Verbatim quotes are used to further exemplify the above-mentioned themes.

This section explores the opinions on internationalisation of the SRC at the University of the Western Cape.

5.4.1. Theme 1: General Perspectives

Members of the Institution: International students are regarded as vital members of UWC.

This institution has been a university of preference owing to its ready accommodation of students of different races, cultures and religions. During the focus discussions, the members of the SRC were of the opinion that international students should be treated as local students -

both in the institutional fees that they pay and the treatment meted out to them. The statements relating to their discussions are stated below:

“There are people from different backgrounds, different spaces, different races, cultures, religions, you know – [they] meet at one institution and there is a culture. I mean, I know our culture, there’s still room for improvement, but what we have is really beautiful, I would think, that people would choose UWC right now over X University or over any other institution for that matter, because there’s just something unique about UWC in terms of the people...”

“...international students are part of the university, you know, populace, if I can put it that way, as international students and as ourselves, local students, we [a]re one [and] the same because we are doing the same courses. We are doing the same degrees and modules at some point, we [have] been, we are [being] required to pay the same amount of money and all those things. So... my opinion about international students is that they should not think of themselves as international...foreign students to be specific...”

“...international students are just students, just like us... students which are citizens, so basically the treatment in my believe, it shouldn't be different. Yes, they are from other countries, the only issue that should be different in terms of delimiting their registration and all of those things, in terms of how they are been treated, in terms of paying fees, in terms of how do they register, and all of those things, I think the university need to revisit that...”

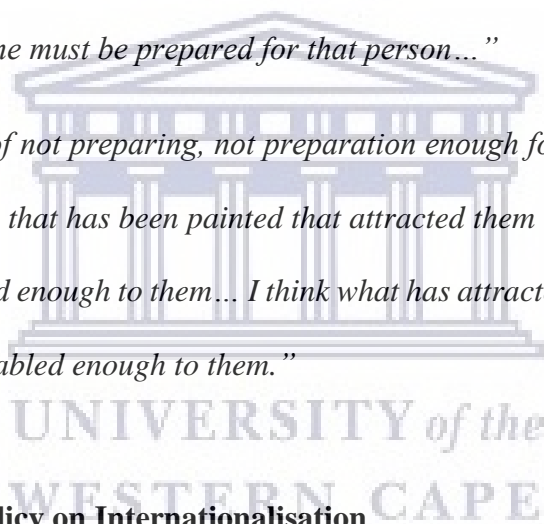
Postgraduate Students: A member of the SRC stated that most of the international students from UWC are postgraduate students. The quotation below reflects his opinion:

“...more post-graduate students that we have... more of them come from international students, there is a lot that they can do in term of improving the standard of research and be able to contribute towards the... improving academics excellence at the UWC.”

Inadequate Preparation: Inadequate preparation by the institution for the international students can be considered to be a major problem that the institution faces. Many of the students find it hard to integrate into the institutional system, so that has been a major concern. The statements below relate to this topic of discussion:

“...first of all, they need to be treated well as ambassadors of... from others country which are representing their countries in South Africa... and they don't fully get that; they don't fully get the attention that they need to see... because as a person, you must prepare the space for visitors, especially every time when you are expecting anyone to visit you, expecting anyone to enter your home. Your home must be prepared for that person...”

“...my perspective is that of not preparing, not preparation enough for international students, the image of the institution that has been painted that attracted them to enter our institution is not tabled and implemented enough to them... I think what has attracted them in our institution is not well presented and tabled enough to them.”



5.4.2. Theme 2: SRC Policy on Internationalisation

No Established SRC Policy: From the Student Representative Council’s point of view, there is currently no policy guidance for international students. The council merely follows the institution’s policy. The quotations below pertain to this topic of discussion:

“There is no policy that is coming from the SRC with regard to the international students, but from where I am sitting now, international students are able to partake in participating in any issues within the university, equal with local students...”

“...to be honest, on our constitution... We do not have the policy which is directly speaking to international students, but our constitution - as it reflects with the portfolio of the SRC - we

have [a] portfolio which is for the policy and transformation office, which is the person who pays... who pays basically... who is responsible for all the policy which has potentials of affecting students, including of those of international students. So, basically, that particular portfolio is the one that seek to actually... stand for students within the policy that seek to... within our university...”

“The SRC does not have a policy per sé...”

Institutional Policy: The University of the Western Cape has a policy endorsing the need to fulfil the requirements of its international students. The SRC is looking at some of the aspects of this policy - and at negotiating with the institution, especially in respect of tuition fees. The statements below reflect this viewpoint:

“...instance of the institution towards international students, that of, for instance, in terms of payments for international students, they must pay up-front. It's one of the strict rules and regulations from the institution, and we've manage[d] to negotiate with the institution that they must be at least given a period whereby they can meet their payment...”

“...also in terms of their visa, as well with the Office of the Registrar, and also the office of the international in exchange, whereby, it's through the rules and regulation[s], even in the country, that they must be permitted to be [granted] a study permit; [it] must be valid, you can't be at UWC without those documents, so those are the few document[s] that they cannot even be reviewed or changed for them...”

“...but, however, there is that policies that is used by the institution with regards to payments and school fees, within the university and things like that...”

Association with the International Students Organisation (ISO): The SRC has been said to be related/affiliated to the International Students Organisation and works hand-in-hand with the ISO.

“...we also have affiliated structures, you know... that also International Students Organisation has an affiliation under the SRC...”

5.4.3. Theme 3: Reasons for Choosing the University of the Western Cape

Educational Rating: The educational rating of the institutions within Southern Africa and Africa at large is seen as one of the main reasons why international students choose UWC as their university of choice. The quotations below reflect the discussion on this topic:

“...one of what attracts international students is the quality of education in South Africa, [as] in most South Africa[n] institutions, and UWC is one of the main institutions...”

“UWC is rated number five in Africa, number five in South Africa, and number seven in Africa ...you see by [virtue of being] ranked by year, international qualification... by [virtue] of the fact that UWC appears within those rating[s], it mean[s] that there is something that is good, that is [being] achieved by the institution...”

“...the education system within South Africa is really... really good, so that is why I think international students... become interested...”

Acculturation: This has been seen as “the progressive adaptation of elements of a foreign culture by persons, groups or classes of a given culture” (International Organization for Migration (IOM; 2016)). In an institutional environment such as UWC, where different cultures are being explored and experienced, SRC representatives expressed their views towards acculturation as being but a few of the motivating factors for international students when

making their choice of an institution at which to commence or continue their academic studies.

The following statements are relevant:

“...I will like to think that they will want to experience the kind of university culture that is available in South Africa...”

“...there is a culture...”

Availability of Funding: Other factors which attract the international students is the availability of funding, which was expressed by the SRC representatives as one of the reasons behind the international students selecting UWC as their university of choice. The quotations below reflect the discussions on this topic:

“...in terms of funding, funding is there, so those are the certain issue, not issue [per sé], but certain things that attract them...”

“...some who come through this scholarship, this fellowship programmes and all those things, just to experience the lives of a South African institution...”

Institutional Diversity: Diversity is the term that denotes a variety of entities within a system (Morphew & Christopher, 2016). UWC comprises of different people who avail themselves of what the university has to offer. According to the focus group discussions, and previous discussions, international students appreciate the diversity that the university accommodates and promotes and list this factor as one of the reasons behind their choice of this institution for their higher learning purposes. Statements relating to the SRC discussions are presented below:

“...to know about UWC before I got here, I would have chosen UWC because of the diversity that you find at UWC...”

“...There are people from different backgrounds, different spaces, different races, cultures, religions, you know – meet at one institution...”

5.4.4. Theme 4: Benefits of Internationalisation

Dedication to Academics: The SRC representatives discussed how dedicated international students are to their studies, and how they try to emulate and associate with them. The international students motivate them to be serious about their academic studies. The statements below are pertinent to their discussion:

“...meet myself with lots of international students in the course that I am doing, I am doing a Masters in Development Studies. Those guys are serious with their academics, even myself if I was in any other country, I will be serious, I would always stick on my business. Those guys are sticking in their business, and I always involve myself with them because I want people... I want to surround myself with people that are serious with their academics...”

“...you know, the kind of drive they have, the kind of... you know, they are self-starter[s], you know, they are not afraid of any challenge, they have experienced a lot and they know what they want, their goals, their objectives in life, they are very clear, they don't like playing around or just wasting their time on things...”

Academic Advancement: The SRC accepts the inflow of knowledge (represented in the contributions made by the international students) as a way of advancement in their academics. According to Montgomery (2010), internationalisation results in an intensification of the global/local flows of people, ideas, and capital in higher education institutions. UWC is no exception, as is apparent from the quotations presented below.

“...they are assisting us in terms of adjusting; as well because they are using a different system of education... they are from a different system of assessment...”

“...they are sort of like advancing us to be in that level of study... in academic advancement...”

Knowledge of Different Cultures: The SRC representatives acknowledge the benefits of exposure to different cultures, different ways of life, and the need for acculturation.

“...different types of culture, as well, help us to live in a diverse country, and it help us to adapt to change and all of those things...”

“...they will want to experience the kind of university culture that is available in South Africa...”

5.4.5. Theme 5: Integration Strategies

Negotiations Regarding Tuition Fees: The need for international students to integrate well into the institution has been raised, as has been the need to make it possible for them to manage to pay their university fees. They have, in fact, just recently been allowed to pay their fees in instalments instead of as once-off payments. The quotations below pertain to this topic of discussion:

“...this year we manage[d] to convince the management that it is incorrect for them to say that the international students must finish their fees, say at the end of [the] first term or at the end of [the] first semester. But what we said was that if the international students can be able to afford 50%, let those who [can] afford [to] pay that 50% upfront... and then the remaining - the 50% , they can pay the remaining 50% in term[s] of instalment[s] up to the end of the year, for those that cannot afford the 50%, let them pay the portion that they can afford and then the remaining amount, let the instalment [be] up to the end of the academic year...”

Easy Visa Applications: The need to simplify visa applications for students arriving at the institution has been raised. The international students participating in this survey emphasised the need for the institution to have an outlet (office) in place, the duties being to ensure the timely processing without delay of student visas. The statement below regards their discussion on this topic:

“...we are going to have a mobile office starting from January. It is not going to be difficult for international students to get their visa...”

“...they mustn't stress about these permits, these visa's...”

“...in terms [of] making things very simple in entering here and also studying for international students.... that work [has] been done and [I] am hopeful that it will work...”

“...they must have the proper documents that would enable them to enter the institution of higher learning. They must be awarded opportunities that would allow them to pursue whatever they want to pursue, and [there] must not be much restrictions, in term of entering higher institutions...”



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Organisational Structures Affiliated to the SRC: The opening of structures affiliated to the SRC (e.g. the International Students Organisation (ISO) has been seen as an integration strategy for international students to have their voices, opinions and concerns heard.

“...[by] virtue of the fact that we do allow international students to have their own organisation that [is] incorporated within the International Students Organisation, because within the International Students Organisation... they have, the international students, have their members and some of them are running to be in leadership of the SRC...”

5.5. Themes and Sub-Themes Emanating from In-Depth Interviews with the Administrative Staff Dealing with International Students

Table 5.5: Themes and sub-themes emanating from in-depth interviews with the administrative staff dealing with international students

1. General Functions	<ul style="list-style-type: none"> • Administrative role • Student documentation
2. General Perspectives	<ul style="list-style-type: none"> • Increased international student populations • Specialised field of the International Student Service Officer(s)(ISSO)
3. International students' educational challenges	<ul style="list-style-type: none"> • Educational assessments
4. Applied strategies for international student attractions	<ul style="list-style-type: none"> • Academic facilities • Research opportunities/Progression
5. General Recommendations	<ul style="list-style-type: none"> • Increased online usage

Verbatim quotation are used to further exemplify the above-mentioned themes.

This section explores the views of the student administration staff at the University of the Western Cape in terms of their perspectives on internationalisation. The themes and sub-themes that emerge from the discussion are presented as follows:

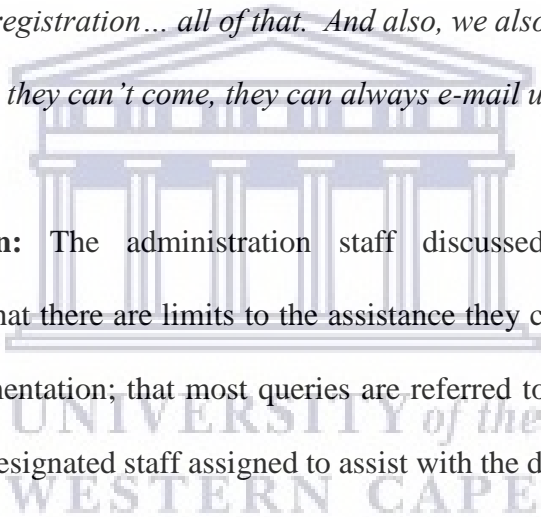
5.5.1. Theme 1: General Functions

The student administrative staff discussed their administrative role and the student documentation process for their international students.

Administrative Role: The administrative role of the student administration staff was explored in this study. The staff indicated that they assist international students in their basic administrative role by registering and deregistering students, providing them with student cards, transcripts, incorporation letters and initiating and updating their documentation. The statements below relate to this topic of discussion:

“...My role in admin., specifically, as you can see, has just got to do with cards and activations... or students gaining access to campus. Most students use their cards to gain access to campus, and also uses in campus, that is... the library. That is my role in Student Admin.”

“...We assist students with documentation, so your student cards, your transcripts, your incorporation letters, de-registration... all of that. And also, we also assist them face-to-face, and also through e-mail... Say they can't come, they can always e-mail us...”



Student Documentation: The administration staff discussed the international student documentation process: that there are limits to the assistance they can render to the international students regarding documentation; that most queries are referred to the international office; and that the institution has a designated staff assigned to assist with the documentation of international students. The quotations below pertain to this topic:

“.... First step would be for them to have an acceptance letter. Once they have that, the next step would be to pay the registration fees, so that... an... arrangement can be made for that, whether international or not. That goes through the Student Credit Management system. Once they've done with that, they will then get clearance to register. They have the two options: it's the online registration, as well as the assisted registration, that [is] at the faculty admin. area. Then, when they're done with that process, then... nearly the last step. The last step would be this office over here. They come and collect their card. So that means you are now officially registered; you have a student card. That card will allow you access to campus, and in some cases, as you heard the

students, they need access to residence. Without that card, they won't have that access. That is basically the final step, just to gain access. Once they have done that, and then the whole registration process is done."

"...So, we can change a South African student's details on the system, but we can't change for them. Not only... the problem with that is... not problem, but the reason for that is there's passport, so we need people that are experienced, who knows... okay, that's the correct passport..."

5.5.2. Theme 2: General Perspectives

This section explores the general perspectives of the student administration staff on internationalisation.

Increased Number of International Students: The student administrative staff discussed their general perspectives on the inflow of international students into the institution, where the majority could be classified as post-graduate. The administrative staff, however, acknowledge their limitations as to their knowledge of the intake of international students. The quotations below reflect their experiences:

"Opportunity, growth, research. Yeah, I think that is mostly, because... I mean... in their country... they don't come here because some of them want to come here. You know what I mean? It's because of there's no opportunities in their countries, so I think that at least there's a better platform in terms of opportunity, and they know what they want. I mean, we've got the research facilities here..."

"And I mean, if you look at your tutors, I mean, I was a student here, I did my undergrad here. If you look at your tutors, I mean, my tutors were mostly international students, which also shows even then... I mean, the majority of students were doing their postgrad is international students...."

Specialised Field of the International Student Services Office (ISSO): The student administrative staff acknowledge that UWC has designated offices. The International Student Services Office (ISSO) are in charge of the international students and their related concerns, all their institutional requirements, funding and other issues. The statements below relate to their discussions:

“Student Admin as a whole has an international office, as you are aware..... Mr X is part of that, as well as Mrs X. They do the majority of the international requirements and assistance to students. From their point of view, they’re... we’re not as much in contact once their part is done, and the student goes and registers...”

“...there used to be one, there’s now two, and there’s now a Head of that department, which is Mr X himself, and then Mrs X. There’s also another international office, which deals with exchange students, and they are also a full department that works there.”

5.5.3. Theme 3: International Students’ Educational Challenges

This section explores the student administrative staff’s opinions on the problems that international students face in their educational pursuits in UWC.

Educational Assessment(s): Educational assessment was seen as one of the contributory factors making the pursuit of an academic education so difficult for international students. For their visa to be sorted out, there must first be an assessment of the educational level attained which tends to present many delays and challenges to the international students. The statements below relate to their discussion:

“I think the process when it comes to them getting their qualifications verified... I think with HESA and SAQA, there’s quite a difficult situation with the students in those terms, but Mr X-them do their best with that as well, but they can only go that far, then it’s with government again...”

“...especially when you think they have to get their visa sorted out, and they can’t do that without...”

5.5.4. Theme 4: Applied Strategies for Attracting International Students

This section explores the various applied strategies utilized in attracting international students to the institution.

Academic Facilities: What came up in the discussion of the applied strategies are the academic facilities. These have been noted as an attraction by the international students and hence motivate their decision in choosing the institution as their university of choice.

“As you know the Life Science Building, I notice that most international students actually come to register with us because of the new building that we have...”

“...I think that’s a big attraction to postgrad students, and to first enrolment students that the University has facilities like we have on campus...”

Research Opportunities/Progression: Progression in research opportunities has been seen as another attracting factor influencing the decision of the international students in choosing the institution.

“I think it benefits in a sense that it [gives] perspective... new perspective on things, you know. Because different... international students bring a different flair, I think, to the normal South African student. I mean, like I said now, if you were to check... do a stat now probably on postgrad, you will find that it’s mostly international students, and I mean, already UWC has been up there for research, you know what I mean?”

“...And I think, one of the main reasons why UWC is up there in research, they also had an input on it...”

5.5.5. Theme 5: General Recommendations

This section explores the recommendations suggested by the student administrative staff in achieving internationalisation.

Increased Online Usage: A suggested improvement would be for the institution to encourage increased online usage among its international students. The following quotations are relevant to this topic:

“...if I would make more recommendations, it would be the online service - that we make use more of our online applications or registrations. I think that is so much more helpful to students, especially international students. Then they don't have to rush to the University to do their registration.”

“...It would just be so much better. I know access to the internet is a bit of a problem, but if you aren't able to come to campus, I would think that if the University could push that we have an online system...”

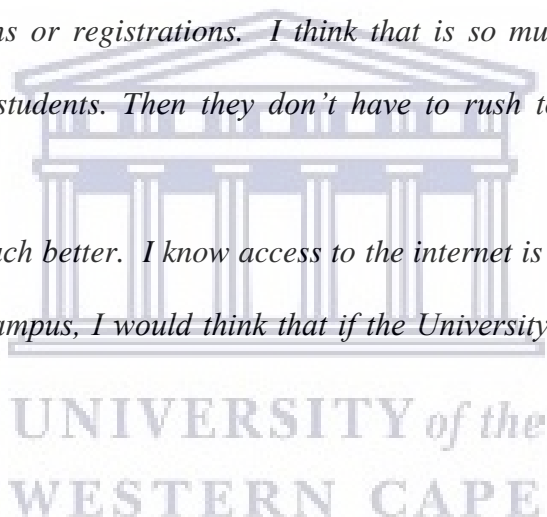


Table 5.6: Themes and sub-themes emanating from in-depth interviews with the student organisations (IRO, ISSO & ISO)

1. General functions	<ul style="list-style-type: none"> • Institute of International Affairs/Memorandum of Understanding (IRO) • Students Exchange Programme (IRO) • International Students' Administrative Functions (ISSO) • International Student Support System (ISO)
2. Historical growth: Background	<ul style="list-style-type: none"> • Origins of IRO and ISO
3. Strategies and approach towards internationalisation	<ul style="list-style-type: none"> • Partnership programmes (IRO) • Research resources (IRO) • Website development (ISSO) • Creation of a buddy system (ISO)

4. Challenges to internationalisation	<ul style="list-style-type: none"> • Immigration challenges (ISSO) • Finances (IRO; ISSO) • English barrier (IRO; ISSO) • Safety issue (IRO; ISSO) • Xenophobic environment (IRO; ISSO) • Delay in acceptance of international students' applications (ISSO) • Discrimination (ISSO) • Accommodation challenges (ISSO; ISO)
5. Major patronised countries	<ul style="list-style-type: none"> • African Countries (post-graduate) (IRO; ISSO, ISO) • Europe, USA and Canada (Students Exchange Programmes) (IRO; ISSO)
6. Accommodation reservation	<ul style="list-style-type: none"> • Privately reserved accommodation (IRO) • Institutional accommodation (IRO)
7. Integration strategies	<ul style="list-style-type: none"> • Limited interactions between local and international students (ISSO)
8. Study documentation acquisition	<ul style="list-style-type: none"> • Designated offices (IRO) • Assistance with Visa acquisition (ISSO)
9. Future plans of the office	<ul style="list-style-type: none"> • Alumni network (IRO; ISSO) • A safe study environment (IRO) • Globalisation (IRO; ISSO) • Advertising the institution (ISSO)

Verbatim quotations are used to further exemplify the above-mentioned themes.

This section explores the views and perspectives on the internationalisation of the International Relations Office, the International Student Services Office, and the International Students Organisation office at the University of the Western Cape. The themes and sub-themes that emerged from the discussions are presented below:

Theme 1: General Functions

This section explores the general functions of the IRO, ISSO and ISO at the University of the Western Cape.

Institute of International Affairs/Memorandum of Understanding: The members of the IRO discussed the role in the institutions. One of the general functions of the IRO was

streamlined to a Memorandum of Understanding (MOU) between universities, organisations, stakeholders, etc. The quotations below emerged from the discussions:

“...we also deal with cooperation agreements; the MOU’s between universities, and so our constituency is the whole of the University...” IRO

“Our role also is to ensure that... you know... there’s visibility around the University of the Western Cape on the international platforms [to] advance internationalisation....” IRO

“...we do relationship building internally, so that staff and students can know about the services we provide, which is [networking] and [providing]access to institutions, [accommodating] visitors, cooperation agreements if they’re wanting to establish... but also the stakeholders externally...” IRO

“...It’s an organisation that deals with the needs of universities to deal with the needs of international students also, and later on it branched out also to staff members...” IRO

Students Exchange Programmes: The Student Exchange Programme was also highlighted as one of the major functions of the IRO. From the discussion, it was discovered that the IRO specialises in promoting the mobility of students, the university staff and also visitors.

Statements that emerged from the discussions are presented below:

“Now, our role... what we broadly cover in terms of our function, is we deal with the exchange of students, incoming and outgoing; we deal with mobility of staff, primarily academic staff...”

IRO

“...we also facilitate visitors’ programmes which lead to establishing partnerships. So, all incoming visitors, when they reach out to the International Office, we set those programmes up and we ensure that we have participation ...” IRO

International Student Administrative Functions: The ISSO discussed their major roles and functions in the respective institutions, and their roles in respect of international students. From the discussions, it was deduced that ISSO falls directly under the mandate of the Registrar and the Registrar's office. Its members are responsible for the administrative and academic issues of the international students. The statements that arose from the discussion are presented below:

"...the ISSO provide... I'm sure that they've explained to you that they provide supplementary support services about registration, and status, and clearance, and continuation, and papers that they might need to apply for their visas, and making sure they have the medical cover and their fees and things like that are in order." **ISSO**

"...we fall directly under the responsibility and the mandate of the Registrar, and the Registrar's Office. For that reason then, we have responsibility for all the secretarial and administrative functions that she is responsible for, which include the academic records and everything associated with academic administration, as well as the student administration."

ISSO

"The mere fact that they're looking at accommodation, they're looking at registration, clearance, some of them have emotional baggage, besides their own baggage that they have. ...So... the atmosphere I've come to create is: relax, let's break up your process now, and I guide them through every step towards getting registered. And obviously, getting a student card, and being accessible to the library or other things..." **ISSO**

International Student Support System: The general functions of the ISO were explored, and from the discussion, it was deduced that this is an established/structured organisation to assist international students with the challenges that they may encounter while in the institution. This

organisation was established with the mind set of supporting international students. The statements that arose from the discussion are presented below:

“I mean, re-establish this organisation because it has been here in the past; but somehow, in the past years, people just... who were there earlier on, they just graduated and then left. And there [was] no attendance, and we came up with the idea to re-establish the structure and to give support to who-ever come across challenges, whether undergrad or postgrad... because challenges does not have level of studies in this institution...” ISO

“...As an international student at this institution, we came across so many challenges in our early years... and there were no supporting structures to direct us where we can get assistance...” ISO

Theme 2: Historical Growth Background

This section explores the historic growth background of the IRO, ISSO and ISO at the University of the Western Cape.

Origins of IRO, ISSO and ISO: The origins and historical background of the IRO, ISSO and ISO at the University of the Western Cape are explored in this section. From the discussion, it was deduced that the IRO office was actually started up as far back in the past as 1986, but became a structured organisation in the year 1997, through the efforts of the International Education Association of South Africa (ILEASA).

“...the office in itself started way back in 1986-87... somewhere around there, with Mr X. It started off as an office with an interest in international students, because by then the University, being the historically disadvantaged institution [that it was] in the Apartheid era, and the students wanting to come to this university - because mobilisation took place here, of the political will, of all of that, making the University to understand that the need to deal with

international students [and] also international staff, wanting to connect with us. So, way back it started already, that's with Mr X, and he was the Professor in Mathematics then, so it was sort of haphazard... we have to do this.... and gradually it phased into an office of International Relations..." IRO

"...but the International Education Association of South Africa - in 1997 - they actually started off this organisation to which all 26 universities in South Africa currently belong..." IRO

"...So, 1997 they... 1997 they launched the organisation here at UWC. They're now celebrating their 20th in August this year..." IRO

The ISSO was established recently, in response to the need for a structured organisation that would oversee the administrative affairs of the international students. The quotation below pertains to the discussion on this topic:

"...the ISSO was established about a year-and-a-half ago. The International Student Services Office: it consists of myself, Mrs X, and Mr X, [who] is one of the Coordinators. So, this is the first stop a student comes to when he enters UWC..." ISSO

The ISO was established in the year 2015, in the quest for a support structure for international students. The statements below were made during a discussion with an ISO representative:

"...In 2015, there was one international student also being part of the SRC, and then he noticed that once... they want that support of international students, there were others who don't bring along international students. So.... when that party is out of power the following year, there would be the issue about tensions and then no-one is [there] to look after it. So one of the colleagues [who] was part of the SRC said, "No, we need to revive ISO. And then call a meeting for all international students..... And then, people were selected, and voted from regions and then that was the re-establishment of ISO in 2015..." ISO

“The ISO came about in 2015...” ISO

Theme 3: Strategies and Approach Towards Internalisation

This section explores various strategies and approaches by the institution towards achieving internationalisation. The sub-themes that emerged in the thematic approach are elaborated upon as follows:

Partnership Programmes: The IRO highlighted partnership programmes with various organisations, institutions, stakeholders, etc. which is one of the strategies adopted by the institution to ensure internationalisation. The statements that emanated from the discussion are presented below:

“...People always want to come and work with us, and based on that, we will then have a mutual discussion and we say: “This is what we have; this is what we see you have; What is it that you want from us? and this is what we want from you. And then in a mutual sort of arrangement we can...” IRO

“...So, the University as a whole would say: we’ve got fourteen SARSI Chairs, for instance. So, these are the Chairs that we would like to promote globally, and to tell the world: but this is what we’re good at, we’ve got funding, so if there [is] matching funding from another university or a partner, then you can come and partner with us on this because there are funding... ja... opportunities...” IRO

“...we have institutional partnerships, which is literally: you come to us, you say to us, I mean to this office: “I’ve got this partner and I think there is merit that we connect with them, because they’re good at X, Y and Z. We would then look at this, and explore other opportunities with other universities, and then ultimately say: “Okay, right... I think you’re good, carry on with it up to the point where we say we can sign a MOU...” IRO

Research Resources: Research resources have been seen as a way of achieving internationalisation within the institution. Information on the level of access to research resources, their quality and output, as well as research findings between institutions, etc. have been perceived as contributory factors and approach in achieving internationalisation. The following statements are relevant to this discussion.

“...so internationalisation at home is this concept where you bring the world into a space where the local can experience that world as well. And for many of our students, as I said earlier, they don’t have the resources to travel abroad, so it makes it much easier if you as the researcher can actually utilise the space in such a way that locals understand that there is a world out there...” **IRO**

“...what we can suggest is: Why don’t we look at research between the two universities? Research then becomes the focus...” **IRO**

Website Development: Developing a creative and an accessible website has been seen as a way of ensuring that internationalisation has been achieved. This marks the institutions and serves as a form of attraction, and a strategy for increasing the inflow of knowledge into the institution. The quotations below reflect the opinions of international students regarding this topic:

“...So, we’ve been building really creative systems to try and make sure that we can meet the demand with the minimal resources that we actually have. Some of those features include the website intakes that we’ve been working on...” **ISSO**

“...we haven’t had a website up until the last year, so one of my jobs was to develop one where people have access to information. This year, we are going to work on cementing that...”

ISSO

Creation of a “Buddy” System: This is a form of support system created by the ISO to assist in the integration of international students into the institution. The “buddy” system assists those international students that are new to the system and allows them to familiarise themselves with the institution.

“...they established that special unit within the Student Administration to deal with international students. They also established what we call a “Buddy” Programme...” ISO

“...Let’s say somebody’s coming from Zimbabwe. He’d never been to South Africa, and then whether undergraduate or postgraduate and that person land in Cape Town, let’s say, on Monday at 12 [noon] or whatever time. And then, with that special unit, they assist... they ask us for assistance and then we choose one person to assist that person to know where to go, to which office to go, what to do, all that stuff. So that programme was launched this year...”

ISO

“...So, should a person come, and then we go, pick the person [up]], or the person might be living on campus, in residence ... This is information, this is our group, our organisation, where we meet, all that stuff. When the person gets... feels like: “No, it’s fine, I can walk myself... confident... then we’ll let that person...” ISO

Theme 4: Challenges Towards Internationalisation

This section explores the various challenges that the University of the Western Cape may have encountered towards achieving internationalisation.

Immigration Challenges: International students coming to study at the University of the Western Cape need to undergo certain processes such as visa acquisition, applications for

exemption from Higher Education South Africa, and applications for documentation verification with the South Africa Qualifications Authority. The following statements apply:

“...as you would know, visa requirements are generally fairly stringent and they are very specific...” **ISSO**

“...an international student wanting to join us in one of our undergrad programmes, would need to go through the application for exemptions through a statutory body called Universities South Africa, formerly known as HESA, Higher Education South Africa... and their responsibility and role is a legislated role. It is enshrined and entrenched in the Higher Education Act, that they determine the equivalency between international qualifications and the minimum entry requirements for someone to be granted access to higher education in South Africa.” **ISSO**

Finances: Another challenge international students encounter is with finances, writing up theses, information regarding the acquisition of research data, the editing of theses, and so on, and in a situation where funding has been a huge challenge, finances have impeded the process towards achieving internationalisation at the University of the Western Cape. International students had the following to say:

“...I’ve seen supervisors benefit hundreds of thousands of Rands from one student, just from a Master’s or a PhD thesis, and I’ve highlighted it to certain bodies and they are investigating it, because students wait very long for the completion of their thesis. They even pay for editing, separate amount – thousands – to a Supervisor, it takes a year to two years to edit a thesis...”

ISSO

“Any university that would link up with us, but we would always say to them: funding is a big challenge...” **IRO**

English Language Barrier: The barrier in terms of their proficiency in English is seen as an impeding factor towards achieving internationalisation. Students that are foreign nationals struggle to understand English and some even find it difficult to speak the language. The university does not have a facility in place to allow for the integration of foreign national students into English proficiency programmes. The quotations below are reflections of the problem they face in this respect:

“...a lot of times I’ve got an international who’s somebody from Libya, or they’re from another part of the globe, and their English is just not... not where you would like it to be. As you know, the University of the Western Cape actually does not have the requirement that you meet a certain, you know, national benchmark before you can be considered [as a candidate for a degree]. An English exam is not required.” ISSO

“...we have challenges there, and so I want to make sure that I eradicate any confusion when a student is reading my English... and then they still battle with the process.” ISSO

“...having an international scholar within a classroom setting brings a different lens. It’s a lens... let’s say the person is from Nigeria. Now, tongue in cheek, students say: “Oh, they talk a funny English, it takes time to understand them.” IRO

Safety Issue: The safety issue has been a major challenge in South Africa as a whole. In a report produced by the Swedish Defense Research Agency (Elowson 2009), it is argued that even though South Africa has come a long way in terms of democratisation, there are still major challenges up ahead, in which security issues still play a major role. The University of the Western Cape has not been exempted from these challenges. The statements below emerged from the discussion:

“I do believe so, because [of] some of the challenges we have experienced locally, obviously among them being the “fees must fall” movement, and the disruption that was experienced by a lot of internationals. So much so, that some of them were afraid for their own lives on campus...” ISSO

“And so the safety of our students is a form of concern for the University. Not just the internationals, the locals as well.” IRO

“...keep these people safe.” ISSO

Xenophobic Environment: Amongst other researchers, Atkins (2012), who has conducted long-term research on immigrants and xenophobia in South Africa, reports that immigrants often do not feel welcome in host communities on account of the daily treatment that they experience at the hands of local nationals, which manifests as xenophobic behaviour. The fear is very much among the international students, but the University of the Western Cape is doing its utmost to ensure that there are no such occurrences as xenophobic attacks on campus.

“...the displacement that they were experiencing, their fear of the protests becoming xenophobic in nature.” ISSO

“...We don't have any xenophobic attacks on campus...” ISSO

Delays in Acceptance of International Student Applications: The international students go through a lengthy process before their applications can be considered. These lead to delays in the acceptance/rejection of applications, a factor that has been highlighted as impeding the process towards achieving internationalisation. The following statements were made in this respect:

“In fact, we won’t touch your application unless we know that you have received some form of exemption from the South African requirements by Universities South Africa.” ISSO

“Furthermore, some of the time frames are challenging...” ISSO

“...but I can assure [you] that in terms of our application numbers alone, that we were seeing a 15% drop in those numbers alone.” ISSO

Discrimination: The level of prejudice meted out to international students is very unpleasant. As an international student, Marian, a student from Zimbabwe, attested to the fact that students from foreign countries *“may not be attacked physically but there is subtle discrimination not only from other students but also in the way management deals with [them] as students”*. In the discussion with one of the ISSO representatives, she witnessed the level of discrimination meted out to the international students and is not happy about that. The following statements emanated from the discussions:

“...I saw many of my own staff members, including Faculty members, not treat students, especially international students, with respect, with dignity...” ISSO

“They were treated as second best...” ISSO

“I’ve seen it; I’ve heard it; that tone of voice... wasn’t that respect...” ISSO

“Coming from the corporate world... I was shocked to see how a diverse university such as UWC was treating international students...” ISSO

Accommodation Challenges: One of the challenges facing the international students and also local students is the issue of accommodation. This has been seen as one of the challenges towards achieving internationalisation. The quotations from the discussion are presented below:

“You can’t throw them in Belhar as alternative accommodation, I’m sorry. It’s sad... the dynamic is huge...” ISSO

“Whenever international students apply for residence, why is it unsuccessful? ...and you don’t know who to speak to directly.” ISO

Theme 5: Primary Countries of Origin

This section explores the primary countries from which the international students come and the standard of education in the institution with which most of the international students are associated.

African Countries (Post-graduate)

Most of the international students are from African countries, and the bulk of them are studying towards a full degree, a Masters and a PhD. The quotations that emerged from the discussion are presented below:

“...but there’s a large majority of postgraduate students being residents. I don’t have a recent figure, but it’s common to find postgraduate...” ISO

“...and then, we at postgrad. are doing excellently well, Masters students, PhDs, that are bringing so many accolades to the University, which bring the University to a higher ranking...” ISO

“The bulk of the students, 80% of them, from Africa, and the bulk of them for a full degree, either at undergraduate...” IRO

“...but the bulk of our international students would be postgraduate, which is Honours and upwards...” IRO

“... you’ve got 40% undergrads; 60% postgraduate... yes. So, we do have a lot more postgrad. students than we do have undergrad students...” **ISSO**

“...From all within the whole of Africa – Sudan, Somalia, Nigeria, Libya. Libya is mostly the Science students. Yes. Mostly the whole of Africa...” **ISSO**

Europe, USA and Canada (Student Exchange Programmes)

It was mentioned in the discussions, that the majority of the students on exchange programmes are from the European universities. The quotations below emerged from the discussion:

“...but primarily European universities, from Austria to Norway, Sweden, France, Germany, the Netherlands, those are the typical countries from which we have students per semester...”

IRO

“The short-term programme [candidates], are mostly those ones coming from Europe, and from United States and Canada.” **IRO**

“Our exchange students are largely European. We have a few post-doctoral students that are... you know... off the continent of Africa...” **ISSO**

Theme 6: Accommodation Reservation

The various methods for reserving accommodation were explored in the discussions, and the deductions that could then be made were that the international students either choose private accommodation or apply for accommodation at the University of the Western Cape.

Privately-Reserved Accommodation

Depending on their preferences, some of the international students decide to opt for privately-owned accommodation outside the university.

“...prefer to live outside the university, and I think that that is... partly on the one hand because we don’t have all that much accommodation so that is not something that we can promote actively...” IRO

“In most cases, the shorter period of students... the semester students... they would opt to stay outside of campus. Yes... the bulk of them...” IRO

“We have a private residence which is owned by an outside company that leases the ground from us, and they put up that nice, beautiful building there right opposite CPUT...” IRO

University of the Western Cape Accommodation

The provision of accommodation for international students by UWC was explored during the discussions. It emerged that there is no particular accommodation reserved only for international students. In fact, the accommodation provided by the university is open to all students, both local and international students. The following quotations are relevant in this respect:

“The longer-term international students, they stay at... what is it... COVACS. Many of them COVACS, but also on our campus residences.” IRO

“...we have the old hostel system, the residences. So many of the students do opt to go into those residences...” IRO

Theme 7: Integration Strategies

The level of integration strategies was explored in this section, and the sub-theme that emerged showed that there is a limited level of interaction between local and international students at the University of the Western Cape.

Limited Interaction Between Local and International Students

It was observed by the International Student Services Office that the level of interaction between the international and local students is limited. This still needs to be improved upon in spite of the comment made that, as opposed to the situation three to four years ago, it is currently improving. The quotations that emerged from the discussion are presented below:

“I always see the international students on their own steam... and the local on their own steam.” ISSO

“They don’t really interact. I don’t see them interact...” ISSO

“But I think just give South Africa more time to be more... to interact with each other...”
ISSO

Theme 8: Acquiring Study Documents

This section explored the documentation/visa requirements for international students to study at the University of the Western Cape and the designated office assigned to assist the international students in their registration.

Designated Office

The designated office assigned to deal with international student-related matters is known as the International Student Services Office, since it deals with the visa-related issues of international students, scholarships issues, and ensures that the international students have medical cover, etc. The following quotations are relevant in this context:

“...the ISSO provide... I’m sure that they’ve explained to you that they provide supplementary support services about registration, and status, and clearance, and continuation, and papers that they might need to apply for their visas, and making sure they have the medical cover and

their fees and things like that are in order. So, that's more dedicated to the degree-seeking students..." IRO

"I think now that the ISSO has been more formally established like that, they're doing... they're providing that service more consistently to students who have difficulties, who happen to be international..." IRO

"...but now we have actually a separate office in the Registrar's lane, it's called the ISSO."
IRO

"...now there's a dedicated office that deals with... if there's a visa issue, if there's a scholarship issue then that office can literally deal with it..." IRO

Assistance with Visa Acquisition

The international students receive assistance from the ISSO in acquiring their visas. They write a supporting letter for the students and also track their visa applications through VSF. The statements below support this topic of discussion:

"So, we do support the student in terms of the acquisition of a visa, but is towards the latter end." ISSO

"...in terms of how to approach a certain scenario, and when they have certain visa complications, and how we are going to as an institution, approach those complications..."

ISSO

"...and been sent a provisional acceptance letter, so that they can begin the process of applying for a visa to join the institution of the Western Cape..." ISSO

"We have the tracking system with VFS, where they apply for visas. So, we assist them with the tracking also. So, they don't have to stress too much, they just come here, we can just check

on the tracking, see how far your process is, give them another supporting letter. There is also on... this office is always going on processes all the time.”ISSO

Theme 9: Future Plans of the Office

This section explores the future plans of each of the offices towards achieving internationalisation.

Alumni Network

The alumni of the University of the Western Cape have been said to be the benchmark for marketing the institution. Having a good alumni network in place is a necessity since it is beneficial to promoting the institution and establishing and maintaining cordial relations between organisations and to improving the outlook of the institution. The following statements emerged from the discussions:

“I’ve spoken about how important it is to build good alumni, whether they be international students...” IRO

“I had met with a professor at a conference in France, Paris. He overheard me over breakfast, talking to another university [attendee], and afterwards, he came to me and said: “But that’s my University you’re talking about”. So, I said: “Okay, yes, what year did you study at UWC?” He said: “No, I studied at School of Government, these were my lecturers.” So, I said: “So, where are you spaced now?” He said: Well, I’m the Vice-Chancellor of Copperbelt University in Zambia.” And I said: “Well, then we must talk.” We set up a meeting, and we had our meeting the next day at the conference, but – that’s the role of alumni... .., don’t under-estimate it.” IRO

“But let’s say they are international students, who can go back and then, in a way, promote UWC and say: “You know, I’ve had a great experience at UWC. These are the things that I’ve learnt, and so on. So, I think you need to... one needs to almost take a holistic approach...”

IRO

“...the best... you know... avenues to do that are making sure that our alumni are happy to be associated with our institution...” **ISSO**

“As well as our present alumni, I mean, they are instruments and future alumni, those being current students, those I think are going to be essential marketing [agents]... you know... avenues or conduits for getting the message of the institution and what it offers [across to] international students.” **ISSO**

Safe Study Environment

According to the International Relations Office, ensuring a safer environment within the University of the Western Cape is a high priority. The institution cannot guarantee safety once students and staff move outside the university premises. However, the international students need to be aware that they are responsible for their own security once outside the school premises.

“...at least there’s a discussion going on as to how to make this environment for the students much safer, and also, like your UCT sort of space, make it a little bit more conducive.” **IRO**

“So, the idea is, how do we get this University space connected to the CBD and literally having a corridor... safely. A student walking at 12 o’clock at night, going down and they’ll be safe because there’ll be regular patrols...” **IRO**

“Once you step outside of this border.... Our responsibility as the hosting University is on campus. Once you step outside, it becomes SAPS’s responsibility because you’re a citizen of this country with a visa ...then...” IRO

Globalisation

In the phases of globalisation, the need arises for the internationalisation of higher education, and this has become an important dimension in higher education policy, as developed at the institutional and the national level. The challenges of globalisation have also increasingly affected the higher education sector (Van der Wende, 2010). As such, for internationalisation to be achieved, the University of the Western Cape needs to rise to the challenges presented by this phase in the globalisation process. The following quotations are relevant in this context:

“Africa is considered an emerging market globally. So, there are a lot of people trying to get their feet into Africa so that they can exploit this emerging market, and like you now say: How do you prepare your population? How do you prepare your people? How do you prepare the skills necessary to respond to that opportunity? So, there is definitely an opportunity, I think...”

IRO

“So, these are the Chairs that we would like to promote globally, and tell the world: but this is what we’re good at, we’ve got funding, so if there are matching funding from another university or a partner, then you can come and partner with us on this because there are funding... opportunities...” IRO

“...our goal to re-integrate into society in the global community...” ISSO

“...world view is important, particularly if you’re going into a global market place...” ISSO

“If you want to compete on a global scale, and want to raise the internationalisation of the University, this is obviously the route, you have to develop strategies...” ISSO

Advertising of the Institution

Advertising the institution is another way of attracting international students into the University. This can also be achieved through the alumni network and rise up to the current trends of globalisation. The following quotations emerged from the discussions:

“...we had to report on our strategy of marketing to international... international community, and I think, the best... you know... avenues to do that are making sure that our alumni are happy to be associated with our institution.” ISSO

“...financially we’re benefitting a lot from international students and we can benefit much more if we are marketed properly.” ISSO

Table 5.7 Themes and sub-themes emanating from in-depth interviews with the academic staff

1. Understanding of internationalisation	<ul style="list-style-type: none"> • Exposure/marketing of institutional programmes • Understanding of new languages • Improvements in research outputs • International collaborations
2. International recognition of the university	<ul style="list-style-type: none"> • Encouragement of exchange programmes • Availability of funds
3. Implications of international strategies	<ul style="list-style-type: none"> • Re-evaluation of institutional research/curricula • Proposal of an infused model
4. Barriers to internationalisation	<ul style="list-style-type: none"> • Safety and security • Accommodation barriers • Funding
5. Facilitators to internationalisation	<ul style="list-style-type: none"> • Inflow of knowledge • Acceptance of a new culture
6. Internationalisation future prospects	<ul style="list-style-type: none"> • Training of non-academic staff • Availability of more funding • Alumni assistance

Verbatim quotations are used to further exemplify the above-mentioned themes.

This section explores the views and opinions of the academic staff at the University of the Western Cape on internationalisation. The themes and sub-themes that emerged from the in-depth interviews are discussed below:

Theme 1: Understanding of Internationalisation

The understanding of internationalisation by the academic staff was explored during the discussions. The sub-themes that emerged from the discussion are presented below:

Exposure/Marketing of Institutional Programmes

The marketing and exposure of the University of the Western Cape is one of the emerging sub-themes that arose in the discussions. The marketing of the institution has been seen as a means to achieving internationalisation. The following quotations are relevant in this context:

“We just need to boast, market, show more. It’s almost like we’re on that edge of showing, but we don’t get in the main media...”

“Well, it’s word of mouth and also family that have been here before. That’s generally how they get here...”

“And so, Erasmus Mundus allowed us to internationalise and market our University by these young people, academics, administrators who went abroad... and post-docs...and they marketed UWC by their academic expertise and the way they represented us.”

Understanding of a New Language

The inflow of international students from non-English speaking countries can be said to be a challenge in the integration process of the international student in the institution. Offering short courses in the English language before students commencing their studies could help the

university to manage this integration process. The following quotations emerged from the discussions:

“I value that, because what it allowed us to do was expose our post-grads to an important part of their education, that is to have a bigger view of the world, and to go maybe and learn a new language, and where they went to...”

“Whereas when it came to the postgrad students, very interesting enough, we found more language-kind-of challenges. Now, it is because the students, I think, that for the post-grad, were from countries where English is not probably their first language, definitely not their first language.”

“And so firstly, you know, the language does become a challenge...”

Improvements in Research Outputs

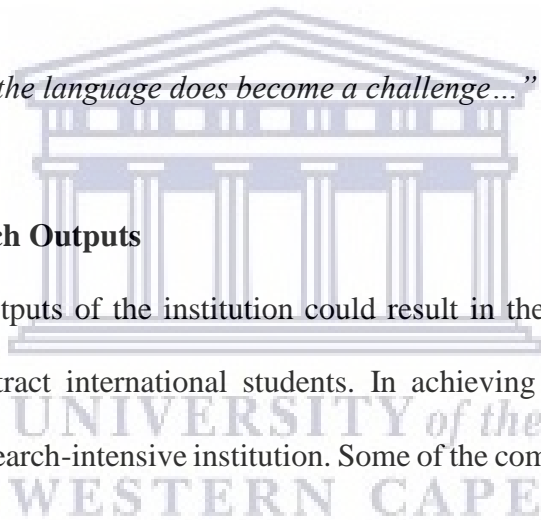
Improving the research outputs of the institution could result in the compilation of a set of motivational factors to attract international students. In achieving internationalisation, the university needs to be a research-intensive institution. Some of the comments of the participants in the discussion follow:

“...it allowed me to look at how you really implement an internationalisation strategy within an institution, focusing on research development.”

“School is that it is the one-stop shop, supports the research initiatives...”

“I am in a research-intensive university. I’m not in a place that’s wanting to be a research-intensive university...”

“...but also, being able to participate at a very high level in terms of her research...”



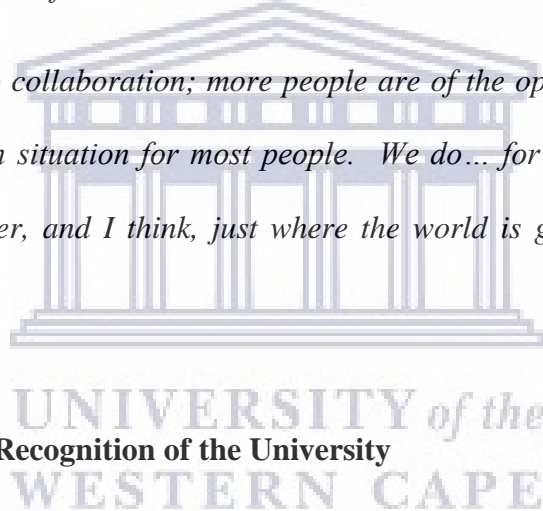
International Collaborations

Having an international collaboration can be said to expand the horizons of the institution, improve the respective institutions' outlooks, and enable the institutions to be in line with the current trends of globalisation, which in its turn is also promotes internationalisation. The statements below emerged from the discussion:

“I think there’s two things; the one is, it’s about receiving international academics and students and the other part is about our international collaborations, where we go and visit...”

“I want to say... institutions in other countries. And so, with our collaborations, I’m going to start there... we’ve got quite a few collaborations...”

“More people are open to collaboration; more people are of the opinion, as I started off by saying, that it’s a win-win situation for most people. We do... for me I think finances and funding is my main barrier, and I think, just where the world is going in terms of people movement...”



Theme 2: International Recognition of the University

This section explores the strategies that the University of Western Cape can use to achieve international recognition.

Encouragement of Exchange Programmes

In order to gain international recognition, a worthwhile measure would be to encourage exchange programmes, both for students and academic staff. This develops the capacity of the students and the staff, improves the inflow of new knowledge and also opens up many opportunities. The following quotations emerged from the discussions:

“Now if you think back to that time... exchange visits, study abroad – all those things were really only done when academics did exchanges, or did conferences, and undergrads were involved in study abroad.”

“Common research, exchange of students, exchange of staff, visiting their equipment, you know... using their equipment and so on.”

“...and further exchanges. So, it developed capacity in so many people, and opened up so many opportunities.”

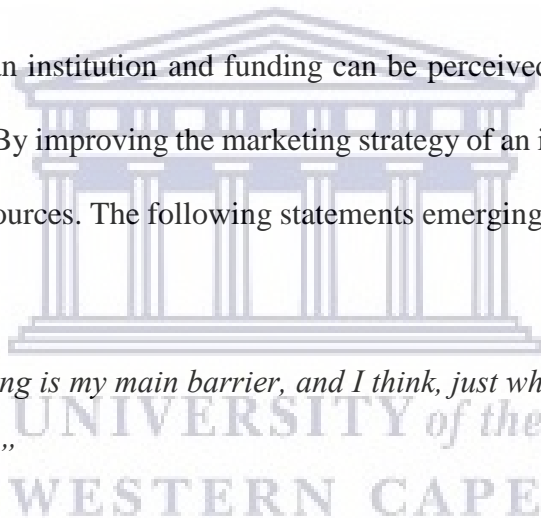
Fund Availability

The financial capacity of an institution and funding can be perceived to be a major problem, both globally and locally. By improving the marketing strategy of an institution, funding could be attracted from outside sources. The following statements emerging from the discussions are relevant in this context.

“I think finances and funding is my main barrier, and I think, just where the world is going in terms of people movement.”

“...globally the funding became a challenge, so the movement of undergraduate students became a challenge”

“So, one has to be very strategic in how you position what you do, and market what you do, in order to attract the funding.”



Theme 3: Implications of International Strategies

This section explores the implications of applying international strategies to the University of the Western Cape.

Re-evaluation of Institutional Research/Curricula

In order to achieve internationalisation, curriculum/institutional research needs to be re-evaluated. It should be able to stand the rigour of being tested by international standards. The quotations that arose from the discussions are presented below:

“...internationalising the curriculum and your career, doesn't just mean travelling. It means that you're known, and that your curriculum can stand the rigour of being tested by a European university or an American university...”

“We've kind of come to the point where we need to re-look because now people have been upskilled, they do have our programmes...So, what is going to be the change that we are offering now for them?”

“We do have our own Monitoring and Evaluation Specialist...”

“...your programme is relevant locally, but is also internationally connected, or similar, or... So those are the kinds of things we did with my Leuven-Bergen thing. [It] was a lot of my PhD, because my supervisor was there, and so we worked around a research project.”

Proposal of an Infused Model

The need for an infused model to be in place was mentioned during the in-depth interviews. A framework of this proposal is outlined in terms of what is needed to attract funding, and the tools and strategies to incorporate for internationalisation to be achieved. The following quotations emerged from the interviews:

“So, internationalisation, if you want to be serious, has to be an infused model.”

“What we did with Erasmus Mundus and Erasmus Plus was to make sure that the people who left, came back as ambassadors.”

“...and for people to realise that South-South collaboration is as good as North-South collaboration.”

Theme 4: Barriers to Internationalisation

The impending factors to internationalisation at the University of the Western Cape that were mentioned in the in-depth interviews were safety and security, accommodation challenges and the lack of funding.

Safety and Security

Security and safety challenges have been said to be a general problem in South Africa, with the University of the Western Cape itself not being exempt. The institution needs now to be empowered to deal with the safety of its students within and outside the university environment. The following statements emerged from the discussions:

“...I think we should leave it for the Honours and Masters [students], because they are in more need, in terms of security and in terms of safety...”

“...the safety we are dealing with, I feel that they should have more of a focus on the female post-grads. I do think they are highly vulnerable...”

“And even with the “Fees must fall”, we had to make sure that our international students were okay.”

Accommodation Barriers

Accommodation has been mentioned as an impeding factor to achieving internationalisation. The inability of the institution to provide accommodation to all students, both international and local, has been mentioned as a set-back, considering the safety/security challenges faced by the institution. The following quotations are relevant in this context:

“The undergrads... I feel, that we should accommodate on-campus and make it safer.”

“...the older students, they are used to being able to adapt to circumstances. Like living off-campus, travelling by public transport and so on.”

“Accommodation has become difficult...”

“Initially, we used to assist more with accommodation, in terms of trying to find, but as the years went on, we would... maybe refer students and they would follow up with... It just become too much of a responsibility on the side of the Department to be able to do that.”

“So, we needed to find alternative means of accommodation where possible, and just assist them, you know, [with] what was happening...”

Funding

Funding has been mentioned as a global challenge in achieving internationalisation. The availability of funding has been seen as a motivating factor to attract international students worldwide, but unfortunately, funding is available only to the local nationals of South Africa and extremely limited in respect of the international students. The following statements were made by participants in the discussions:

“And unfortunately, a lot of funding is not for international students, and that’s where the problem comes in...”

“It’s not so, we try our best but most of the funding – it’s not allowed.”

“...because students only come if their funding comes through...”

“...a couple of things happened, and one of the things was funding, because we used to be able to send students to the Netherlands, funded on a scholarship, and that still...”

“...globally the funding became a challenge...”

Theme 5: Facilitators to Internationalisation

This section explores the facilitators to internationalisation, as highlighted by the academic staff.

Inflow of Knowledge

Internationalisation stimulates the inflow of knowledge into the country, the sharing of views and opinions, widens knowledge horizons, and develops people and organisations. In achieving this at the University of the Western Cape, the inflow of knowledge needs to be encouraged. Statements that arose during the discussions are presented below:

“...that hope really moves through the knowledge they gain to action, that’s exactly our motto.”

“...that they contribute to the knowledge project of the country and that they push themselves as far as they can.”

“It’s about us sharing our knowledge...”

Acceptance of a New Culture

Acceptance of the other lifestyles, cultures and traditions practiced by different people has been seen as a facilitator to achieving internationalisation. Having different nationals in the country, there is a need to accept different cultures and to be able to do so. Apart from the aforementioned, according the necessary respect to the cultures and traditions of other groups could also act as a facilitator to the institution in its goal to achieve internationalisation. The following quotations that emerged from the interviews are presented below:

“...internationalisation is authentic because you’re bringing people from another country, another region, another way... culture, another perspective of life... and you’re mixing... sometimes people who have been through terrible things [are] here.”

“And it has to do with culture a lot of the time, but because I understand it... you know, from interacting [with] so many with people from different cultures, I don’t just assume I can go in there and... or scold at them. I can’t. It’s not going to help. We need to deal with these kinds of things systematically. So, I respect culture.”

Theme 6: Internationalisation: Future Prospects

The prospect of the internationalisation in the University of the Western Cape is explored in this section.

Training of Non-Academic Staff

In order to achieve internationalisation, the training of non-academic staff such as student administrative staff, support workers, etc. is a necessity, and paramount to the international recognition of the institution. Non-academic staff that victimise international/local students

should be dismissed from the job/institution. The statements that arose from the discussions are presented below:

“I proposed that our staff who are in support [of] things, do a post-grad diploma in Student Affairs. I’ve actually got the curriculum ready. I proposed it. Because I do think you need to professionalise... it teaches you about 21st century students, what they’re like – you know Generation Y. It teaches you about college students in general, their characteristics, they’re whatever... whatever... how they think. And we would have to adapt the curriculum as the next generations come. It teaches you some of the theories that are used... psycho-social theory, and all that.”

“My staff... I send them overseas, first of all...”

“...the staff who don’t have respect for students, who have victimised students... I want them gone because they’re bad for the University.”

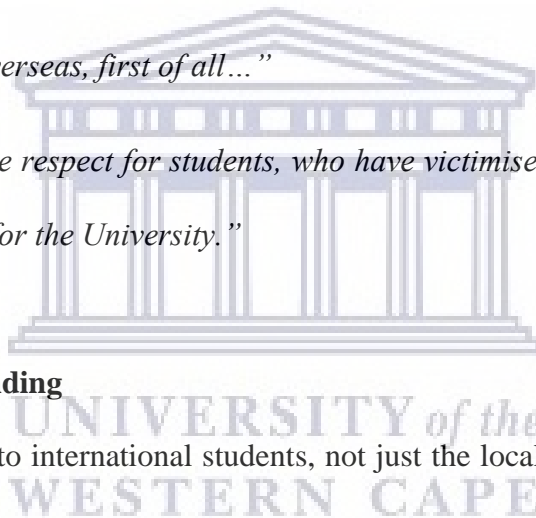
Availability of More Funding

Making funding available to international students, not just the local students. is necessary if the future prospect of internationalisation is to be achieved. This will promote more inflows of knowledge because it serves as a motivating factor in attracting international students to the institution. Statements emerging from the discussions are presented below:

“...for me, I think finances and funding is my main barrier, and I think, just where the world is going in terms of people movement.”

“...and one of the things was funding...”

“And unfortunately, a lot of funding is not for international students, and that’s where the problem comes in...”



Alumni Assistance

The need for the alumni to assist in monetary donations and support is emphasised by the academic staff. Such assistance would assist in the future plans for the institution to achieve internationalisation. The alumni could also render valuable assistance and promote the future visions of the institution. Some of the comments emerging from the discussions are quoted below:

“I want our alumni to start giving, because they don’t. They have, but they don’t give.”

“... but be proud and open your pockets, you know? Find ways to always steer things to us. I see it... I do see it with some of the... like some of our council members are so good at steering opportunities to us.”

5.6. Summary of the Chapter

From the qualitative results and discussion, it was revealed that the University of the Western Cape still has much to do in order to achieve internationalisation. The international students expressed their dissatisfaction with security issues, accommodation challenges, the non-professional displays of their supervisors and the administrative staff, the cultural differences that they have to come to terms with, language shock, the level of discrimination/prejudices meted out to them, their fears, their perceptions of being the targets of hatred and racism, their guilt perceptions, and the associated problems that they experience in acquiring their documents. The opinions/views of the stakeholders (SRC, ISO, ISSO, IRO) and the academic staff were also explored and they, in fact, revealed major obstacles to and a set-back for the institution in its goal of achieving internationalisation.

These findings outline the barriers that the institution is facing in achieving internationalisation and emphasise the necessity of the institution to look into and find resolutions to the problem.

The next chapter outlines the results of the integrated discussion of the study in terms of its quantitative and qualitative findings.



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6. CHAPTER SIX: INTEGRATED DISCUSSION OF RESULTS (QUANTITATIVE AND QUALITATIVE STUDIES)

6.1. Introduction to Chapter

The main aim of this study was to develop an organisational framework for the internationalisation of higher education at the University of the Western Cape. In order to develop this framework, an investigation of the factors influencing the educational experiences of international students was conducted. It was followed up by an exploration into the perspectives of the key stakeholders at the institution with regard to the internationalisation of higher education. The results of the objectives of this study are discussed and compared with the salient literature and partly used to inform the development of an organisational framework for the internationalisation of higher education at the University of the Western Cape.

6.2. Factors Influencing the Educational Experience of International Students

Internationalisation has been an important issue in the development of higher education, and this can be perceived as one of the laws of motion propelling institutions of higher learning to greater heights and as one of the most important trends of the last decade (Knight, 2010). The need to look at the identified gaps at the University of the Western Cape is of immense importance, as internationalisation is a process that integrates the international, inter-cultural and global dimensions into the key functions of a university, as well as into its mode of operation (Knight, 2015). International students are an integral part of a university, as every such academic institution is on the lookout for the best students across the world for study and research. Furthermore, universities are the key drivers of internationalisation, and internationalisation is a significant driver of change in higher education (David, Motala & Rensburg, 2015). The various factors influencing the educational experience of international

students at the University of the Western Cape that have been identified in this study are discussed as follows:

6.2.1. Self-Reported English Fluency

The self-reported fluency of English scale (SRFES) was used in this study to assess participants' perceptions of their fluency in English. Yeh and Inose (2003) indicated that "self-reported English language fluency is a significant predictor of acculturative distress" in international students so that the academic difficulties emanating from the lack of proficiency in the English language may cause international students to doubt their success and keep reinforcing feelings of insecurity, and eventually lead to depression. For example, Young (2017) found that "depression and mental health symptoms are correlated [with] English language fluency, and English language proficiency serves as a precipitator for acculturative stress" (Young, 2017: 437). Thus, a lack of English skills is likely to negatively impact on students' academic achievements, and these academic difficulties could consequently affect their psychological adjustment (Yeh & Inose, 2003).

The results from this study revealed greater fluency in English as the mean scores of the participants for the individual items on the self-reported English fluency scale were high (above 4). The two lowest means scores were related to participants' ability to write their papers (4.07, SD= 0.81) and to participate in class discussions (4.14, SD= 2.55). Research conducted by Crede and Niehorster (2012), and Jindal-Snape and Rienties (2016) also identified similar negative findings in terms of higher education experiences, such as participating in class discussions and the ability to write a research thesis and suggest that adjustments to the multiple transitions that students must make such as a change of language do in fact play a key role in their academic success. This issue has been identified as an important gap that needs to be filled if international students are to be successfully integrated, education-wise, into the

University's academic programmes. Although the University of the Western Cape has a writing course in place to provide specific academic assistance to post-graduate students upon their specific request, their ability to participate in class discussions still remains a barrier because of the language difference. There is a need for pre-integration training which would be beneficial to them in attaining academic success.

Self-reported fluency of English was further found to be significant at the diploma level of education, which shows that the international students undergoing their diploma education also tend to struggle more with participating in class discussions and writing their papers. Thus, the lower the level of education, the greater and more significant impact on the level of English proficiency and academic performance. This is also in accordance with a study conducted by (Kunasaraphan, 2015) on the study of strategies for learning English, and the proficiency level of first-year students. The analysis in this study revealed that differences in the use of strategies for learning English by first-year students resulted in different levels of English proficiency - at a significance of 0.01.

This was reported in the qualitative portion of the study conducted in this thesis, where the international students reported their inability to understand the accents of their mentors: they feel that people usually speak very fast which makes it difficult for them to comprehend and keep up with the discussions. Lin and Scherz (2014) indicated that the proficiency levels of international students in their social and academic language tend to impact on their learning, thinking, and academic performance. When the local staff in the institutions speak quickly or use idiomatic terms and slang in lectures, many international students find it difficult to understand what is being said. Their deficiencies in the English language also cause international students difficulty in understanding the course sequence (Zhang, 2015), as the university hosts different international students coming from non-English-speaking countries such as Libya, Sudan, Ethiopia, etc., where English is seen as a secondary language. This

impacts on their successful academic integration, raises doubts as to their success and keeps reinforcing feelings of inferiority and insecurity, which may lead to depression.

The research results in this study reveal that there is a mildly significant negative correlation between the total score for self-reported English proficiency and acculturative stress ($r = -0.221$, $N = 256$, (2-tailed) P -value = 0.00, $p < .05$), with high levels of self-reported English proficiency associated with low levels of acculturative stress. The coefficient of determination ($r^2 = 0.0488$) shows that self-reported English proficiency helps to explain nearly five percent (5%) of the variance in respondents' scores on the acculturative stress level. In a study conducted by Gradet and Clement (2015), it was found that greater confidence in communicating in the English language informed a low level of acculturative stress, as the application of acculturative strategies is associated with confidence in language ability, and subsequently with the successful assimilation and integration of the student into society. Thus, increased proficiency in the English language promotes a higher level for the student to maintain his or her cultural identity. Accordingly, before taking into consideration the option of studying abroad, students should focus on attaining language proficiency. This allows for increased opportunities for social interaction with the members of the host society and could be an important factor in reducing stressful experiences (Khtar & Kröner-Herwig, 2015).

6.2.2. Acculturative Stress

Acculturative stress is conceptually defined as a stress reaction in response to life events that are rooted in the experiences of acculturation (Berry *et al.*, 2016), as acculturation is the process whereby both cultural and psychological change occur when two or more cultural groups (along with their individual members) come into contact (Berry, 2015). As international students come from different cultural groups, they are faced with some unique stressors associated with their immigration.

This current study uses the acculturative stress scale to assess the level of acculturation faced by international students. This tool was developed by Sandhu and Asrabadi in 1994 (Sandhu & Asrabadi, 2016). The results of the seven dimensions of acculturation which include perceived discrimination, homesickness, perceived hatred/rejection, fear, stress due to shock, guilt and non-specific concerns, are discussed in the section below.

Perceived discrimination: The majority of the study participants (33.95, SD=14.01) perceived that they are being discriminated against. It has in fact been documented on several occasions that perceived discrimination and the verbal insults and physical assaults experienced by international students both inside and outside the university are prime examples that some of the problems faced by international students have less to do with their own adjustment, and have more to do with the host institution and host society's shortcomings (Swami, 2012). The three items with the highest means are related to the following: international students feel many opportunities are being denied to them (3.28, SD= 1.27); they feel that they are being treated badly in social situations (3.20, SD=1.11); and they feel angered especially in situations where they felt they are been considered to be inferior (3.04, SD=1.25). Such findings were also observed in a study conducted by the Department of Higher Education and Training (2011), where it was observed that more prejudice appears to be directed at black African immigrants than at white immigrants, and tensions between South African students and students from other African countries have been apparent at historically black universities. Xenophobic sentiments, compounded by the fear of crime, can make for an unwelcoming milieu for international students (Herman, 2011). This can in turn restrict the activities of international students.

In his study of students from Zimbabwe, and in the context of the discrimination experienced by them, Chimucheka (2012) reports that "there are still activities that cannot be done by international students alone." This suggests that some international students self-regulate their movements for reasons relating to their perceptions that they are being discriminated against.

In particular, there is evidence that international students refrain from travelling for leisure purposes. When African international students have been asked to provide reasons for not travelling within South Africa for tourism purposes, among the other reasons that they provide, they mention the perceived hostility of locals toward foreigners (Chimucheka, 2012). This suggests that international students hailing from other African countries self-restrict their movements in an attempt to thwart either real or perceived discrimination. This has also been outlined in the results of the qualitative session of this current study, as the international students feel that they are being viewed differently, even by the local students and this results in the majority of the participants deciding to leave the country immediately after their studies.

Stress due to change/culture shock: The results of the ASSIS showed that 26.41 (10.75) international students reported being stressed on account of their difficulty in adapting to the changes required of them in taking up residence in a new country/culture shock. This could probably be attributed to their overwhelming experience of integrating into a new cultural system and could result in an acculturation shock for the majority of them (Harrison, 2012).

From the results, it could also be deduced that those students participating in the study struggled to obtain the necessary documents to allow them to work or study (3.32; SD= 1.37), and experienced the overwhelming feeling that multiple pressure was being placed upon them after their migration to South Africa (3.22; SD= 1.19). Furthermore, the visa application process and immigration laws also make it difficult for international students to obtain their study permits on time. For example, if an international student is under 18 years of age, he or she is considered a legal minor. According to the amended Immigration Act Number 13 of 2002, and the subsequent immigration regulations promulgated on 22 May 2014 that were introduced in 2015, a student should, for whatever reason, be accompanied by parents or a legal guardian to travel to South Africa and be accompanied by parents or a legal guardian when leaving South Africa (Department of Home Affairs, 2017). Because the legal requirements are sometimes

ambiguous, but in line with international practices, migration is bound to be challenging (Lee & Rice, 2015).

Government bureaucratic systems are also evident in the travel restrictions that they impose and in the visa application process. Although participants are cognisant of the need to comply with international immigration requirements, they find the whole experience to be challenging and overwhelming. Cultural shock was noted in terms of an overwhelming feeling that multiple pressures are being placed upon them subsequent to their migration to South Africa, and this was also vividly voiced by the participants in this study. In fact, they relayed the difficulties they are experiencing as a result of their lack of integration into the host culture: they are in a situation where people keep to themselves; they have no feeling of belonging as they are not even greeted casually; they receive no respect from the local students and even find the level of morality, as brazenly presented in the university public utility areas, as repulsive (e.g., smoking, students kissing each other). Such behaviours have had and are still having an overwhelming impact on the participants, especially on those who have come from conservative environments. The last-mentioned are of the opinion that although cultural differences do exist, they realise that in order to adjust to the new environment, they need to maintain their culture and yet acknowledge the South African culture. They verbalised that they do not want, neither would they allow, the South African culture to change them. However, the change of environment that they are currently experiencing as they adapt to the new country as a whole, could have an impact on their individual lifestyles (Agbeniga, 2017).

Perceptions towards guilt: International students who participated in the study feel that making sacrifices in order to achieve their academic goal is of necessity at times, and their perceptions towards guilt were not viewed as a negative facilitator in this study. However, the total number of participants (4.93, SD=2.24) in this study indicated that they have perceptions of guilt, especially in terms of the different lifestyles that they are leading in South Africa: 2.32,

SD=1.02, while experiencing overwhelming feelings of guilt as a result of having left behind their family and friends (2.61, SD= 1.22). For many foreign students, adjusting to a host culture basically means the betrayal of the native culture. Adopting the values of the host culture was perceived by these participants as an expression of insincerity, in terms of their loyalty towards their own culture. The international students seem to be in "double bind"; caught between the old values of their native culture, which they cherish, and the new values of their host culture, which they must adopt or adapt to in order to succeed.

The University of the Western Cape could contribute positively to this dilemma by putting an adaptation programme for international students in place. This could help to allay any form of fear and allow them to relax.

Perceived hate/rejection: The total aggregated mean scores for the participants who perceived that they were hated/rejected was 13.71, with a standard deviation of 5.87. The two items with the highest mean scores pointed to those international students with feelings arising from situations where the locals were considered to be sarcastic towards the participants' cultural values (2.87, SD=1.17); and to people from other ethnic groups who were perceived to be showing non-verbal forms of hatred towards them (2.87, SD= 1.21).

South Africa has been known to attract tens of thousands of students each year from the rest of the African continent and the world, but one of the dark sides of students' experiences in South Africa is their perceptions of xenophobia. In their studies on perceptions and attitudes towards xenophobia, Kayitesi and Mwaba (2014), and Coetzee (2012), reveal that xenophobic attitudes are minimal amongst some university students and workers. On the other hand, however, a similar study conducted in Limpopo and the Western Cape revealed a high level of xenophobia and associated negative practices amongst university students (Ritacco, 2010; Singh, 2013). From the foregoing, it can be deduced that people's perceptions and attitudes towards

xenophobia are not uniform. They vary from Province to Province, and are influenced by key factors such as the nature of the study, the participants' status, demographics, and location, amongst others. Thus, it is necessary to elevate the need for a robust body of literature on the subject. Another motivating factor for such an initiative to see the light of day is that participants battling with difficult issues such as xenophobia, readily become susceptible to depression, a concept confirmed by Bourn (2015).

This current study also confirmed the findings of the focus group discussions conducted with the international students, where they voiced their dissatisfaction regarding racism and discrimination. International students feel that they are generally being treated or viewed differently by other South Africans, and because of these experiences, they are eager to leave the country immediately once they have completed their studies.

In this context, cognisance should be taken of the model of social support by Udry (2012). It consists of four types of support, namely esteem/emotional, informational, tangible and motivational. By adopting this model, UWC could provide an important emotional support mechanism and through specific programmes designed for the international students, show empathy and affection towards them. Motivational support could be provided by way of encouragement and informational support, and the provision of useful advice and information through the medium of their supervisors or academic advisors. Should the international students develop friendships with other local students, they might be able to overcome the problems related to the perceived hate that they encounter in the institutions in which they are enrolled.

Fear: The aggregated mean scores of perception of fear among international students were reported as 9.22, with a standard deviation of -3,65. Crime in South Africa has been and is still being reported as a serious social problem that impacts either directly or indirectly on all of the country's citizens, including university students (Altbeke, 2015). Unarmed students living

away from the security of home and walking alone are particularly vulnerable targets. Valuable items, such as cell phones and laptops, which they carry on themselves, are further contributory factors in setting them up as attractive targets (Altbeke, 2015). Student lifestyles that involve many night-time activities, social events and involvement in drinking and the use of recreational drugs can further increase students' exposure to crime (Altbeke, 2015).

In this researcher's own personal experience as an international student, I always make sure that I am back home at the latest at six in the evening. When walking from home to school, I am usually very aware of my personal space. If I sight any strange person closing in on me and getting closer to me in a repetitive manner, I usually run to safety as fast as I can. Most of the time, I go to campus in fear and return in fear.

This issue was deliberated upon in the focus discussion, as the participants are of the opinion that fear is related to security and safety issues in South Africa, and most of the international students feel compelled not to keep late nights. Some tend to just keep to themselves, avoid unnecessary friendships and ensure a low profile.

Homesickness: The aggregate mean scores for this item, namely the perception of homesickness amongst participants, was 8.87, with a standard deviation of -3.65). The mean score for the feeling of homesickness in longing to be back to their country (3.30, SD=1.20) was higher than their feeling of sadness for having left relatives behind (3.09, SD=1.28). Leaving family, friends, and a home culture in pursuit of studies abroad, international students frequently find themselves grieving for the missed persons and places. Building new social networks and adjusting to new cultural demands is quite a challenging task for them. Past research has also shown that homesickness is a matter of major concern to international students (Poyrazli, Thukral, & Duru, 2013; Yi *et al.*, 2013). Several studies have highlighted the fact that international students attribute their feelings of loneliness to their having left relatives,

friends and family members in their countries of origin when they migrated to a foreign country to pursue their higher education (Yi *et al.*, 2013). The international students at UWC explain their perceptions of homesickness especially in terms of missing their family, friends, and home culture.

Miscellaneous (other significant factors): Other significant factors indicated by those international students earning the two highest mean scores relate to their feelings of hurt, especially when people do not understand their cultural value system (3.08; SD= 1.11) and their uncertainty about the future - whether to stay in South Africa or to return to their home country (3.02; SD=1.99).

In their study, Sandhu and Asrabadi (2012) mentioned that there are several factors that contribute to the acculturative concerns of international students, namely certain cultural beliefs, the lack of a sense of belonging to the host community, and worries about what to do after completing their studies - whether to return to the home country or to stay in South Africa. This was apparent in the discussion with the international students at UWC who shared their feelings of uncertainty, especially in their decision-making as to whether to stay behind or leave after their studies.

International students also reported challenges/difficulties in terms of cultural integration, in that they must face and accept the differences between their own culture and that of the host country. Furthermore, they might also face challenges when entering a new environment (Hamad & Lee, 2013). In facing challenges, and in terms of the dynamics of human nature, the international student struggles to establish an internal balance within himself/herself by acquiring new cultural communication practices, actively participating in his/her interpersonal and inter-cultural space, developing an astute sense of environmental awareness, engaging in the mass communication processes of the local community, and by gaining competency in the

host communication system (Hamad & Lee, 2013).). The struggle for internal balance or stability causes all individuals to go through a transformation process, which is called cross-cultural adaptation (Hamad & Lee, 2013).

6.2.3. Social Connectedness

Social connectedness is a significant predictor of adjustment (Yeh & Inose, 2003). This concurs with the findings of Lee and Robbins (2015), who defined social connectedness as “the subjective awareness of being in close relation with the social world”. Social connectedness can affect one's emotions, cognitions, and perceptions, and therefore one's actions in relation to one's social world. For example, individuals with high levels of connectedness can easily participate in social activities. On the other hand, individuals with low levels of social connectedness may not be able to effectively manage their needs and emotions, which may then lead to lower levels of self-esteem and higher levels of anxiety (Lee & Robbins, 2015). With an aggregate mean score of 68.35, and a standard deviation of 18.76, the participants in this study perceived that their connections with their peers in UWC were average. The lowest mean score reported (3.05, SD= 1,16) applied to participants who do not really relate well to most people and have a general feeling of being outsiders. There were, however, some students who reported feeling comfortable in the presence of strangers. This concurs with the findings of Lee and Ciftci (2014) who found that individuals with a low level of connectivity may perceive their environment as negative and cold, while people high in connectedness might see it as welcoming and positive. Predictions were made around the fact that students with higher levels of social connectedness have an easier time in their new social environment and experience lower levels of adjustment difficulties. In terms of one's social environment, low social connectedness may be associated with social stigma, causing these individuals to be perceived as being lonely. Connectedness may also be related to the way the international

student views his or her social situation, including friends, roommates, and people in general. Overall, problems with social connectedness indicate a more persistent global inability to connect with the social world.

The results of the research show that there is a strongly significant negative correlation between the total scores for social connectedness and acculturative stress ($r = -0.573$, $N = 256$, (2-tailed) $p\text{-value} = 0.00$, $p < .05$), with high levels of social connectedness associated with low levels of acculturative stress. The coefficient of determination ($r^2 = 0.328$) shows that self-reported social connectedness helps to explain 33% of the variance in respondents' scores on the acculturative stress level. According to Tummala-Narra, Alegria and Chen (2012), social connectedness was found to be a predictor of acculturative stress among international students. Social connectedness can affect one's emotions, cognitions, and perceptions, and therefore one's actions in relation to one's social world (e.g. individuals with high levels of social connectedness can easily participate in social activities; on the other hand, individuals with low levels of social connectedness may not be able to effectively manage their needs and emotions, which may then lead to lower levels of self-esteem and higher levels of acculturative stress (Tummala-Narra, Alegria & Chen, 2012). As a result, it was predicted that students with higher levels of social connectedness generally have an easier time in their new social environment and tend to experience lower levels of adjustment difficulties.

6.3. Perspectives on the Internationalisation of Higher Education

This section presents the results of the qualitative study, namely the factors influencing the educational experiences of international students. Their perspectives are highlighted below:

International students: Various views of international students are explored in this section. Although safety and security have always been pressing issues in South African communities (International Dialogue on Citizen Safety, 2015), the international students feel that the campus

needs to be safe enough and that the students feel free of fear. An effective security awareness programme would help international students understand the risks they face and the precautions they should take to keep themselves and others safe, especially at certain times and in specific areas and locations (Vogel, 2010).

In 2016, the #FeesMustFall movement shook university campuses in South Africa. The #FeesMustFall movement saw students from across the country call for improved access to higher education and ultimately free education for all in South Africa (David & Waghid, 2016). At the peak of this student movement, disruptive protest activities turned violent as the destruction of campus property increased and students clashed with private security and the South African police force on and off the campuses (Duncan, 2016). Academics and staff were threatened, intimidated, and in some cases assaulted. Safety and security on South African university campuses became a concern for the international students, especially being given short notice of hostel evacuations.

South African University international offices are also still grappling with the impact of the #FeesMustFall shutdown. In 2010, an international Graduate Insight Group Survey (2010: 3-4) found that national and international students studying at the Nelson Mandela University in South Africa viewed safety on campus as a “point of concern” and that “safety could be improved,” even though the participating students ($n = 230$) gave campus security a 79% satisfaction rating. However, after the #FeesMustFall shutdown of the University, two of the institution’s long-standing study-abroad partners declined to send students for the 2017 academic year owing to the uncertainty that #FeesMustFall had caused, while another decided to suspend its programme to South Africa indefinitely (Jooste, 2017). At UWC, the international students still perceive the security and safety issues as major concerns.

The research also shows that international students perceive a lack of professionalism towards them from the staff at UWC. This is especially the case with the administrative staff attending to the international students, and also the students' supervisors. The need for the further training of the staff is of utmost importance as this would help to improve the institution's outlook and global recommendations for UWC and also improving the institution image outlook globally.

Reviews of the history and political economy of South Africa show that universities acknowledge the fact that the evolution of these institutions has been shaped by their colonial and post-colonial past, and since the 1990s, by the deepening democratisation of African nation-states (Kotecha, 2012). In fact, the origins of higher education in South Africa are linked to the country's colonial history, that was shaped by the English and the Dutch, while higher education in South Africa is modelled on European institutions.

The International Education Association of South Africa (IEASA), a non-profit organisation, was established as a result of the need for universities and universities of technology in South Africa to respond to international educational trends (IEASA, 2018). In a study conducted by Andre, Margaret and Jooste (2019), safety and security issues on campus and in the university environments are becoming increasingly important and of great significance. This is evident from comments by prospective students who deem safety and security on campus as important factors. As such, safety and security should be addressed as priorities by UWC - the institution that they are considering as their university of choice. The international students at UWC have expressed their dissatisfaction with security issues, and feel that they are being victimised by the administrative staff. This has been one of the reasons why international students specifically consider safety, a non-prejudicial environment and security as important factors when choosing a university in South Africa (Andre, Margaret & Jooste, 2019).

According to University World News (2016), another area that international students find challenging on admission to university is in finding accommodation. It was found that accommodation and finances are one of the biggest challenges facing international students, and the demand is outpacing the resources that are currently being allocated. Living in campus residence halls comes with the convenience of not having to endure a long commute and being able to access support staff, who are tasked with helping students transition to living on their own (Harwood *et al.*, 2012). Adequate and well-developed student housing can also have a powerful influence on academic success. A good global institutional outlook could contribute to a smooth transition to the university and enhanced learning (Blimling, 2015).

However, housing challenges have been pervasive at institutions of higher education in South Africa. In 2010, only about 20% of the enrolled students lived in residential halls owing to a shortage of on-campus housing (Department of Higher Education and Training, 2011). Some of the largest universities, such as the University of the Western Cape and the University of Johannesburg, accommodate only about 15% and 9% of their students, respectively (Department of Higher Education and Training, 2011). International students are relatively new to the host country and most of them feel unhappy with the devastating accommodation challenges they are faced with on their first arrival. UWC strives to assist as many post-graduate students as possible with accommodation upon enrolment, but cannot assist all students owing to insufficient residences on campus. Essentially, it is important that when post-graduates apply to study at UWC, they should, if they wish to stay on campus, simultaneously apply for residence accommodation. Thus, students could then be informed in advance whether they would be accommodated in campus residences, or whether they should seek private accommodation. If students are not successful in securing accommodation on campus, administrators might be able to assist them with information on boarding houses around the campus, and elsewhere. Essentially, adequate residential accommodation is a general problem

that post-graduate students must face, and because some students are older, they prefer their privacy and prefer to live in private accommodation. However, generally speaking, UWC is committed and currently striving to find a solution to the accommodation problem in the near future.

International students perceive that they are being discriminated against. Traditionally, the assumption has been that international students must adjust to their host country and gain skills that allow them to temporarily and successfully live and study in what is likely to be an unfamiliar context for them. Perceived cultural discrimination, verbal insults and physical assaults experienced by international students both inside and outside the university are prime examples that can be quoted to show that one of the problems faced by international students have less to do with their own adjustment, and more to do with the host institution and the host society's shortcomings (Marginson & Wende, 2012). This has been one of the factors impeding the successful integration of international students into UWC. According to Lee and Schoole (2015), international students are noted to experience higher levels of discrimination than domestic students. International students at UWC feel that they are being discriminated against; they also feel that the attitudes and behaviour of their supervisors towards them are non-professional.

The processing of the study documents of international students has been a matter for concern as this task varies according to the varied requirements and turnaround times. On the other hand, the process of securing a study visa can be a major challenge for many in accessing an international education, as well as a major source of frustration for those who work in the university office dealing with international affairs.

Yet another challenge adding to the confusion and unforeseeable waiting periods to obtain the required application materials are the further frustrations and additional time lost for those

having to return with documents that might get lost in processing or have not been correctly interpreted during the previous visit (University World News, 2016). The SAQA has been a major challenge reported by the international students, especially in that on occasion documents go missing, and that there is an unnecessarily long waiting period, even to the extent that admissions are at times lost. The need to establish a designated office at the institution that will ensure that applications are followed up on and that undue delays are prevented is of immense importance.

The visa application process and immigration laws have made it difficult for international students to obtain study permits on time. For example, if an international student is under 18 years of age, he or she is considered a legal minor. According to the amended Immigration Act Number 13 of 2002 and the subsequent Immigration Regulations promulgated on 22 May 2014 that were introduced in 2015, the student should for be accompanied by parents or a legal guardian to travel to South Africa, and also be accompanied by parents or a legal guardian when leaving South Africa (Department of Home Affairs, 2015). Since the requirements for international immigration are sometimes ambiguous, but in line with international practices, migration is bound to be challenging (Lee & Rice, 2012). Furthermore, government's bureaucratic systems also add to the complexity of travel between the respective countries when it comes to travel restrictions and the visa application processes. Although participants are cognisant of the need to comply with international immigration requirements, they find the whole experience to be challenging.

Some research has adopted a cultural perspective as a way of understanding the factors that affect the way in which universities should market themselves to students. Counsell (2011) identified two of these factors when he considered the higher quality of education and the desire to improve foreign language skills that push Chinese students to study abroad. This source (Counsell, 2011) reported that students were inclined to choose the UK as the study destination

of choice. This same premise applies to the international students that come to UWC. One of their motivating factors is to understand the rich culture of the country, which in itself could lead to cultural shock. This should be seen in the light of the definition of acculturation, which is defined as pertaining to those relevant phenomena which result when groups of individuals with different cultures come into continuous first-hand contact with one another, with subsequent changes in the original culture patterns of either or both groups (IOM, 2016).

According to Baba and Hosoda (2014), international students could face challenges such as academic pressure, accommodation and financial issues, perceived discrimination, relationship difficulties, language barriers, cultural differences and rigid immigration regulations. Having to assimilate into a different culture, in conjunction with the language barrier, has been one of the challenges experienced by the international students at UWC. The communication problem is that the international students are not proficient in the languages of the host country (Yates & Wahid, 2013). Language barriers occur when international students need to understand and communicate with the people of the host country and the failure in this respect results in difficulties in getting along with people and forging friendships (Yates & Wahid, 2013). Language problems affect communication between local and international students and successful interactions between international students and their lecturers. Most international students experience language problems, not only pertaining to the English language, but also to the official languages of South Africa. Coming from countries that do not use English as the language of communication, some of the students in the study experienced extreme language barriers. Some attend extra English lessons in order to learn English and how to communicate successfully in South Africa. This point has been noted by Yates and Wahid (2013) who state that students who cannot communicate in English are likely to enrol for extra lessons. Yates and Wahid (2013) also mentioned that language proficiency tends to be the root cause of the adjustment problems that international students face in host countries. Most of the participants

indicated that they also experience language barriers when it comes to the indigenous South African languages. When lecturers quote examples in the vernacular language, and when Afrikaans-speaking South African students communicate in their home tongue during social or learning activities, this makes it difficult for international students to participate in the conversations (Yeh & Inose, 2003). Most of the international students feel lost and discriminated against when they find themselves in situations where another language is being for communication. As a result of these language barriers, some students find themselves associating only with students with a common background to themselves and not with South African students. This point is supported by Wang (2018), who highlights the fact that discrepancies in the languages spoken by the international student and the host nationals contribute to miscommunication or limited communication between the two groups of students. In fact, barriers to communication lead to maladjustment (Wang, 2018).

Another intriguing factor for the international students in choosing UWC is the rating of the institution, which concurs with a statement by Cubillo *et al.* (2016), that a country, a city or an institution's image influences the decision of an international student as to which to choose as the first step on the career path. The academic reputation of an institution is one of the top reasons for students choosing a particular institution (Hemsley-Brown, 2012). The findings in this study confirm that academic reputation is still a major determinant when students choose an institution for their studies in that it enables them to access numerous funding opportunities and has exchange programmes in place, thus promoting the institution's image. Such measures serve as a way of improving the reputation of the institution in this current phase of globalisation, thereby allowing for the achievement of internationalisation.

The students discussed the fact that the time period to the completion of a degree at UWC was one of the prompt factors in their choice of UWC for their studies. The fact that a degree can be completed within a predictable time frame and not be delayed unnecessarily, as opposed to

what has been observed in this respect in other African countries, has been one of the motivating factors in choosing UWC. The reasons that participants provided are in line with previous findings which show that most of the students from African countries find South African universities more attractive than the universities in their own countries (Mudhovozi, 2011). Most of the South African universities have better facilities and some of them even have world rankings (Mudhovozi, 2011).

Another area of concern for international students is the availability of funding, since inadequate government and external scholarship support for Masters' and PhD students was mentioned by various respondents as one of the impeding factors influencing study completion. Various collaborative partnerships have been formed and extended by UWC - at the national and international level - to address the long-standing, pressing challenges of scholarship support on campus. However, with the influx of more post-graduate students, more external partnerships are required to increase post-graduate scholarship support, which is currently progressing at a slow pace.

An international student respondent was of the opinion that the university should provide more scholarship opportunities for international students and also provide numerous student jobs in order to lessen the financial burden on international students. Previous studies have shown that international students could face destitution at international universities abroad (Nicholson, 2011). Similar experiences were expressed by participants in this study. Whereas international students overseas might have the opportunity to study and work part-time to raise money for tuition fees, accommodation and personal income, international students in South Africa face an uphill struggle owing to the stringent labour laws that regulate the employment of foreigners. The controversy is that a study permit is granted for the sole purpose of studying and not for work purposes. This implies that a work permit would be required for an international student

to be allowed to work in South Africa. These findings support those of Baba and Hosoda (2014), who indicate the existence of financial access restrictions on international students.

6.4. Challenges Related to Internationalisation

This section explores the perspectives of the UWC stakeholders on the factors influencing the educational experiences of international students. Their perspectives are highlighted below:

Stakeholders: The various perspectives of the stakeholders of the institution, which include the Student's Representative Council (SRC), the International Students Organisation (ISO), the International Students Service Organisation (ISSO), the International Relations Office (IRO), the administrative staff attending to international students and the academic staff, were explored.

The institution rating was seen as one of the factors attracting international students, as this was also mentioned in a study conducted by Mpinganjira (2011), which found that the quality of education offered in a country and the educational rating of the institution are primary factors that influence international students' choices. Since South Africa is still considered to be the most developed in Africa, it is not, therefore, surprising that international students associate the country with modern and technologically-advanced facilities, especially when they compare the country with their own country. This is not surprising, especially in a situation where the institution rating is the first consideration as a standard and the rationale behind selecting UWC as the university of choice.

The rich culture of the country is seen as a facilitating factor in choosing South Africa since the country is known as one brimming with culture and heritage (UNESCO, 2009). As such, this is but one of the attractions for international students to learn about cultural diversity. The

diverse learning environment also affords international students the opportunity to understand people from various regions and walks of life in a learning environment.

The acquisition of study documents that allow international students to stay and study in South Africa hinges on a variety of factors, which amongst others, include the immigration policy. A study visa is issued provided that a person who is requesting to undertake studies in South Africa has sufficient means to support him- or herself during his/her stay and is capable of paying the school fees (Higher Education Academy, 2019). Many of the international students report the unnecessary delays that they must face in obtaining their study documents, especially those from the Western and Eastern regions of Africa, leading to some of them forfeiting their right to admission and preventing them from coming to South Africa for their studies.

As reported by the stakeholders, some of the international students are faced with financial difficulties. As such, it should be understood that the international students in South Africa do not necessarily share similar financial concerns. They are not a homogeneous group - they come from different parts of the world and with different amounts of money (Schoole, 2011). While international students from the Americas, Asia and Europe tend to be well funded and economically secure, international students from Africa may experience greater financial concerns.

Research on international student satisfaction across 27 institutions, in which students from Zimbabwe, Namibia and Botswana were over-represented, indicates that international students are dissatisfied with the lack of opportunities to earn money; the financial support they receive (or lack thereof); and the cost of accommodation (Rhodes University 2016). Thus, given the economic circumstances of some of the SADC countries and international students' reports of dissatisfaction with the financial aspects of their studies, it would be prudent to advocate for new and innovative forms of financial support for this group of students. It is noteworthy that

students from other African countries contribute to the increasing number of students engaging in advanced (Master's and Doctoral) studies in South Africa, but may experience significant financial challenges with respect to pursuing their advanced degrees.

Despite efforts to increase the number of PhD students in South Africa, this number has remained low. In fact, PhD enrolments would be even lower, were it not for a sizeable minority of PhD students from other parts of Africa (Mouton, Louw & Strydom, 2013). Figures from 2009 indicate that 22% of students enrolled in Doctoral programmes were international students from other African countries (Sehoole, 2011). While African international students contribute to the goals of increasing the number of post-graduate students in South Africa, when compared to their non-African counterparts, they appear to be bearing financial difficulties.

Globalisation has accorded English language speaking and listening increasing importance, and communication skills have become important for successful academic achievement at all levels (Park 2011). Language difficulties pose considerable problems when international students learn English as their second language, as at UWC, where various international students come from different African backgrounds where English is not their first language (e.g. students from Libya, Sudan, etc.). This tends to pose greater challenges in integrating them into academic programmes or courses on account of the various challenges affecting their academic performance, including language difficulties. Many universities have developed initiatives aimed at facilitating the transition of such students, and the University of the Western Cape is no exception. Menzies and Baron (2014) find that international students struggle with certain academic issues caused by language difficulties in their learning environment. The findings from this study also reveal that these issues cause international students to develop feelings of fear and insecurity. On the other hand, Mudhovozi (2012) found that language issues can cause alienation, loneliness, and a lack in the feeling of social belonging, all of which impact on international students' learning experiences.

Many international students residing in campus residences have experienced episodes of unsafe experiences, some of which have been documented by researchers in the field. For example, following the rape of a foreign student at a University of KwaZulu Natal (UKZN) residence, Swartz *et al.* (2017) conducted a study in which they found safety to be an issue for students - not only in UKZN but across various universities in South Africa. Their study did, however, highlight UKZN students as being particularly concerned with safety, even though three years earlier the matter was raised with university management.

A report compiled by the Department of Higher Education and Training (2011) indicated that “without effective leadership, management and administrative structures, programmes, codes and interventions which facilitate and provide supportive learning environments, a lack of confidence in the safety and security measures in place actually constitutes a barrier to student learning and academic success”.

Safety of the international students has been a concern for the stakeholders, and this issue is also supported by the study conducted by Mabaso *et al.* (2015), which endorses the above findings, namely that students are vulnerable and are living in unsafe conditions. Their findings indicate that the majority of female students (94%) feel insecure and threatened on campus and in their residences. The greatest fear for these women is sexual assault, followed by verbal, physical and emotional assault.

Xenophobic sentiments, compounded by the fear of crime, can make for an unwelcoming milieu for international students (Herman, 2011). As the stakeholders report, international students might be faced with the challenges of xenophobia, and this could in turn restrict their activities. In the context of the discrimination experienced by foreign students, Chimucheka (2012) reports that “there are still activities that cannot be done by international students alone.” This suggests that some international students self-regulate their movements for reasons

relating to perceived discrimination against them. In particular, there is evidence that international students refrain from travelling for leisure purposes. When African international students are asked to provide reasons for not travelling within South Africa for tourism purposes, among the other reasons that they provide, they mention the perceived hostility that they feel against them as foreigners (Herman, 2011). This suggests that international students hailing from other African countries tend to self-restrict their movements in an attempt to thwart either real or perceived discrimination.

In a study conducted by the Eurostudent Report (2011), it is maintained that student housing is a significant variable in a student's academic life, as the stakeholders report challenges in accommodation for the international students at UWC. Furthermore, Parameswaran and Bowers (2014) maintain that spending up to 20 hours a day in a residence has a definite impact on learning. The key question has always been whether the positive factors outweigh the negatives, and how the positive factors can be enhanced. Consequently, in September 2015, the Ministry of Higher Education gazetted a policy on minimum norms and standards for student housing at public universities (DHET 2015). The application of these norms and standards was to ensure that students are provided with adequate fit-for-purpose accommodation, of reasonable quality, and that they enjoy learning and living environments that promote academic success. Although not very explicit, the norms and standards allude to the safety and security of students as a key component in quality residences for students. However, UWC is committed and is striving to find a solution to the accommodation problem in the near future.

According to Cho and Yu (2015), who examined the role of university support in determining international students' well-being, the positive effects of university support are evident on two levels - university support increases the college-life satisfaction of international students and reduces their psychological stress; and, as proposed by a stakeholder, the creation

of a support network such as a “buddy system” can help in integrating the international students into the institution. In fact, the afore-mentioned has also been seen as a support system in that it is a predictor of general well-being and a buffer (or a protective factor) against the effects of stress (Cho & Yu, 2015).

6.5. Suggestions for the Achievement of Internationalisation

The picture of internationalisation that emerges at UWC varies; it is multi-dimensional and paradoxical since internationalisation is a process that integrates the international, inter-cultural and global dimensions into the key functions of a university, as well as into its mode of operation (Knight, 2015). In this section, suggestions for achieving internationalisation that arose from the interviews are discussed as follows:

Funding opportunities: There is an insufficiency of university scholarships, both internal for local students and external for international students. As mentioned in the current studies, various collaborative partnerships at the national and international level have been formed and extended by UWC to address the long-standing, pressing challenges of scholarship support on campus. However, with the influx of more post-graduate students, more external partnerships are required to increase post-graduate scholarship support, which is currently progressing at a slow pace. As international students at UWC are expected to pay all the tuition fees up-front before commencing their studies, this could be an increased burden on the finances of some of these students. As such, they set out to find small student jobs to assist them in their finances and throughout the duration of their studies. UWC is committed to providing part-time students with jobs to help them with their finances during their stay. However, the international students would like the scholarships to be more open and available to them. They recommend that should the NRF review their funding allocations to post-graduate students, so that they ensure

that those post-graduate students that excel academically are in fact able to continue their studies from Honours to PhD level with funding from the NRF until the completion of their studies.

International students in South Africa face an uphill struggle owing to the stringent labour laws that regulate the employment of foreigners. The controversy is that a study permit is granted for the sole purpose of studying and not for work purposes. This implies that a work permit would be required to allow an international student to work in South Africa. These findings support those of Baba and Hosoda (2014) who indicate that there are financial access restrictions on international students.

New culture acceptance: Cultural differences were noted in terms of how people interact, but they do not affect academic performance. However, international students experience cultural differences as a culture shock when they come into close contact with a person or student from the host country (Mokua, 2012). It is challenging for international students to accept the new cultural milieu in which they find themselves, and they argue that the purpose of studying abroad is to gain experience in the host country rather than to abandon their cultural heritage and to have to adopt the culture of the country in which they are now living for a relatively short period (Tarry, 2015).

The international student comes with huge expectations, as they are constantly redefining themselves through interactions with a multitude of individuals from distinguishable and diverse inter-cultural settings and situations, including those pertaining to family, colleagues, friends, religious groups and leisure activities. UWC needs to be committed to accepting different cultural settings by establishing programmes dedicated to assisting international students in becoming more culturally aware of the institution and in developing their multi-cultural competence in order to adjust more effectively to their

new cultural setting. This may be particularly important, given the long-standing xenophobic climate in South Africa (Callaghan, 2014).

Partnership programmes/ Exchange programmes: UWC recognises the enormous benefits to be gained from engaging internationally to raise its profile and research capabilities. Inflows of knowledge among universities and movements of people across the continent result in the exchange of knowledge and ideas, and are ways to promote internationalisation. UWC is committed to promoting internationalisation through its partnerships and bases its programmes on the four principles that define an international university namely: the international nature of the student body, the international orientation of the academic staff, the international nature of the curriculum and the international nature of its research activities. The institution also has a strong link with its international allies and promotes international collaborations. Exchange programmes for both students and staff are encouraged and these develop capacity in the students and the staff, improve the inflow of new knowledge and also open up many opportunities.

Increased research outputs: South Africa produces the bulk of scientific research in Africa. This means that research has played, and is still playing, an important role in South Africa's contribution to the continent (HESA, 2014). Increasing its research output is important to UWC, because it caters for economic inclusion and social development in general, thereby enhancing the internationalisation process. University research outputs have increased only slightly, while Doctoral graduate outputs have increased steadily (HESA, 2014). Research infrastructural funding does not match the current demand, as there has been an increase in the number of Doctoral research students, especially in those of African origin. UWC is responding positively to stimulate the research outputs of the institution and thereby contributing to the South African information network. However, funding has been identified

as a limiting factor and the availability of adequate funding from both local and international allies is seen as a facilitator to increase UWC research outputs.

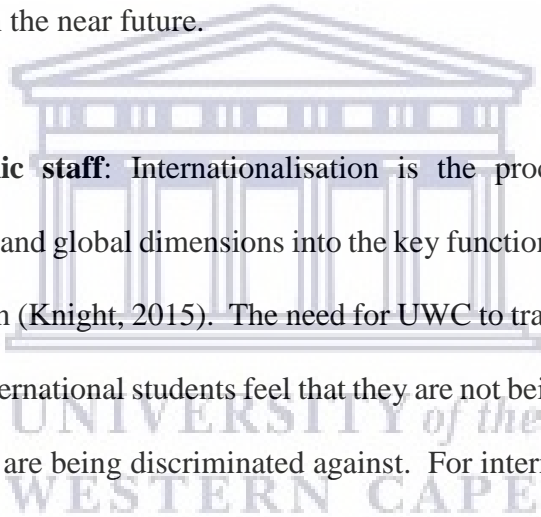
Globalisation: Globalisation is a response to internationalisation, and this has been identified as an important dimension for UWC to raise to service the institutional and national need levels, especially in terms of those challenges posed by the current phase of globalisation. Africa has been considered an emerging market globally, and with South Africa being a developing country, the need to prepare UWC to respond to various opportunities worldwide is of immense importance. This can be done by creating funding opportunities, increasing institutional partnerships, increasing the marketability of the institution, enhancing the university's image worldwide, increasing the university research outputs, and putting a development strategy in place. An integrated strategy for globalising South African universities will not only contribute to the development of global citizens ready to play a role in the global economy, but also contribute to capacity-building efforts to improve the global competitiveness of the South African economy. The SADC Education Ministers' Summit in June 2012 agreed on priorities such as the scaling up and modernisation of the higher education system through the development of an ICT infrastructure; increasing the effectiveness of higher education planning; developing academic quality; increasing the mobility of staff and students across the region and internationally; increasing the outputs of Doctoral graduates; and strengthening regional cooperation through integration strategies based on agreed objectives and supported by the maximisation of funding opportunities, thereby enhancing globalisation. However, as internationalisation has been seen as a process of integrating an international, inter-cultural or global dimension into the purpose, functions and delivery of post-secondary education, the establishment of an organised internationalisation framework for the UWC is of immense importance. As of 2010, Southern Africa has an enrolment rate of 6.3%, which compares

poorly with tertiary enrolment in other parts of the world. Higher education enrolment has just managed to keep pace with population growth² (Irfan & Magolese-Malin, 2012)). Low enrolment levels can be largely attributed to a strong policy focus on internationalisation. Without significant change, the SADC region is projected to achieve a 16.3% higher education enrolment rate by 2050, compared to the 2012 global gross tertiary enrolment rate of 30% (Irfan & Magolese-Malin, 2012).

Security: This has been seen as an important element in choosing an institution and country in which to study. An example was seen during the #FeesMustFall protest in South Africa. The assessment of the impact of the #FeesMustFall movement on new student intake and student retention, both local and international, the tourism market, and the economy are still ongoing. Of South Africa's 26 public universities, 18 suffered severe damage, with the Department of Higher Education and Training and Universities South Africa estimating that the damage totalled R460- to R800 million between October 2015 and May 2016 (Govender, 2016; Gqirana, 2016). As a result of this and owing to the uncertainty arising from the #FeesMustFall campaign, two of the institution's long-standing study-abroad partners, declined to send students to UWC for the academic year, 2017, while another decided to suspend its programme to South Africa indefinitely (Jooste, 2017). The total number of applications received for the two years on average declined by 15%, with the number of post-graduate applications declining by 25% (Jooste, 2017). International students at the UWC relayed their fears concerning security and their general safety, although security in general had in fact been a major problem in South Africa at large.

² Apart from Mauritius and South Africa, where tertiary enrolment increased by 20% and 15% respectively over the last 20 years

UWC is striving to ensure the safety and security of its students - making it an issue of paramount importance. It continuously ensures that strategies are in place to improve the security of its students. However, the international students want the university to do more, especially in providing accessible accommodation so that they will not have to stay off-campus. It is also important that students seek accommodation in safe areas, and within walking distance of the campus, to avoid additional transportation costs (CHE, 2014). Essentially, adequate residence accommodation is a general problem with regard to post-graduate students, and because some students are older, they prefer their privacy and prefer to live in private accommodation. However, UWC is committed and is striving to find a solution to the accommodation problem in the near future.



Training of non-academic staff: Internationalisation is the process that integrates the international, inter-cultural and global dimensions into the key functions of a university, as well as into its mode of operation (Knight, 2015). The need for UWC to train its non-academic staff has been emphasised, as international students feel that they are not being treated fairly by them and they perceive that they are being discriminated against. For internationalisation to be part of the critical transformation agenda of the South African higher education system, especially at UWC, it is necessary to ensure that the non-academic staff are aware of the implications of creating a poor image of the university globally. There should be a coherent approach, as even the smallest campuses at UWC are fragmented and isolated in terms of inadequate communication lines. Since internationalisation is a shared responsibility, even the most visionary vice chancellor and the most energetic and creative international officer cannot make it happen without the cooperation of the faculty, the staff, and the students. Therefore, UWC should strive to ensure that its non-academic staff are trained to project a positive image of the institution at large, thereby increasing the general image of the university globally.

Approach to international students: The university's approach to international students should be geared to the promotion of internationalisation, as the participants in this current study perceive that UWC still has numerous gaps to look into, especially with respect to the approach of staff to foreign students. This concurs with the findings of Lee and Rice, (2012), who state that international students are susceptible to discrimination on the basis of cultural differences, and this perceived discrimination also hampers their sense of fulfilment and satisfaction when communicating with others (their peers and instructors) in their classes. In fact, many university advisers often encourage international students to maintain an optimistic attitude and develop a sense of resilience to cope with acculturative stress. To avoid the stress emanating from cultural shock, students are advised to rely on their own personal strengths and to engage in multi-cultural activities. Students are advised to join student clubs, practise their English, make cross-cultural friendships and learn about the cultural norms and traditions of the host country (Yakunina *et al.*, 2013). Wei *et al.*, (2012) believe that self-confidence in one's ability to communicate in English, rather than one's actual ability in English, could be a factor for the successful adjustment of international students in universities. This finding is further supported by a more general finding of Yeh and Inose (2003), which indicates that higher self-reported levels of frequency of use and proficiency in the English language are predictive of lower levels of acculturative stress. On the other hand, good levels of communication allow for increased levels of integration into the institution. In fact, the institution needs to constantly strive to ensure strategies are in place to ensure a positive approach of the staff to international students.

Support system: Social support is crucial in student adjustment. Participants in this study reported that they receive social support from their peers, South African students and other social networks that they have created. The findings are in agreement with those of researchers

who argue that social networks help international students settle down and adapt in host countries (Misra, Crist, & Burant, 2013). Social support systems such as student communities and family networks help reduce emotional distress among students (Awang, Kutty, & Ahmad, 2014). The system named the “buddy system” was also suggested as a means to promote the faster integration of the international students into the institution, as this is a welcome idea to ensure that international students settle down quickly into institutional life, thereby promoting more local relaxation, increasing success inputs, and further promoting the global viewpoint.

Alumni network: In a study conducted by Miller (2013), it was revealed that working overseas in partnership with other South African institutions can help to generally raise the profile of South African higher education in overseas markets, thereby supporting internationalisation at the macro level. The possibility of securing eminent venues increases if universities approach organisations as an alliance. By pooling their resources, the likelihood of engaging high-profile speakers and hosts increases. Healthy partnerships between the alumni relations teams, international directors/teams, career service offices, international recruitment teams, and academic colleagues are essential to developing effective alumni programmes (Miller, 2013). UWC should always strive to foster good relationships with its alumni, through the development and encouragement of an international engagement network. This is also in agreement with Dobson (2011), who speculates that profit-generating alumni engagement programmes will “become part of the alumni programming menu for more universities in the next decade.” An example of such a programme is the “travel-learn” programmes, which are a regular feature in some of the US university calendars. These trips enable alumni to spend time with peers on educational excursions that are typically directed by academic experts from the institution. These have implications for the levels of service provision, and most institutions are likely to challenge their capacity or appetite for delivering programmes which, in reality,

are likely to return only relatively small profits. This type of programme can also be adapted by UWC to foster relationships with its alumni and could facilitate the transition of the international student community into an alumni community.

Institutional awareness: UWC identifies itself as a national institution that has a huge role to play through partnering with the government in ensuring the transformation of the country on the one hand, and on the other, of helping the country to link and interact with the world at large. UWC's mission statement reveals this brand of identity through self-promotional claims that emphasise a prestigious and favourable brand. UWC defines itself as a national university, alert to its African and international context, as it is able to broaden its horizons and to reach out to people from all over the world. This is a bold stance by UWC, considering its restrictive background in which it was designed to cater for only a few students, mainly from the coloured community. Therefore, this self-promotion is also seen in the incremental role and status on which the university prides itself in positioning itself as a national, African and international player. It positions itself not only as an institution of opportunity, but also as one of the best universities in Africa and the world (UWC, 2016). UWC currently has a world ranking of 1034, a national ranking of eight (8), a research performance ranking of 990, and an overall score of 70.1 (World University Rankings, 2020).

South Africa remains an important destination for international students, particularly those from other African nations. The university stakeholders and its international students are deliberating on proposals to increase the institution's awareness by advertising instructions, peer recommendations and website development. Furthermore, the advocacy of positive reviews from the alumni network is a way of enhancing the university's global image and outlook. The homepages of the institution are the first port of call to open up the university's

virtual world and they carry different modalities that highlight the attractive brand identities of the university, as suggested in the mission statements above.

This section shows how universities accentuate their brands on their websites through re-semiotising different semiotics as branding resources to augment good university brands. It reveals that the universities' brand teams are cognisant with what can be used to create attractive images for their universities. They create websites that are fully packed with hybridised information that is intended to let the world know about their brand identities, their services and achievements. They include promises to the prospective students. They also signal that the university brands are accentuated on the websites not only for local, but also for regional and international consumption. The multiple semiotic and discursive chains are re-semiotised and remediated in different modalities, as shown on the UWC homepage.

6.6. Summary of Integrated Discussion

Chapter 6 presented integrated discussions of the quantitative and qualitative studies that were conducted and reviewed in conjunction with the salient literature. It also included a discussion on the perspective of the internationalisation of higher education, the challenges related to internationalisation and suggestions for the achievement of internationalisation. Various gaps were identified and informed the next phase of this study - the Delphi study.

The next chapter (Chapter 7) outlines the results of the Delphi study, which was conducted to reach consensus on the internationalisation of higher education at the University of the Western Cape.

7. CHAPTER SEVEN: DELPHI STUDY

7.1. Introduction to the Chapter

This chapter presents the processes followed for the development of a framework for internationalisation at the University of the Western Cape. The information gathered from the results of the entire study, together with the experts' inputs from the Delphi study, were incorporated in the framework that is presented below.

7.2. Background

The main objective of the study was to develop a framework highlighting the internationalisation of higher education at the University of the Western Cape and to reach consensus regarding the developed framework. Internationalisation involves the integration of the international, inter-cultural and global dimensions into the key functions of a university, as well as into its mode of operation (Knight, 2015). Internationalisation is regarded as a response to globalisation and reaching a consensus on a framework highlighting the internationalisation of higher education at the UWC is taken into consideration in this study.

Norman Dalkey introduced the Delphi technique around 1940 to 1950 for a RAND corporation military defence project, "Project Delphi", concerning the decision-making behind the detonation of an atomic bomb (Humphrey-Murto *et al.*, 2017). Olaf Helmer and Norman Dalkey pioneered and validated the Delphi technique and confirmed that it is a scientifically rigorous research strategy with a statistical significance that is more accurate than group or individual opinions (Humphrey-Murto, 2017). Humphrey-Murto (2017) and Kennedy (2004) contended that the Delphi method provides expert panellists with an opportunity to share their knowledge and judgments about a complex problem anonymously. According to this method, the experts review how the respective feedbacks received align with other group members and then allow them to change their judgments, if so desired. The collaborative work continues over

a series of repetitive rounds until consensus and stability³ are reached (Humphrey-Murto, 2017; Kennedy, 2004).

The Delphi method is an iterative process that uses a systematic progression of repeated rounds of voting and is an effective process for determining expert group consensus where there is little or no definitive evidence and where opinion is important (Meshkat *et al.*, 2014). It allows experts to work towards a mutual agreement by conducting a circulating series of questionnaires and releasing related feedback to further the discussion with each subsequent round (Meshkat *et al.*, 2014).

International students in South Africa's private higher educational institutions constitute 8.8% of the students in that sector. In 2016, two foreign public universities had branch campuses in South Africa. South African higher education institutions cater for growing numbers of international students, particularly at post-graduate level. The presence of these students on our campuses requires clear national and institutional policies, processes and services. There is a growing number of opportunities for student and staff mobility available to South African citizens/international students to study or work - on a short to medium term - in other countries. Appropriate policies are therefore required to support, facilitate and regulate the phenomenon (Higher Education Academy, 2019).

7.3. Methodology

The consensual process incorporates a three round-step modified Delphi in which individuals who are viewed as having expert knowledge of internationalisation at the University of the Western Cape participated.

³ majority agreement, often called majority ruling

7.3.1. Procedure

According to Linstone (2010), the Delphi method generally employs a purposive sampling technique in the process of recruiting participants. Therefore, a purposively selected panel of experts was invited to participate in the Delphi study.

As the intended framework was meant specifically for the University of the Western Cape, the selection of the participants was based on their expert knowledge of internationalisation at the University of the Western Cape. The group comprised of individuals in the International Relations Office, the International Student Services Organisation, and executive members of the university.

An invitation to participate was initially sent via email to 12 prospective individuals. An information sheet (Appendix M), detailing the purpose of the Delphi study and what was expected from the participants, was included in the email. In addition, a consent form (Appendix N) was also attached. By signing the consent form, seven (7) (58%) of the invited panellists indicated their willingness to participate. According to Linstone (2010), this panel of seven could be viewed as “suitable”. No reasons were given by the experts, who declined to participate. Table 7.1 summarises the demographic information pertaining to the panellists. At this point, round 1 of the Delphi study was distributed.

Table 7.1: Demographic Characteristics of Panel of Experts (n=7)

Panelists codes	Age Range	Gender	Highest Qualification	Years of experience	Current role in the UWC
P1	35-44	M	Bachelor	6	Coordinator - ISSO
P2	35-44	F	Bachelor	10	ISSO
P3	>54	F	PhD	35	Director - School of Postgraduate Studies
P4	>54	F	PhD	25	Dean - Faculty of Community and Health Sciences
P5	>54	F	Masters	25	Manager (staff & postgraduate student mobility; partnership agreements; visitors)
P6	>54	F	Masters	25	Study Abroad & Student Exchange Coordinator
P7	>54	F	Bachelor	22	International Relations Officer



7.4. Delphi Study Round 1

The panellists, who consented to participate in the study, were sent a two-section questionnaire. The first section requested demographic information that sought to identify the panellists in terms of their age, gender, highest qualification, current position, and current role at the University of the Western Cape. The second section presented the panellists with general questions that inquired about their opinions on:

1. Factors that should be considered for a framework on the internationalisation of higher education in South Africa

The responses from the panellists were summarised into the four main themes that they considered important for inclusion in a framework for internationalisation at the University of the Western Cape. These included academic standards and quality programmes; research and scholarly collaborations; extra-curricular activities and external relations and services; with suggested components under each category. These are outlined separately in tables 7.2 to 7.5. This involved sending an open-ended question to the seven (7) experts who consented to participate (Appendix O). All seven (7) of the experts responded, making the response rate 100%. The results of the thematic analysis are presented in a tabular format. Tack *et al.* (2017) ranged the consensus of a Delphi study from a 75 to an 80% agreement. Dekker-Groen *et al.* (2010) indicated that consensus constitutes “a minimum of 75% agreement”. Jing *et al.*, (2013) also set consensus at 75%. On the other hand, Iqbal and Popin-Young (2009) noted that to achieve consensus, it is necessary for the expert panellists to come to an agreement of at least 70%. Humphrey-Murto *et al.* (2017) also considered consensus when 70% “agree” or “strongly agree” in their responses to an item.

The factors identified in the internationalisation of higher education at UWC are presented in the tables below:

Table 7.2: Academic standard and quality programme

Suggested Components	n	(%)
* Outsourcing (student exchange programmes)	7	(100)
* Mobility and exchange of students and staff	6	(85.7)
* Dissemination of ideas and culture	7	(100)
* Internationalised curriculum and instructions	2	(28.6)
* Foreign language study	1	(14.3)
* International students' satisfaction levels	6	(85.7)
* Work/study abroad	4	(57.1)
* Cross-cultural training	6	(85.7)
* Diversity in income generation	2	(28.6)
* Visiting lecturers and scholars	3	(42.9)
* Teaching/learning process	3	(42.9)
* Research collaboration	3	(42.9)
* International and intercultural understanding and networking	6	(85.7)

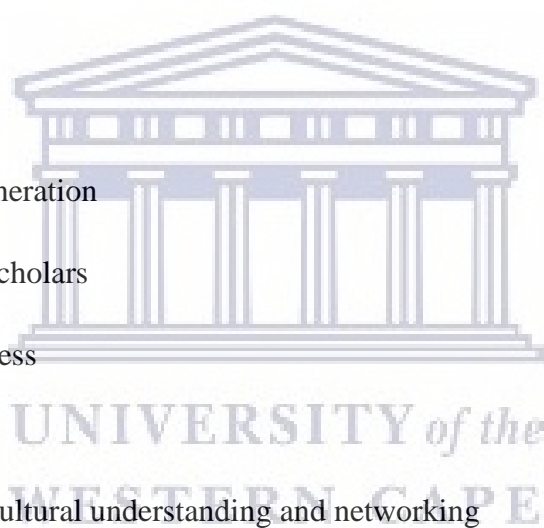


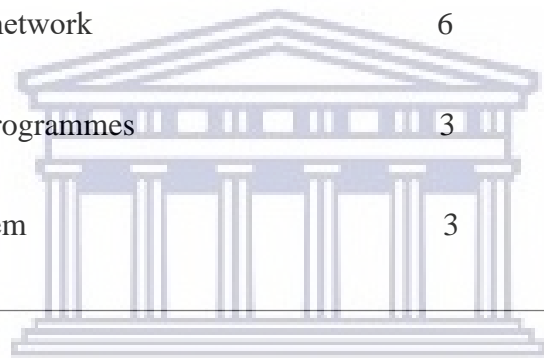
Table 7.3: Research and scholarly collaborations

Suggested components	n	(%)
* Research collaborations/joint research projects	4	(57.1)
* Published articles and papers	4	(57.1)
* Research partners	4	(57.1)
* International conferences and seminars	4	(57.1)
* International research agreement	3	(42.9)
* Researcher and graduate students exchange programmes	5	(71.4)
* Creation of relationships between research curriculum and teaching	3	(42.9)



Table 7.4: Extra-curricular activities

Suggested Components	n	(%)
* Social-connectedness programmes	6	(85.7)
* Facilities and support systems	6	(85.7)
* Acculturation awareness programmes	6	(85.7)
* Student clubs and associations	7	(100)
* Peer groups and programmes	7	(100)
* Creation of a “buddy” network	6	(85.7)
* Alumni development programmes	3	(42.9)
* Academic support system	3	(42.9)



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Table 7.5: External relations and services

Suggested Components	n	(%)
* Participation in international networks	7	(100)
* Distance learning education	2	(28.6)
* Alumni network	1	(14.3)
* International development assistance programmes	2	(28.6)
* Partnership and projects with non-government groups or private sector companies	4	(57.1)

7.5. Delphi Study Round 2

The compiled identified factors associated with the internationalisation of higher education for Round 2 of the Delphi Study was designed to be based on the emerging themes from the experts' responses from Round 1 (Appendix P). The response rate was 100% as all seven (7) of the experts who consented to participate in the study responded to the Round 2 Delphi study. For an item to be included in the internationalisation of higher education, consensus from the experts was set at 70% or more (Iqbal & Popin-Young, 2009).

The second round of the Delphi Study was aimed at reaching consensus that the component of the internationalisation of higher education at the UWC should be included in the framework.

The percentage conclusion was rated using a Likert scale ranging from “most important to least important” - see Table 7.6.

Table 7.6: The five-point Likert scale used in the Delphi study

Least important 0-29	Not so important 30-49	Moderately important 50-69	Important 70-89	Most important 90-100
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The result is presented in tables 7.5.1 to 7.5.4, as shown below. The domains show the level of response options, and the percentage and conclusion rankings for each component.

Table 7.7: Academic standards and quality programmes

Components	Response Option (degree of disagreement/agreement)			(%)	Conclusion
	Disagree	Neutral	Agree		
Outsourcing (Student exchange programmes)	0	0	7	100	Most Important
Mobility and exchange of students and academic staff	0	1	6	85.7	Important
Dissemination of ideas and cultures	0	0	7	100	Most Important
Internationalised curriculum and instructions	0	2	5	71.43	Important
Foreign language study	2	4	1	14.3	Least important
International students' satisfaction	0	1	6	85.7	Important
Work/study abroad	0	3	4	57.1	Moderately important
Cross-cultural training	0	1	6	85.7	Important
Diversity in income generation	1	4	2	28.6	Least important
Visiting lecturers and scholars	0	4	3	42.9	Not so important
Teaching/learning process	0	4	3	42.9	Not so important

Research collaboration	0	4	3	42.9	Not so important
International and intercultural understanding and networking	0	1	6	85.7	Important

Table 7.8: Research and scholarly collaborations

Components	Response Option (degree of disagreement/agreement)			%	Conclusion
	Disagree	Neutral	Agree		
Research collaborations / joint research projects	0	3	4	57.1	Moderately important
Published articles and papers	0	3	4	57.1	Moderately important
Research partners	0	3	4	57.1	Moderately important
International conferences and seminars	0	3	4	57.1	Moderately important
International research agreements	0	4	3	42.9	Not so important
Researcher and graduate students exchange programmes	0	2	5	71.4	Important
Creation of relationships between research, curriculum and teaching	0	4	3	42.9	Not so important

Table 7.9: Extra-curricular activities

Components	Response Option (degree of disagreement/agreement)			%	Conclusion
	Disagree	Neutral	Agree		
Social-connectedness programmes	0	3	4	57.1	Moderately important
Facilities and support systems	0	3	4	57.1	Moderately important
Acculturation awareness programs	0	3	4	57.1	Moderately important
Student clubs and associations	0	3	4	57.1	Moderately important
Peer groups and programmes	0	4	3	42.9	Not so important
Creation of a “buddy” network	0	2	5	71.4	Important
Alumni development programmes	0	4	3	42.9	Not so important
Academic support system	0	4	3	42.9	Not so important



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Table 7.5.4 External relations and services

Components	Response Option (degree of disagreement/agreement)			%	Conclusion
	Disagree	Neutral	Agree		
Participation in international networks	0	0	7	100	Most Important
Distance learning education	1	4	2	28.6	Least important
Alumni network	1	5	1	14.3	Least important
International development assistance programmes	0	5	2	28.6	Least important
Partnership and projects with non-government groups or private sector companies	2	1	4	57.1	Moderately important

7.6. Delphi Study Round 3

Round 3 of the Delphi study consisted of a few sections on which the experts could not reach consensus (Appendix Q). Consensus was not obtained for the inclusion of work/study abroad, research collaboration, published articles and papers, research partners, international conferences and seminars, social connectedness, facilities and support systems, acculturation awareness programmes, student clubs and associations, partnerships and projects with non-government groups or private sector companies. Questions to ascertain the inclusion of the following component were sent to the seven (7) experts. Six (6) of the experts responded, which gave a response rate of 90%.

Consensus was reached on the inclusion of work/study abroad, research collaboration, published articles and papers, research partners, international conferences and seminars, social connectedness, facilities and support systems, acculturation awareness programmes, student clubs and associations, partnerships and projects with non-government groups or private sector

companies. With n=6 (100%), it was agreed that the component was essential but not the most prudent component for the internationalisation of higher education. Consensus from the expert was set at 70% or more (Iqbal & Popin-Young, 2009).

Table 7.10: Inclusion of components in the internationalisation of higher education at the UWC (n =6)

	No	%
1. Academic standards and quality programmes		
* work/study abroad	5	90
2. Research and scholarly collaborations		
* research collaborations	6	100
* published articles and papers	6	100
* research partners	6	100
* international conferences and seminars	6	100
3. Extra-curricular activities		
* social connectedness	5	90
* facilities and support systems	6	100
* acculturation awareness programmes	6	100
* student clubs and associations	6	100
4. External relations and services		
* partnership and projects with non-government groups or private sector companies	5	90

7.7 The Conceptual and Organisational Framework for the Internationalisation of Higher Education

The proposed conceptual framework links three interdisciplinary areas. It lay emphasises on the strategic process, components and the influential factors of the higher education internationalisation process. The strategic process outlined in the first column in Figure 7.1 reflects about the roles of the strategic management in internationalisation.

Strategic Process

Strategic management plays an enormous role in enhancing an organisational performance and only well-defined and executed strategies can lead an organisation towards long-term successes (Chokheli, 2013). This statement is seen as an axiom, and agreed on by many scholars and strategists. Different authors might have different views on and approaches to defining strategies, but they all defined strategic management process quite similarly (David, 2011; Lynch, 2011; Wheelen & Hunger, 2012; Coulter, 2013). The process described by these authors can be also applied to higher education internationalization.

Generally, strategic management consists of several steps such as defining a strategic vision, clarifying the goals and mission of the organisation, analysing the organisation's internal and external environment, outlining strategic alternatives, choosing the best option from amongst these, implementing that option and evaluating the results. Of course, this process is not linear. It can be seen more as a loop, as at each stage of the process, the organisation might need to correct the other stages according to the dynamics of the environment.

It is obvious that the dynamics of the strategy implementation process differ depending on whether the environment it is being conducted in is stable or turbulent. However, the components of the process are the same.

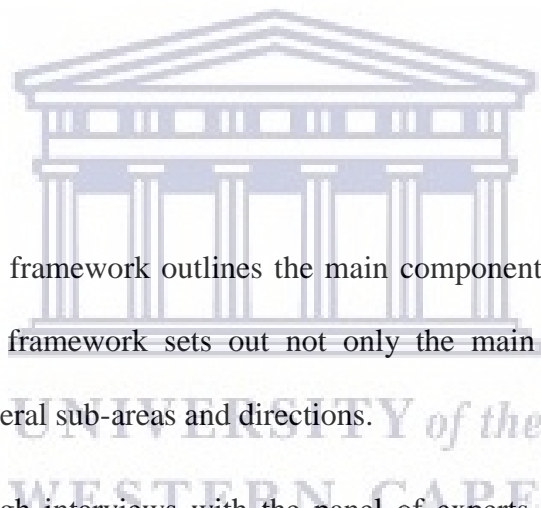
Reviewing the existing literature has shown that the strategic process of higher education internationalisation is very close to that in other fields, as internationalisation as a goal can be achieved by both short- and long-term strategic planning (Hans de Wit & Fiona Hunter, 2015). Many universities have included internationalisation in their strategic plans.

According to Hans de Wit & Fiona Hunter (2015), a vast majority of the European respondents surveyed indicated that their institution either has an internationalisation strategy in place or that internationalisation is part of the overall institutional strategy. Having a strategic process in place at the University of the Western Cape will further clarify the goals, analysing the current situation, correcting the goals, deriving strategic options, implementing the best options and evaluating the results.

Components

The second column of the framework outlines the main components of internationalisation. The proposed conceptual framework sets out not only the main areas of the university internationalisation but several sub-areas and directions.

These are identified through interviews with the panel of experts at the University of the Western Cape, the components identified are: 1.) Academic standard and quality programme, which specific interventions elements listed includes students exchange programmes, dissemination of ideas and cultures, mobility and exchange of students and staffs, international student's satisfaction, cross-cultural training, international and inter-cultural understanding and network, internationalised curriculum and instruction, and work/study abroad; 2.) research and scholarly collaborations, which specific intervention elements listed includes researcher and graduate students exchange programmes, research collaboration or joint research projects, published articles and papers, research partners, international conferences and seminars; 3.) extra-curricular activities, which specific intervention elements listed includes the creation of



a “buddy network”, social connectedness programmes, facilities and support system, acculturation awareness programmes, students’ clubs and associations; and 4.) external relations and services, which specific intervention elements listed includes participation in international networks, partnership and projects with non-government groups or private sector companies.

These components should be taken into account whilst undergoing two steps of the strategic process: analysing the current situation and deriving strategic options, whilst also paying continual attention to external and internal influencing factors.

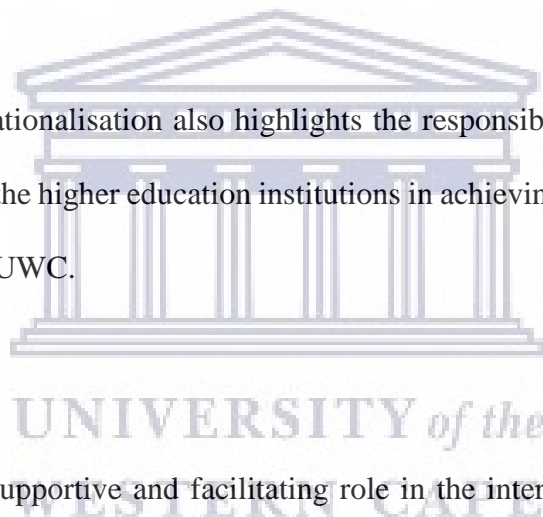
Responsibilities

The framework for internationalisation also highlights the responsibilities of the government and the responsibilities of the higher education institutions in achieving the internationalisation of higher education at the UWC.

Government Level

The government plays a supportive and facilitating role in the internationalisation of higher education, as in the following cases:

- The facilitation of research and scholarly collaboration, such as in researcher and graduate student exchange programmes, with other key dimensions being research collaborations/joint research projects, published articles and papers, the procurement of research partners, international conferences and seminars.
- The facilitation of streamlined and transparent visa applications and approval processes - The monitoring process of the residential status of international students, including the reporting requirements related to their study visas is designed to ensure adherence to visa



stipulations without placing undue administrative burdens on the higher education institutions and international students

- The streamlining of the assessment and verification of qualifications by the South African Qualifications Authority (SAQA) with due cognisance being given to the needs of the individual institutions, and the expedition of approvals required by such students. All international students seeking admission to a post-graduate degree at a South African higher education institution must submit their existing qualifications to SAQA for assessment and verification.
- The earmarking of funding by the government specifically for the internationalisation of institutional activities, based on reasons that are transparent and that are sometimes specific to some institutions.
- The creation of avenues for participation in international networks, partnerships and projects with non-government groups or private sector companies.
- The creation of a conducive environment in which the internationalisation of higher education can flourish and for its goals and objectives to be achieved.



Institutional Level

The internationalisation of higher education is a process that occurs primarily at the institutional level.

- Academic standards and quality programmes – student exchange programmes, mobility of staff and students, dissemination of ideas and cultures, internationalised curricula and instructions, and international student satisfaction are key dimensions of high-quality higher education.

- The facilitation of access to research and academic opportunities, participation in international research and scholarly activities, cross-cultural training, international and inter-cultural understanding and networking.
- The availability of funding - UWC must allocate adequate resources to international initiatives and activities, as the provision of resources for the internationalisation of higher education is an institutional responsibility.
- Recognition of learning achievements and the academic records of international students - higher education institutions are obliged to issue study records or, where appropriate, degree supplements, to international students to confirm their learning achievements at South African higher education institutions.
- Student fees for international students - Students from the Southern African (SADC) countries pay the same tuition fees as South African citizens, but as international students at UWC, students from other countries pay higher tuition fees, i.e. they must pay their tuition fees in full before enrolment at the beginning of the academic year.
- UWC must set up appropriate student support services which include support with applications for study visas, on-campus administrative support, and advice regarding registration, housing, academic support, counselling, social and cultural activities - such as the “buddy network” for incoming and outgoing students, social-connectedness programmes, the facilitation of support systems, acculturation awareness programmes, and the facilitation of student clubs and associations.
- The creation of an environment conducive to effective studying (e.g. attention to security) for the internationalisation of higher education - to make it flourish and for its goals and objectives to be achieved.
- A re-evaluation of the outcomes on internationalisation such as tools and mechanisms for sustaining internationalisation.

- The promotion of the internationalisation of the curriculum since the internationalisation of the curriculum involves the incorporation of international, intercultural and/or global dimensions into the content of the curriculum, as well as into the learning outcomes, assessment tasks, teaching methods and support services of a programme of study.

Influential Factors

The third area highlighted in the proposed conceptual framework is the main influencing factors in internationalisation. Generally, in a stable environment such factors are taken into account whilst conducting a situational analysis during the strategy development process; however, as today's environment is dynamic and frequently changing, the factors influencing internationalisation, such as resource change and external turbulence, are considered throughout the process, and this should be reflected in each stage of strategy development and implementation.

The conceptual and organisational framework for the internationalisation of higher education at the University of the Western Cape is hereby proposed as follows:

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The complete conceptual and organisational framework is presented in Figure 7.1 and Table 7.11

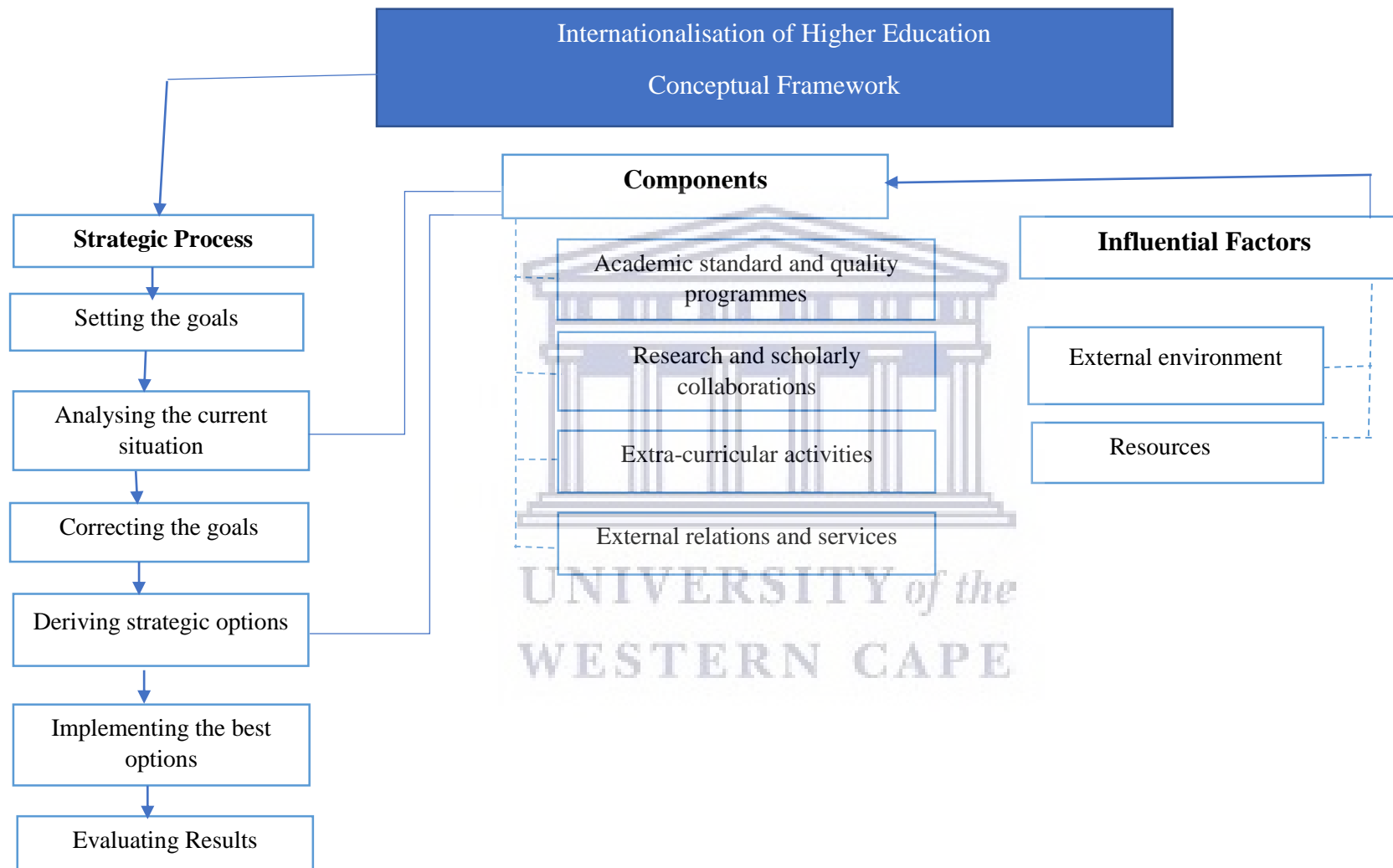


Figure 7.1: Conceptual framework of internationalisation of higher education

Table 7.11. Organisational Framework of Internationalisation of Higher Education

COMPONENTS	SPECIFIC INTERVENTION ELEMENTS	RESPONSIBLE
Academic standard and quality programmes	<ul style="list-style-type: none"> Student exchange programmes Dissemination of ideas and cultures Mobility and exchange of students and staffs International students' satisfaction Cross-cultural training International and inter-cultural understanding and network Internationalised curriculum and instruction Work/study abroad 	Government and institution
Research and scholarly collaborations	<ul style="list-style-type: none"> Researcher and graduate students exchange programmes Research collaboration/ joint research projects Published articles and papers Research partners International conferences and seminars 	Government and institution
Extra-curricular activities	<ul style="list-style-type: none"> Creation of "buddy" network Social connectedness programmes Facilities and support system Acculturation awareness programmes Student clubs and associations 	Institution
External relations and services	<ul style="list-style-type: none"> Participation in international networks Partnership and projects with non-government groups or private sector companies 	Government and institution

7.8 Evaluation of the Framework

The critical reflection of this framework was done according to Chinn & Kramer (2015). The critical components that the researcher used to reflect on the conceptual framework are clarity, simplicity, generality, accessibility and importance (Chinn and Kramer, 2015):

7.8.1 Clarity

Clarity relates to the structural traits and consistency of the conceptual framework. This is to ascertain that the definitions of the concepts in the framework are clear and its intended meaning is understood. The depiction of the framework must be understood by those evaluating the framework, the research supervisor and empirical data/interviews obtained from participants perceptions confirmed the clarity of the model.

7.8.2 Simplicity

Simplicity refers to the uncomplicatedness of the framework, which should be simple and straight forward to understand. In keeping with simplicity, the framework has minimal number of concepts and is not crowded. Arrows are used to depict relationships between concepts. Overlying concepts also illustrate relationships between concepts which are easy to understand. The structure of the conceptual framework is not too complex. Simple English was used in the framework and edited by the professional language editor.

7.8.3 Generality

The conceptual framework in this study was developed for universities and educational sectors in South Africa. This means that the framework can be used within other education disciplines and in other different contexts. The findings of a qualitative study cannot be generalised to

other contexts but can be applied. However, the framework can be applied in other contexts outside South Africa.

7.8.4 Accessibility

Accessibility is how easy it is to identify elements and the ultimate outcome of the conceptual framework in internationalisation of higher education and educational practices. The framework developed in this study will be accessed from the website of the university where the study was conducted. The researcher plans to present the framework to the Physiotherapy Department where the research was conducted, which will enable improvement in Physiotherapy education and delivery of training. The framework will also be presented at local, national and international conferences and published as a journal.

7.8.5 Importance

Importance refers to the extent to which this conceptual framework could add value to the current pool of knowledge. This conceptual framework is important as this serve as a source of information to the government sector, educational sector on achievement of internationalisation of higher education in South Africa, as this serve as a means to improve the quality of education, the knowledge translation and acquisition, mobilisation of talent in support of global research and enchantment of the curriculum with international content are considered to be the benefits of internationalisation of higher education.

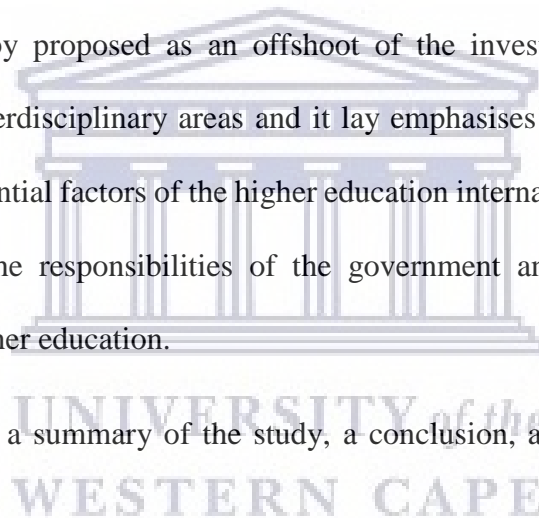
In addition, existing programmes can be improved based on the framework.

7.9 Summary of the Chapter

The Delphi method was used in this current study to reach consensus on the key dimensions in the internationalisation of higher education, as this method allows experts to work toward a mutual agreement by conducting a circulating series of questionnaires and releasing related feedback to further the discussion with each subsequent round (Meshkat *et al.*, 2014). The results cover the internationalisation of the key dimensions in higher education - in terms of academic standards and quality programmes, research and scholarly collaborations, extra-curricular activities, and external relations and services.

A framework on the conceptual and organisational framework for the Higher Education Institution (HEI) is hereby proposed as an offshoot of the investigation. The conceptual framework links three interdisciplinary areas and it lay emphasises on the strategic process, components and the influential factors of the higher education internationalization process, the framework also covers the responsibilities of the government and the institution in the internationalisation of higher education.

The next chapter outlines a summary of the study, a conclusion, and recommendations for future research.



8. CHAPTER EIGHT: SUMMARY, CONCLUSION AND RECOMMENDATIONS

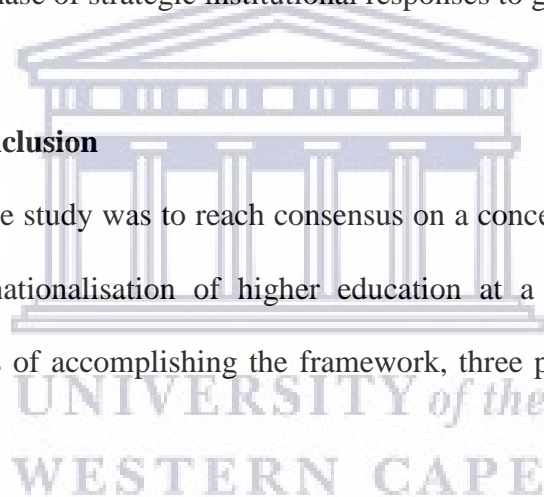
8.1. Introduction to Chapter

This chapter presents a summary of the study, the conclusions reached and recommendations for further studies. This study attempted to reach consensus on the conceptual and organisational framework on the internationalisation of higher education at the University of the Western Cape. This research attempts to give greater insights into the internationalisation of higher education at a selected South African University, as the need for internationalisation has arisen in the current phase of strategic institutional responses to globalisation.

8.2. Summary and Conclusion

The primary purpose of the study was to reach consensus on a conceptual and organisational framework for the internationalisation of higher education at a selected South African university. In the process of accomplishing the framework, three phases of the study were undertaken, namely:

- 1.) An investigation into the factors associated with the educational experiences of international students at the University of the Western Cape using the self-reported fluency of English (SRFE) test; the acculturative stress test for international students (ASSIS) and the social connectedness scale (SCS).
- 2.) An investigation into the key stakeholders' perspectives on the internationalisation of higher education based on the educational sector perspective and the government sector perspective.



- 3.) An attempt to reach consensus on a conceptual and organisational framework on the internationalisation of higher education at the University of the Western Cape on the basis of the Delphi study.

The study made use of the mixed-methods design which is advantageous in that it combines the strengths of both the qualitative and the quantitative study designs. The fundamental principle of using this mixed-methods approach is that the combination of the quantitative and qualitative approaches provides a better understanding of the problem than either approach could achieve alone (Tashakkori & Teddlie 2010).

According to a study conducted by Middlehurst and Woodfield (2017), it was observed that internationalisation has impacted higher education primarily in two ways: firstly, it has caused the higher education sector to be more competitive; and secondly, it has driven institutions to devise policy prescriptions at the organisational level. In the current phase of globalisation, the need for the institution to develop a strategy for internationalisation is highly recommended.

The University of the Western Cape (UWC) is slowly but confidently evolving from a teaching institution into an institution with relatively sophisticated research activities. The types of research conducted at UWC have vastly expanded and improved over the past ten years. Teaching is still the core activity, but research is increasingly taking centre stage (UWC Research Policy, 2009). Thus, the University can be classified as an emergent research institution with increasing staff participation in research and growth in its Masters' and Doctoral programmes. UWC's mission statement emphasises that "the University of the Western Cape is a national university, alert to its African and international context, as it strives to be a place of quality, a place to grow. It is committed to excellence in teaching, learning and research, to nurturing the cultural diversity of South Africa, and to responding in critical and creative ways to the needs of a society in transition." The mission statement therefore gives

greater clarity and meaning to what is expected of the university in producing and disseminating knowledge, that is, to strive for excellence in this role (UWC Prospectus, 2016). This implies that internationalisation is not new to the institution. However, on account of the fact that this South African University is mainly an elite, low participation and high attrition system, it offers only a medium quality education.

Since the 1990s, South Africa's global research output has doubled and its global collaboration has tripled. South Africa produces 37% of Africa's research output (Adams, Hook & King, 2010). The International Education Association of South Africa (IEASA), a non-profit organisation, was established as a result of the need for the universities and universities of technology in South Africa to respond to international educational trends.

IEASA's inaugural conference in 1997 is considered to be one of the key moments in the identification of internationalisation as central to the mission of universities in South Africa (McLellan, 2016). McLellan (2016) quotes IEASA as arguing that a comprehensive national policy on the internationalisation of higher education is needed that will integrate policy objectives and strategies in all higher education institutions. It must provide for national programmes, administrative structures and resources to implement the strategies. This will contribute to enhancing our global position, encourage coherence among different national stakeholders and strengthen institutional initiatives around the internationalisation of higher education.

The international higher education market has become competitive. South Africa is no exception to this development, since its economy is the second largest in Africa and the 34th largest in the world (International Monetary Fund, 2015). Furthermore, a large number of students are going abroad to earn higher education degrees (Rust & Kim, 2012). Almost half of Sub-Saharan students in Africa currently choose to study in South Africa, with most of the

remainder studying in France, the USA or UK and other European countries (University of Oxford International Strategy Office, 2015).

International student enrolment serves as a critical marker of the status and prestige of a higher education institution (Lee, 2010); and the University of the Western Cape is no exception. From this study, it was deduced that the majority of the post-graduate students at the University of the Western Cape are from other Africa countries. A university's reputation is based not only on the quality of its educational programmes, but also on the level of service provided to its students. International students are extremely important to receiving universities. In addition to the financial contributions that they make to university development, their specific demand for various courses helps receiving universities to maintain a wide range of subjects (Li, Chen & Duanmu, 2010). International students usually pay a lot more than domestic students for the same education. Hence, the expectations of these students are high. Universities must strive to provide services which exceed the expectations of their international students in order to achieve sustainable competitive advantage in the market place.

The research questions that this study attempted to answer were as follows: is the internationalisation of higher education at the University of the Western Cape guided by a conceptual and organisational framework? The answer provided a window view into the lived experience of international students of the University of the Western Cape. It was conducted in three main phases: Phase 1 – a quantitative study; Phase 2 – a qualitative study. (In their turn, these two phases involved two other distinctive phases, namely the education phase and the government phase); and Phase 3 in this research study involved the Delphi study.

From the quantitative study, it was shown that international students struggle with numerous factors, namely: writing their papers, participating in class discussions in proficient English, acculturation stress – especially in the perceived discrimination and stress that they are exposed

to as a result of change/culture shock, and also in social connectedness – most of the international students report that they feel like outsiders.

The study results indicate that there is a slightly significant negative correlation between the total scores for acculturative stress and self-reported English fluency. The results show that self-reported English proficiency helps to explain the nearly five percent (5%) variance in respondents' scores on the acculturative stress level. Furthermore, there was a reportedly strong significant negative correlation between the total scores for the acculturative stress level and the social connectedness level. This result shows that social connectedness helps to explain 33% of the variance in respondents' scores on the acculturative stress level.

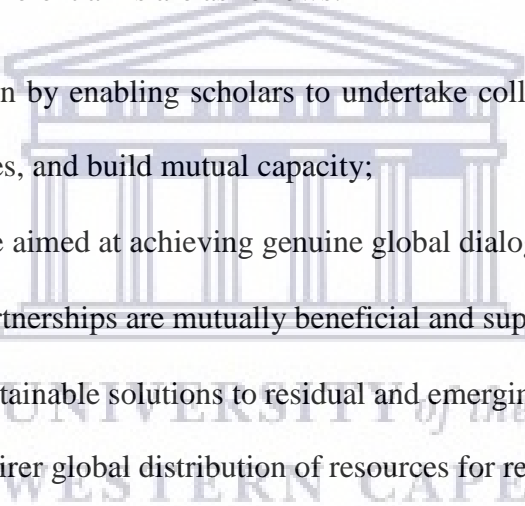
The qualitative study reveals that international students report being unhappy with the staff, especially in terms of the lack of professionalism expressed by the staff towards them. It is the administration staff attending to international students, and also the student supervisors that are especially guilty in this respect. The students complain of perceptions of being discriminated against, /prejudicial behaviour, denied opportunities, fear, acculturation stress, reduced levels of social connectedness, accommodation-related problems, safety challenges, difficulties in the sorting of study documents, delays in evaluation of educational qualifications from the South African Qualifications Authority (SAQA), cultural and language shocks, and many more. All listed here have been highlighted in the results of this study. This study also explains the reasons for seeking the opinions of stakeholders, of having the experts' opinions at hand and of reaching consensus on the internationalisation of higher education at UWC, the university in South Africa that was selected for this study.

Universities must strive to provide services which exceed the expectations of international students in order to achieve sustainable competitive advantage in the market place. Research indicates that international students highly value university efforts to enhance their social

integration on and off the campus. In particular, interpersonal interactions with the staff and other students generate high levels of student satisfaction, enhance cultural transitions and mitigate the negative effects of culture shock (Owens & Loomes, 2010).

Consensus was reached from the experts on the inclusive basic component for achieving the internationalisation of higher education. The factors identified are the academic standards and quality programmes, research and scholarly collaborations, extra-curricular activities and external relations and services.

The following are some of the essential conditions, as identified by IEASA (2013), for better internationalisation. The inherent aims are as follows:

- 
- to reduce the brain-drain by enabling scholars to undertake collaborative research, share knowledge and resources, and build mutual capacity;
 - to ensure that efforts are aimed at achieving genuine global dialogue and mutual learning;
 - to ensure that global partnerships are mutually beneficial and supportive;
 - to acknowledge that sustainable solutions to residual and emerging development problems be founded through a fairer global distribution of resources for research;
 - to define reciprocity in partnerships at the outset; these should be characterised by honesty, openness, and responsiveness, even when one partner brings significantly fewer resources to the partnership, but has a common commitment to sound academic values, scientific integrity, ethics and social responsibility;
 - to provide new and expanded opportunities for global academic collaboration and research by building ICT infrastructure;
 - to establish cross-hemispheric, cross-disciplinary global teaching, learning and research centres of excellence, particularly in the grand challenge areas (IEASA, 2013).

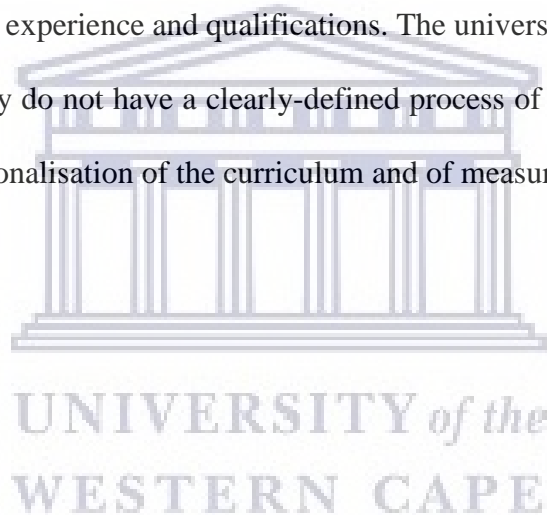
8.3. Recommendations

The following recommendations were made:

- The researcher recommends that campus leaders use the findings in this study to intentionally create a vision for the University of the Western Cape (UWC), to promote internationalisation, to commit the entire institution to a process of internationalisation, and to practice internationalisation on its campuses. This type of engagement would help the institution move from change-management neutrality to breakthrough results in its internationalisation efforts.
- The UWC needs to improve on and increase its students exchange programmes. The primary logic behind this internationalisation arrangement is to provide an additional positive component to the reputation of the UWC, thereby making it more attractive to prospective students.
- The integration of international curricula is highly recommended. This will serve as a tool to enable the institution to respond to the fast trend of globalisation and enhance the institution's reputation globally.
- The development of inter-cultural training for staff and students is highly recommended. The UWC Learning and Development Centre should endeavour to run a small number of courses aimed at helping international students to integrate into South African cultural life, and also to support UWC staff in dealing with students from less familiar cultures. This would help the international students to develop a better awareness of cultural issues and to build skills that would help them be more effective in the situation of cultural diversity.
- Training for all members of staff (especially the administrative staff attending to international students, and academic staff as well) to professionally display the manner in which to approach and interact with an international student at UWC.

- Further study is recommended on the internationalisation of higher education in South Africa, as this study focuses on only one selected university in South Africa. A wider study base of more South African universities would allow for greater generalisations to be made of the results.
- Greater funding should be accessed and made available to international students. This would increase the inflow of international students to the institutions.
- The research recommends the need for improving security and countering the safety challenges at the UWC. The safety of all students is paramount and it is the responsibility of the institution to ensure that all its students are safe and taken care of.
- The research recommends the need to improve the acquisition of study documents (e.g., SAQA and student visas). The university needs to have a designated office that is primarily designated for that purpose alone - to ensure the speedy acquisition of these documents and ensure smooth clearance into the academic module for international students.
- The researcher recommends the needs for adequate provision of accommodation for international students. The UWC needs to ensure that international students are well accommodated, thereby improving their adaptability to the institution in general and thereby enabling a higher academic success rate.
- The researcher recommends a dedicated internationalisation and partnership office at UWC with internationalisation and partnership policies that are fundamental to its mission. Dedicated internationalisation and partnership departments, managed by a senior executive with the necessary sense of responsibility and authority, should be established. Because the respondents in the study lack clarity on the current structure, the creation of a dedicated department is essential. It would ensure that the management, reporting and quality assurance processes are easily identifiable and managed within the university's organisational hierarchy.

- The creation of a dedicated internationalisation and partnership office would ensure that the internationalisation and partnership objectives are more accurately defined.
- The internationalisation of the curriculum is recommended. The university has stated that the internationalisation of the curriculum is one of the primary objectives for its institutional partnerships. However, the focus on financial income may have adversely affected its focus on the internationalisation of the academic curriculum. The internationalisation of the curriculum could be achieved by ensuring that other objectives such as the training and education of the staff should be set up in an international context, which would move for an increased number of exchange students and improve on the recruitment of academic staff with international experience and qualifications. The university currently implements these activities but they do not have a clearly-defined process of tracking the progress on achieving the internationalisation of the curriculum and of measuring its quality.



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1. APPENDIX A: ETHICAL
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13 March 2017

Ms AI Arowoiya
Physiotherapy
Faculty of Community and Health Sciences

Ethics Reference Number: HS16/3/27

Project Title: A conceptual and organizational framework for internationalization at a selected South African university.

Approval Period: 10 March 2017 – 10 March 2018

I hereby certify that the Humanities and Social Science Research Ethics Committee of the University of the Western Cape approved the methodology and ethics of the above-mentioned research project.

Any amendments, extension or other modifications to the protocol must be submitted to the Ethics Committee for approval. Please remember to submit a progress report in good time for annual renewal.

The Committee must be informed of any serious adverse event and/or termination of the study.

A handwritten signature in black ink, appearing to read 'Josias', is written over a white rectangular box.

Ms Patricia Josias
Research Ethics Committee Officer
University of the Western Cape

PROVISIONAL REC NUMBER - 130416-049

10. APPENDIX B: CONSENT FORM FOR QUANTITATIVE STUDY

TITLE OF RESEARCH PROJECT: A CONCEPTUAL AND ORGANISATIONAL FRAMEWORK FOR INTERNATIONALISATION AT A SELECTED SOUTH-AFRICAN UNIVERSITY

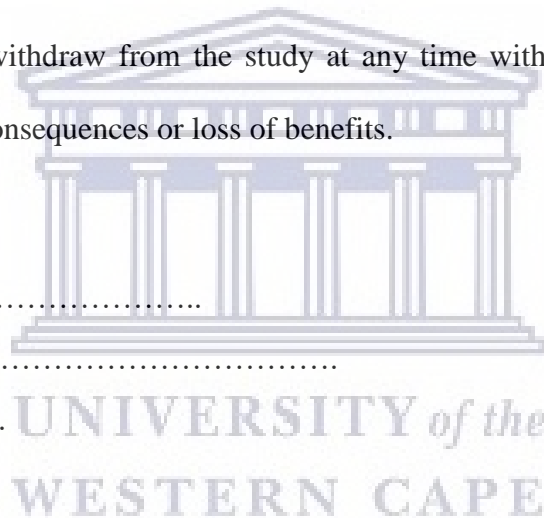
The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

10.1.

Participant's name.....

Participant's signature.....

Date.....



11. APPENDIX C: INFORMATION SHEET FOR QUANTITATIVE STUDY

Project Title: A conceptual and organisational framework for Internationalisation at a selected South African University

What is this study about?

This is a research project being conducted by Arowoia Ayorinde Ibukun at the University of the Western Cape. We are inviting you to participate in this research project because you are an international student at the University of the Western Cape. The specific aim of this study is to reach consensus on an organisational framework for the internationalisation of higher education at the University of the Western Cape. Understanding the internationalisation of higher education from an institutional perspective is critical for improving your overall satisfaction and enhancing the globalisation of higher education at UWC and possibly the enrolment of others from your country.

What will I be asked to do if I agree to participate?

You will be asked to complete a survey. This survey will ask you to report on information such as age, gender, year of study and country of origin. In addition, you will be asked to report on interpersonal closeness you experience, perceived discrimination, homesickness, stress due to change, guilt, and your self-reported fluency of English, etc. The survey will take approximately 30 minutes to complete. You may also be invited to participate in a focus group discussion and in in-depth interviews. These discussions will be conducted to further explore the factors influencing your educational/academic experience at the University. Issues to be explored will include amongst others difficulty in reading and writing in English at the postgraduate level; difficulty in adapting to an independent learning environment; pressures on academic staff; and your expectations of yourself. The group discussion and in-depth interviews will last approximately 45 minutes.

Would my participation in this study be kept confidential?

The researchers undertake to protect your identity and the nature of your contribution. To ensure your anonymity, the surveys are anonymous and will contain no information that may personally identify you. Participants joining the discussions will all sign confidentiality forms to ensure that the information shared in the group discussions will be kept confidential too. Details of any information provided will be kept strictly confidential. Data collected will be kept in a pass-worded computer and other saving devices. If we write a report or article about this research project, your identity will be protected to the maximum extent possible.

What are the risks of this research?

All human interactions and talking about self or others carry a certain amount of risk. We will nevertheless minimise such risk and act promptly to assist you should you experience any discomfort, psychological or otherwise, during the process of your participation in this study. Where necessary, an appropriate referral will be made to a suitable professional for further assistance or intervention.

What are the benefits of this research?

Understanding international student experiences from an institutional perspective is critical for improving their satisfaction and ensuring their retention in the system, as well as the enrolment of others from their country. International students frequently share their experiences and levels of satisfaction with peers in their home country, influencing the latter's decision about whether to study abroad. It is therefore important for the university to understand the issues that could influence the academic experience of students to establish measures to assist international students.

Do I have to be in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalised or lose any benefits for which you would otherwise qualify.

What if I have questions?

This research is being conducted by Arowoia Ayorinde Ibukun from the Department of Physiotherapy at the University of the Western Cape. If you have any questions about the research study itself, please contact me at: Department of Physiotherapy, University of the Western Cape, Private Bag X17, Bellville 7535, South Africa or (021) 959 2542, email: 3302415@myuwc.ac.za

Should you have any questions regarding this study and your rights as a research participant or if you wish to report any problems you have experienced related to the study, please contact:

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PhD Supervisor – Physiotherapy
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This research has been approved by the University of the Western Cape's Research Ethics Committee.



12. APPENDIX D: QUESTIONNAIRE FOR INTERNATIONAL STUDENTS

- This questionnaire is about your educational experiences as an international student
 - This questionnaire is completely voluntary.
 - This questionnaire will keep you completely anonymous.
 - Please answer all the questions below.
 - Thank you very much for your co-operation
- * Required

Section 1: Socio-demographic Characteristics

1. Gender *

- Male
- Female

2. Age *

3. Marital Status *

- Never married
- Married / Domestic Partner
- Separated / Divorced
- Widowed

4. Living arrangement while studying *

- Living alone
- Living with partner/ Spouse

5. What degree are you currently pursuing? *

- Diploma
- Bachelor
- Honours
- Masters
- Doctorate

6. Home continent (continent of origin) *

- Asia
- Africa



- South America
- North America
- Europe
- Australasia

7. Home country (country of origin) *

8. Native language *

- English
- Other

If other, please specify

9. Faculty registered in *

- Community and Health Sciences
- Economic and Management Sciences
- Natural Science
- Dentistry
- Arts
- Law
- Education



10. Major source/s of financial support *

- Scholarship/Funding
- Parents/Family
- Personal earnings and savings
- Loan
- Others



If other, please specify

Section 2: Self-reported fluency of English

The following questions are intended to assess your English Language proficiency. Please respond as honestly as possible.

*

	Very poor	Poor	Neutral	Good	Very Good
1. Please rate your ability to understand your professors in your classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Please rate your ability to participate in class discussions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Please rate your English conversation skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Please rate your ability to write papers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 3: Acculturative Stress for International Students (ASSIS)

International students have to make a number of personal, social and environmental changes upon arrival in a strange country. This cultural shock experienced might cause stress (acculturative stress). This scale is designed to assess such stress that you may personally experience or have experienced. There are no correct or incorrect answers. However, please answer each statement as honestly as possible.

*

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
3.1. Homesickness for my country bothers me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.2. I feel comfortable to adjust to new foods and/or to new eating habits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.3. I am treated differently in social situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.4. I feel rejected when people are	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
sarcastic toward my cultural values					
3.5. I have difficulties in selecting the groceries, clothing and other supplies which suit me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.6. I feel sad living here in unfamiliar surroundings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.7. I fear for my personal safety because of my different cultural background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.8. I feel intimidated and do not wish to participate in social activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.9. Others are biased against me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.10. I feel guilty for having left my family and friends behind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.11. Many opportunities are denied to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.12. I find necessary supplies costly and have no knowledge of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
how to get them cheaply					
3.13. I feel angry that my people are considered inferior here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.14. I have difficulty in finding suitable accommodation for myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.15. I feel overwhelmed in that multiple pressures have been placed upon me after my migration to this society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.16. I feel that I am treated unfairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.17. People from some ethnic groups show hatred (non-verbal) toward me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.18. It hurts when people don't understand my cultural values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.19. I have difficulty in adjusting my appearance to the new lifestyle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.20. I am denied what I deserve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
3.21. I have difficulty in obtaining the necessary documents to allow me to work or study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.22. I feel inferior because of my cultural background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.23. I feel rejected when others don't appreciate my cultural values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.24. I feel that my people are discriminated against	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.25. People from other ethnic groups show hatred toward me through their actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.26. I feel that my status in this society is low due to my cultural background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.27. I am treated differently because of my race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.28. I feel insecure here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.29. I am treated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
differently because of my colour					
3.30. I feel sad when I consider my people's problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.31. I generally keep a low profile due to my fear for other ethnic groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.32. It is really hard for me to establish a home in this new set-up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.33. I feel some people don't associate with me because of my ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.34. People from other ethnic groups show hatred toward me verbally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.35. I feel guilty that I am living a different lifestyle here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.36. I feel sad leaving my relatives behind	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3.37. I worry about my future for not being able to decide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



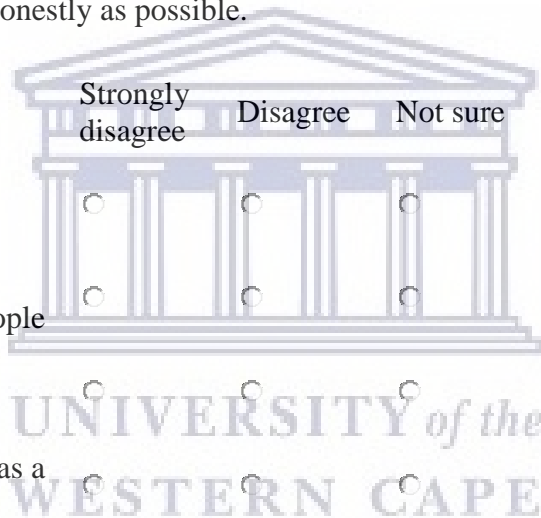
	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
whether to stay here or to return to my home					
3.38. I find it difficult to know what to do and where to go when I am ill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Section 4: Social Connectedness Scale (SCS)

This scale is designed to assess the level of interpersonal closeness you experience in your social world. There are no correct or incorrect answers. However, please answer each statement as honestly as possible.

*

	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
4.1. I feel distant from people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.2. I don't feel related to most people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.3. I feel like an outsider	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.4. I see myself as a loner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.5. I feel disconnected from the world around me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.6. I don't feel I connect with anyone or any group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.7. I feel close to people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.8. Even around people I know, I don't feel that I really belong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.9. I am able to relate to my peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



	Strongly disagree	Disagree	Not sure	Agree	Strongly agree
4.10 . I catch myself losing a sense of connectedness with society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.11. I am able to connect with other people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.12. I feel understood by the people I know	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.13. I see people as friendly and approachable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.14. I fit in well in new situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.15. I have little sense of togetherness with my peers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.16. My friends feel like family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.17. I find myself actively involved in people's lives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.18. Even among my friends, there is no sense of brotherhood/sisterhood	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.19. I am in tune with the world	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.20. I feel comfortable in the presence of strangers	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This is the end of the questionnaire. Thank you for participating

13. APPENDIX E: CONSENT FORM FOR QUALITATIVE STUDY

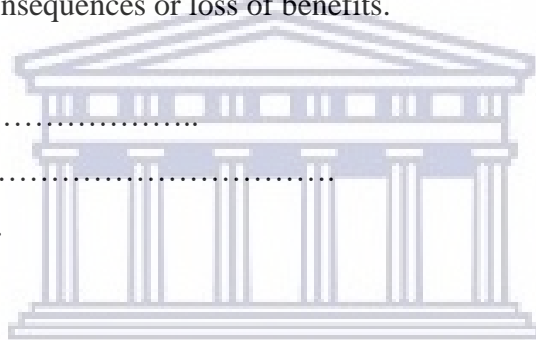
TITLE OF RESEARCH PROJECT: A CONCEPTUAL AND ORGANISATIONAL FRAMEWORK FOR INTERNATIONALISATION AT A SELECTED SOUTH-AFRICAN UNIVERSITY

The study has been described to me in language that I understand. My questions about the study have been answered. I understand what my participation will involve and I agree to participate of my own choice and free will. I understand that my identity will not be disclosed to anyone. I understand that I may withdraw from the study at any time without giving a reason and without fear of negative consequences or loss of benefits.

Participant's name.....

Participant's signature.....

Date.....



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14. APPENDIX F: INFORMATION SHEET FOR QUALITATIVE STUDY

Project Title: A conceptual and organisational framework for Internationalisation at a selected South African University

What is this study about?

This is a research project being conducted by Arowoia Ayorinde Ibukun at the University of the Western Cape. We are inviting you to participate in this research project because you participated in the first phase of the study conducted at the University of the Western Cape. The specific aim of this study is to reach consensus on an organisational framework for the internationalisation of higher education at the University of the Western Cape. Understanding the internationalisation of higher education from an institutional perspective is critical for improving your overall satisfaction and enhancing the globalisation of higher education at UWC and possibly the enrolment of others from your country.

What will I be asked to do if I agree to participate?

You will be asked to participate in a discussion or an in-depth-interview to further explore the factors influencing your educational/academic experience at the University. Issues to be explored will include, amongst others, difficulty in reading and writing in English at the postgraduate level; difficulty in adapting to an independent learning environment; pressures on academic staff; and your expectations of yourself. The group discussion and in-depth interviews will last approximately 45 minutes.

Would my participation in this study be kept confidential?

The researchers undertake to protect your identity and the nature of your contribution. To ensure your anonymity, the surveys are anonymous and will contain no information that may personally identify you. Participants joining the discussions will all sign confidentiality forms to ensure that the information shared in the group discussions will be kept confidential too. Details of any information provided will be kept strictly confidential. Data collected will be kept in a pass-worded computer and other saving devices. If we write a report or article about this research project, your identity will be protected to the maximum extent possible.

What are the risks of this research?

All human interactions and talking about self or others carry a certain amount of risk. We will nevertheless minimise such risk and act promptly to assist you should you experience any discomfort, psychological or otherwise, during the process of your participation in this study. Where necessary, an appropriate referral will be made to a suitable professional for further assistance or intervention.

What are the benefits of this research?

Understanding international student experiences from an institutional perspective is critical for improving their satisfaction and ensuring their retention in the system, as well as the enrolment of others from their country. International students frequently share their experiences and levels of satisfaction with peers in their home country, influencing the latter's decision about whether

to study abroad. It is therefore important for the university to understand the issues that could influence the academic experience of students to establish measures to assist international students.

Do I have to participate in this research and may I stop participating at any time?

Your participation in this research is completely voluntary. You may choose not to take part at all. If you do decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalised or lose any benefits for which you would otherwise qualify.

What if I have questions?

This research is being conducted by Arowoia Ayorinde ibukun from the Department of Physiotherapy at the University of the Western Cape. If you have any questions about the research study itself, please contact me at: Department of Physiotherapy, University of the Western Cape, Private Bag X17, Bellville 7535, South Africa or (021) 959 2542, email: 3302415@myuwc.ac.za

Should you have any questions regarding this study and your rights as a research participant, or if you wish to report any problems you have experienced related to the study, please contact:

Prof. Julie Phillips
PhD Supervisor – Physiotherapy
University of the Western Cape
Private Bag X17
Bellville 7535
jphillips@uwc.ac.za



Prof. Nondwe Mlenzana
Head of Department: Physiotherapy
University of the Western Cape
Private Bag X17
Bellville 7535
nmlenzana@uwc.ac.za

Prof. Anthea Rhoda
Dean of the Faculty of Community and Health Sciences
University of the Western Cape
Private Bag X17
Bellville 7535
chs-deansoffice@uwc.ac.za

This research has been approved by the University of the Western Cape's Research Ethics Committee.

15. APPENDIX G: INTERVIEW GUIDE FOR INTERNATIONAL STUDENTS

Focus group interview schedule

<i>Please fill and hand in this form. Do not indicate your name.</i>							
S/N	o.	PART A: Demographic and Background information					
1.		Gender	Male		1.		
			Female		2.		
2.		Which is your age bracket	15-24 years	25-34 years	35-44 years	45-54 years	
					Over 54 years		
3.		Highest level of formal education	Diploma				
			Bachelor				
			Honours				
			Masters				
			Doctorate				
4.		Home Continent	a) Asia b) Africa c) South America d) North America e) Europe f) Australasia Others, please specify				

5.		What is your current marital status?	Never Married	1.
			Married/Domestic Partner	2.
			Separated/Divorced	3.
			Windowed	4.
			Other	5.
6.		Faculty registered in?	Community and Health Sciences	1.
			Economics and Management Sciences	2.
			Natural Sciences	3.
			Dentistry	4.
			Arts	5.
			Law	6.
			Education	7.
7.		Living situation while studying	Living alone	1.
			Living with partner/spouse	2.
			Parents/Family	1.
			Personal earnings and savings	2.
			Loan	3.
			Others	4.

Part B: Questions for Focus group discussion

1. Tell me about your decision to come to South Africa for post-graduate studies?
Probes: Why University of the Western Cape?
2. Tell me about your experiences as a student at University of the Western Cape?
Probes: Challenges experienced in and off campus?
Probes: Services available?
3. Tell me about your future plans?
Probes: Any worries?
Probes: Further studies or return to home country?

4. Tell me about your encounters in respect of the following:
Probes: Accommodation?
Probes: Study or work documents?
Probes: Home establishment?
5. How do you feel when you encounter such scenarios:
- Denied opportunities?
 - Guilt Perception?
 - Discrimination?
 - Insecurity?
 - Fear?
 - Inequality?
 - Racism?
 - Hate Perception/rejection?
 - Cultural shock?
 - Social activities involvement?
6. Tell me about your experiences in the following situations:
- In the presence of strangers?
 - Relationship with people?
 - Relationship with peers?
 - Involvement in people's lives?
7. In your opinion, how can this institution attract more international students?
8. What do you think would be needed in order to adopt internationalisation?
9. What other observations do you feel are needed in developing a conceptual and organisational framework for internationalisation?
10. Do you think you would recommend this institution to other students from your home country? **Probes:** Why?

THANK YOU

Please fill and hand in this form. Do not indicate your name.

S/No.	PART A: Demographic and Background information					
1.	Gender	Male		3.		
		Female		4.		
2.	Which is your age bracket?	20-24 years	25-34 years	35-44 years	45-54 years	Over 54 years
3.	Highest level of formal education	Diploma				
		Bachelor				
		Honours				
		Masters				
		Doctorate				
4.	Current position in the University				

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16. APPENDIX H: INTERVIEW GUIDE FOR INTERNATIONAL STUDENT RELATION OFFICERS (IRO); INTERNATIONAL STUDENT SERVICES OFFICERS (ISSO) AND INTERNATIONAL STUDENT OFFICERS (ISO)

1. What are the major functions of your office, and the roles and responsibilities of each staff member?
2. How has the International Office grown and expanded since its inception?
3. What is your vision and mission regarding the movement of international students to the institution?
4. What institutional strategies and approaches have you adopted towards internationalisation?
5. What indicators have you identified for the institution towards internationalisation?
6. How do you place international student movement within your institution's strategic plan?
Probe: Is it identified as a priority? Why
7. What rationales does the institution have for internationalisation?
8. Does the institution or office have a specific policy relating to international students or internationalisation, and more specifically, regarding the following aspects:
 - a. Specific programmes for international students?
 - b. Services for international students?
 - c. International students from overseas?
 - d. International students from Africa?
 - e. International students from SADC?
 - f. Fee structure for international students and its relation to the state subsidy?
 - g. An international student quota?
 - h. Funding for international students?
9. What are the major fields of study of your international students?
10. Are most international students degree-seeking or occasional students?
11. Do you offer any study-abroad programmes or summer schools for incoming international students? What are the advantages of these?

12. Where do you accommodate your international students?
13. What is the view of the academics regarding international students at the institution?
14. How do local students view international students? Do you have any strategies to integrate international and local students?
15. Do you see any conflict between localisation and internationalisation?
16. What sort of responses have your international students had from the Department of Home Affairs regarding visa renewals?
17. How does your Office facilitate this process?
18. Where do you see your Office heading five years from now?

Probes: Any suggestions for the study?

THANK YOU



17. APPENDIX I: INTERVIEW GUIDE FOR STUDENT ADMINISTRATION

<i>Please fill and hand in this form. Do not indicate your name.</i>						
S/ No .	PART A: Demographic and Background Information					
1.	Gender	Male			5.	
		Female			6.	
2.	Which is your age bracket?	20-24 years	25-34 years	35-44 years	45-54 years	Over 54 years
3.	Highest level of formal education	Diploma				
		Bachelor				
		Honours				
		Masters				
		Doctorate				
4.	Current position in the University				

1. What are the major functions of your office, and the roles and responsibilities of each staff member?
2. What are the lines of command between you and the university management?
3. What is your view regarding international students coming to study at the institution?
4. How do you relate national challenges in higher education to those posed by the presence of international students at the institution?
5. Do you have any specific strategies to attract a greater number of international students?
6. What are the major fields of study of your international students?
7. Where do the majority of your international student population originate from? Can you explain this?

THANK YOU

18. APPENDIX J: INTERVIEW GUIDE FOR ACADEMICS

<i>Please fill and hand in this form. Do not indicate your name.</i>						
S/No.	PART A: Demographic and Background information					
1.	Gender	Male		7.		
		Female		8.		
2.	Which is your age bracket?	20-24 years	25-34 years	35-44 years	45-54 years	Over 54 years
3.	Highest level of formal education	Diploma				
		Bachelor				
		Honours				
		Masters				
		Doctorate				
4.	Current position in the University				

1. How do you understand internationalisation at this university?
2. How international is this university?
3. What are the implications of the international strategy?
 - a. Why is it important?
 - b. And why now?
4. What do you think are the barriers or facilitators to the implementation of the international strategy?
5. How do you see the university in 10 years' time as far as internationalisation is concerned?

THANK YOU

19. APPENDIX K: DELPHI STUDY INFORMATION SHEET

Project Title: A conceptual and organisational framework for Internationalisation at a selected South African University

Invitation:

You are being invited to take part in a research study being conducted by AROWOIYA AYORINDE (PhD candidate) of the Department of Physiotherapy, University of the Western Cape, Republic of South Africa. More information regarding the study is outlined below. Please feel free to contact me if more information/clarification is needed.

What is the purpose of this study?

The internationalisation of higher education has resulted in a dramatic rise in the mobility of students across borders, and an international student's enrolment serves as a critical marker of the prestige and status of a higher educational institution. The specific aim of this study is to develop an organisational framework for the internationalisation of higher education at the University of the Western Cape. An understanding of the internationalisation of higher education from an institutional perspective is critical for improving your overall satisfaction and enhancing the globalisation of higher education at UWC and possibly the enrolment of others from your country.

Why have I been chosen?

You have been chosen to participate in this research project because you have been identified as an expert in the field of internationalisation of higher education. The primary aim of this research is to reach consensus on the internationalisation of higher education at the University of the Western Cape.

Do I have to participate?

Participation is voluntary. If you decide to participate, you will be asked to complete a consent form. You are free to withdraw at any time without giving a reason. A decision not to participate or to withdraw at any time will not affect you in any way.

What will happen if I participate?

If you agree to participate in the study, you will firstly be asked to complete a consent form and to return it via email. This research will be carried out using the Delphi study technique.

consisting of two to three rounds (questionnaire) aimed to achieve consensus. With your permission, the questionnaire will be emailed to you. Simple and specific instructions will be provided for the questionnaire. The amount of time necessary to complete each questionnaire will vary with each panellist, but should range between 10 to 15 minutes per round. There are no correct or incorrect answers to the questions. This study is seeking your opinion. The following points are important for you to remember:

- Your participation is entirely voluntary.
- You may decline or withdraw from the study at any time.
- You will remain anonymous to the other participants (or experts) throughout this Delphi study, and only the researcher will be able to identify your specific answers.
- All records are confidential. Only your name will be recorded on the consent form; it will not be recorded on any questionnaire. All information will only be available to members of the research team. All information will be destroyed five years after the research has been completed.
- Any information that you provide will be confidential and when the results of the study are reported you will not be identifiable in the findings.
- Following the study, the information gathered will be sent for publication in professional journals and will be presented at conferences. The details of all the participants in the study will be kept anonymous.
- You will only have to complete the consent form once. By returning the completed Delphi rounds, you imply your consent to participate.

What if something goes wrong?

I am not aware of any complications or risks that could arise from participating in this study. However, if you decide to participate in the study, you will be given written information dealing with the names and telephone numbers to contact should you have any complaints about or experience any difficulties with any aspect of the study.

Will my participation in the study be kept confidential?

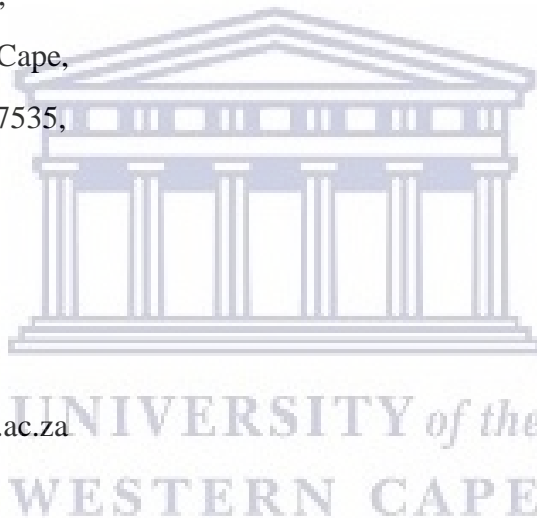
If you consent to participate in the study, your name will not be disclosed and would not be revealed in any reports or publications resulting from this study. Apart from your consent form, your name will not be recorded on the Delphi rounds. Each participant will be allocated a unique code. You will remain anonymous to the other participants (experts) throughout this Delphi study and only the researcher will be able to identify your specific answers. All information will be destroyed five years after the research has been completed.

What happens when the research study stops?

The results of this study will be used to reach consensus on the internationalisation of Higher Education in the University of the Western Cape. The findings will also be published in professional journals and/or presented at conferences. This study has been approved by the University of the Western Cape's Senate Research Committee and Ethics Committee (13/3/2017). Should you have any questions regarding this study or wish to report any problems you have experienced related to the study, please contact:

AYORINDE IBUKUN AROWOIYA

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Private Bag X17, Bellville 7535,
Republic of South Africa.
Telephone:
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Cell: +27788172675
E-mail: 3110615@myuwc.ac.za



Study Supervisor

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Bellville 7535

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Prof. Anthea Rhoda

Dean of the Faculty of Community and Health Sciences

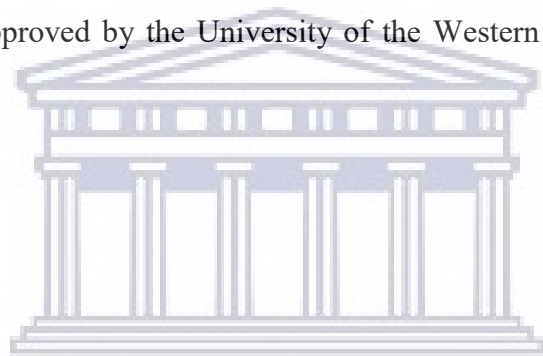
University of the Western Cape

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This research has been approved by the University of the Western Cape's Research Ethics Committee.



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20. APPENDIX L: DELPHI STUDY CONSENT FORM



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2542, Fax: 27 21-9591217

e-mail: 3302415@myuwc.ac.za

DELPHI STUDY CONSENT FORM

Title of Research Project: A conceptual and organisational framework for Internationalisation at a selected South African University

1.	I confirm that I have read and understood the information sheet dated for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily
2.	I am willing to participate in all the rounds of the Delphi study and in the follow-up stage
3.	I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason. However, I understand that the success of this study depends on all participants completing all the Delphi rounds.
4.	I understand that I will remain anonymous to the other participants (or experts) throughout this Delphi study and only the researcher will be able to identify my specific answers.
5.	I understand that the researcher will hold all information and data collected in a secure and confidential manner.

.....
Date

.....
Signature

.....**Participant's name**

-
1. I am NOT willing to participate in this study

21. APPENDIX M: DELPHI STUDY – ROUND ONE



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Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2542, Fax: 27 21-9591217

e-mail: 3302415@myuwc.ac.za

DELPHI STUDY- Round 1

Participant Identification number.....

Title of Research Project: A conceptual and organisational framework for Internationalisation
at a selected South African University

Please complete the information below if you have chosen to participate in the study

(complete the consent form)

SOCIO-DEMOGRAPHIC INFORMATION

Age range:(years)

Gender: Male Female

Highest level of Qualification

Current role in the University of the Western Cape

Questions

1. In your opinion, list the factors associated with the internationalisation of higher education in South Africa.

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

2. In your opinion, identify additional factors associated with the internationalisation of higher education in South Africa?



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

Thank you for taking time to complete this survey.

22. APPENDIX O: DELPHI STUDY – ROUND TWO



UNIVERSITY OF THE WESTERN CAPE

Private Bag X 17, Bellville 7535, South Africa

Tel: +27 21-959 2542, Fax: 27 21-9591217

e-mail: 3302415@myuwc.ac.za

DELPHI STUDY- Round 2

Participant Identification number.....

Title of Research Project: A conceptual and organisational framework for internationalisation at a selected South African University

Please complete the survey below if you have chosen to participate in the study

Thank you for the valuable information you provided in Round 1 of the Delphi study. Please complete the survey below.

Tick (✓) all the appropriate answer(s). The results of the identified factors (Round 1) associated with the internationalisation of higher education in the University of the Western Cape have been listed. You are requested to rank the identified factors from the most important to the least important. You are also requested to share this document with 3302425@myuwc.ac.za after completion by ticking off the most appropriate answers on these documents.

Academic standards and quality programmes		1	2	3	4	5
	Outsourcing (student exchange programmes)					
	Mobility and exchange of students and staff					
	Dissemination of ideas and culture					
	Internationalised curriculum and instructions					
	Foreign language study					
	International student satisfaction					
	Work/study abroad					
	Cross-cultural training					
	Diversified income generation					
	Visiting lecturers and scholars					
	Teaching/learning process					
	Research collaborations					
	International and intercultural networking					
	Research collaborations/joint research projects					
	Published articles and papers					
	Research partners					
	International conferences and seminars					
	International research agreements					
	Researcher and graduate students exchange programmes					

	Creation of relationships between research, curriculum and teaching					
Extra-curricular Activities	Social-connectedness programmes					
	Facilities and support systems					
	Acculturation awareness programmes					
	Student clubs and associations					
	Peer groups and programmes					
	Creation of a “buddy” network					
	Alumni development programmes					
	Academic support system					
External relations and services	Participation in international networks					
	Distance learning education					
	Alumni network					
	International development assistance programmes					
	Partnership and projects with non-government groups or private sector companies					

*Key Note: 5- Most important

4- Important

3- Moderately important

2- Not so important

1- Least Important

Thank you for taking time to complete this survey.

23. APPENDIX P: DELPHI STUDY – ROUND 3



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DELPHI STUDY- ROUND THREE

Participant Identification number.....

Title of Research Project: A conceptual and organisational framework for internationalisation at a selected South African University

Thank you for the valuable information you provided in Rounds 1 and 2 of this Delphi study. However, consensus was not reached in the few areas listed in the table below. Hence, there is a need to address those areas.

Tick (✓) all the appropriate answer(s).

1. Should the following interventions be included in the internationalisation of higher education at the University of the Western Cape?

	Yes	No
1. Academic standards and quality programs * work/study abroad		

<p>2. Research and scholarly collaboration</p> <ul style="list-style-type: none"> * research collaboration * published articles and papers * research partners * international conferences and seminars 		
<p>3. Extra-curricular activities</p> <ul style="list-style-type: none"> * social connectedness * facilities and support systems * acculturation awareness programmes * student clubs and associations 		
<p>3. External relations and services</p> <ul style="list-style-type: none"> * partnership and projects with non-government groups or private sector companies 		



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