

COMMUNICATION CHALLENGES FACING  
'*INTERNATIONALISATION OF HIGHER EDUCATION*' AT  
UNIVERSITY OF ZULULAND

By

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*A thesis submitted in comprehensive fulfilment of the requirements for the degree of  
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## ETHICAL STATEMENT BY RESEARCHER

With the signature below I, DLAMINI JUDITH BUHLE, hereby declare that the work that I present in this thesis is based on my own research, and that I have not submitted this thesis to any other institution of higher education to obtain an academic qualification.



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Dlamini Judith Buhle

Date: 24 April 2014

## ABSTRACT

### **University of Zululand**

#### COMMUNICATION CHALLENGES FACING 'INTERNATIONALISATION OF HIGHER EDUCATION' AT UNIVERSITY OF ZULULAND

**BY**

DLAMINI JUDITH BUHLE

*Globalisation is not a new subject since people and various organisations have been sharing information as well as buying from and selling products from each across national and international borders. In addition the expansion in Information and Communication Technologies (ICTs) has changed the nature in which education is offered and consumed internationally. Globalisation and the spiralling evolution of ICTs has become the driving force for transformation in higher education sectors. Many universities have adopted or incorporated international trends in education and research. This new culture is aimed at producing graduates who are well suited and qualified to actively and productively participate in the global economy. This research provides a comprehensive study on globalisation, international communication and internationalisation of higher education. This study exposes profound observations about current international initiatives and drawbacks to internationalisation at a tertiary institution in the heart of a rural village in South Africa.*

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## WRITING CONVENTIONS

The following writing conventions have been used in this study:

1. The researcher uses abbreviated Harvard style of referencing, for example Brown (2006: 63), which means Brown2006, page 63.
2. Illustrative tables and figures are all given in chronological sequence of appearance.
3. For commonly used terms full terms are used in heading.
4. South African English is used.
5. Relevant material relating to the internationalisation of higher education was also downloaded from online databases and websites. Such website addresses are included in the thesis, both for verification purposes, and for acknowledgement of the source of information. An example of a typical website address is:  
  
<http://www.samplequestionnaire.com/researchquestionnaire.html>
6. In instances where the electronic document has been downloaded from a website, the author is given, followed by the year, for example Yount (2006).
7. The references have been organised alphabetically.

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## ORIENTATION

### INTRODUCTION

This study interrogates communication challenges which face ‘*Internationalisation of Higher Education*’ at University of Zululand. This chapter explains the motivation for the study, statement of problem, literature review, research objectives, research methodology, demarcation and limitations of study and ethical requirements. Questionnaires were constructed and thereafter personally handed out to the respondents within the designated study area. The data was analysed using a statistical programme, called MoonStats2. The results for this study are presented in chapter 8. Further, this chapter provides an overview of what the study contains and briefly explains how the research progressed during the study.

The nature of education is rapidly evolving globally. The convergence of Information and Communication Technologies creates an environment for embracing new teaching methods. These developments have given rise to new themes in higher education, one of which is ‘The Internationalisation of Higher Education’.

Universities are encouraged to become epicentres of globalisation. They need to evolve so that they could present themselves as microcosms of the global world in all aspects of life in order to mould students who can function in any part of the world. In order to equip our graduates to compete on international platforms our universities would have to internationalise (among other things) staff, students, research, infra-structure and the curriculum. The concept of “*local is lekker*”<sup>1</sup> would have to change to cope with the global renaissance.

Ayoo (2009:303) states that most major universities are at the fore-front of internationalisation. We are in an era where we have the capacity and capability to communicate beyond boundaries without the constraints of time. This promulgates that if an intuition of Higher Education fails to jump on to the band wagon of internationalisation now, it should seriously be considered for use as a museum.

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<sup>1</sup> “*local is lekker*” is a derivative from the Afrikaner language which means “support the purchase of local goods”.

Major universities such as (University of Witwatersrand) WITS and University of Cape Town (UCT) have long embraced the theme of ‘Internationalisation of Higher Education’ and are spearheading conferences and workshops in this direction. Many researchers have focused on the concept of internationalisation. Ayoo (2009:303) states that Information and Communication Technologies has a major impact on all aspects of modern education, as it requires institutions of higher education to be linked to each other through a global network. It is the key to curriculum and culture change.

The world conference on higher education hosted by United Nations Educational, Scientific and Cultural Organisation (UNESCO) (1998) discussed challenges that have been experienced with adoption of new technologies. Higher education institutions are challenged by new opportunities relating to technologies that are improving the ways in which knowledge can be produced, managed, disseminated, accessed and controlled. In this sense it was proposed that equitable access to these technologies should be ensured at all levels of educational systems. However, it is yet to be discovered whether rural universities can provide such access to all students and staff and enable them to become major players on an international platform. This study examines the importance of ‘Internationalisation of Higher Education’ for rural campuses. It also seeks to understand the challenges facing ‘Internationalisation of Higher Education’ at rural universities.

## **MOTIVATION OF THE STUDY**

In the 21<sup>st</sup> century there is a great demand for higher education to be internationally compatible. Altbach *et al.* (2009:123) emphasis that one of the major factors that places a great demand on higher education is the concept of lifelong learning which has become necessary and common globally. The job market has become very competitive and a great demand on skills and knowledge that goes beyond secondary school education. Universities play a pivotal role in preparing graduates for the work place nationally and internationally. Nigel (2012) is of the opinion that universities have always been international, as they have been exchanging ideas through international academic forums, ensuring that both teaching and research fit in with the present knowledge and is understood internationally. Research builds upon the discoveries of others regardless of where it comes from in the world.

Levin (2006) contends that universities are instruments that move the economy forward. Universities have also become primary means of educating and developing knowledge and

skills required in the work force to maintain a competitive advantage globally. The 'Organisation for Education Co-operation and Development' (OECD) (2004) states that more students are becoming interested in studying abroad, enrolling in foreign educational programmes and institutions or use the Internet to take courses at colleges or universities from an international environment. In most countries, higher education has essentially become an import division, as most universities are attracting international students and employees from around the world. Nigel (2012) explains that in the context of higher education, universities import educational services to students who have enrolled at their home campus.

Jiang (2010:881) urges that higher education institutions have become key drivers of internationalisation and global communication due to intellectual property and knowledge production. Globalisation and internationalisation are connected but not the same. Altbach & Teichler (2001) in Soejatminah (2009:71) state that internationalisation in higher education responds to the globalisation of the 21<sup>st</sup> century. Globalisation is shaped by many factors such as incorporated world economy, new information and communication technology, the development of an international knowledge network, the role of English language and other forces beyond control of academic institutions (Altbach *et al*, 2009:7). In the 21<sup>st</sup> century English has become a dominant business language of communicating internationally. Even so, it is still vital for graduates to learn the languages and cultures of other people, whether it is international or national. Nigel (2012) concurs that globalisation has been driven by improvements in ICTs, mass air travel and reinforced by the growing trend of English as the world's common language for business, politics and science.

Internationalisation of higher education has many benefits for the students, the faculty, and the institution. The agenda prepared by 'National Action National Association of State Universities and Land-Grant Colleges' (NASULGC) which is a Public University Association (2007), articulates that students who have studied in an internationalised university have a range of global learning outcomes that should be acknowledged. There is no final list of qualities that graduates must have in order to be globally competent. However, globally competent graduates differ from students who have not studied in an internationalised institution. The globally competent graduate has greater advantages because a graduate from an internationalised institution is equipped to engage with the world.

Briller & Thily (2008) believe that faculty members are part of a network of international

colleagues that cultivates joint efforts such as technology-linked classes, research and development projects, exchange of students, and formal linkages or agreements involving campus units. The faculty and staff members play an important role on internationalisation of higher education. Briller & Thily (2008) recommend that faculty members contribute to achieving an internationalised campus. It is essential for faculty members to be involved in the university's internationalisation strategy. Faculty members are people who are responsible for creating and delivering the curriculum; creating new knowledge; and delivering outreach and development programmes to the community and the world.

NASULGC (2007) accentuates that an internationalised university becomes a local, national and international centre of knowledge creation and dissemination. An internationalised university acknowledges the importance of producing globally competent students. Such an institution has an internationalisation plan aimed at revising and modernising the curriculum, campus diversity and opportunities for staff members to enhance the reputation of the university through international collaboration.

This study is vital in understanding how rural university in South Africa is coping with becoming internationalised to the advantage of their students. Rural development in South Africa is prioritised for the overall economic prosperity of the country and as such, rural universities are strategically placed to provide the impetus for rural development. It is, therefore, imperative that all rural universities become leaders in '*internationalisation*'. Rural students are far more deprived of international stimuli than their urban counterparts, and as such, their campuses ought to be fully fledged international sites of teaching and learning. For the benefit of rural development in South Africa, this study will scrutinise the level of internationalisation attained by rural campuses and hindrances (and obstacles) which oppose attainment of international status. If necessary, the study will provide solutions to overcoming hindrances and obstacles to internationalisation.

## **STATEMENT OF THE PROBLEM**

New technologies have opened up new international market segments for higher education. Thune & Strand (2005:593) outlined that Information and Communication Technologies are essential for globalisation of higher education and in supporting and the coordination of internationalisation processes. The nature of living, working, communicating, learning and teaching in today's world have drastically changed. Globalisation has been noted as one of



the dominant forces that have contributed to this change. Information and Communication Technologies (ICTs) have introduced a digital revolution which has also impacted on education. This revolution has also transformed the pedagogic environment, especially in higher education institutions. The development in new learning opportunities goes beyond the traditional teaching model. International institutions are leaning to new ways of teaching and learning, for example: e-learning.

The great demand placed on matriculants for entrance into higher education institutions poses problems to the candidates, parents and government. The shortage of infrastructure and other resources also impact on this problem.

The advent of the internet and the computer era gave rise to a monster called the ‘Digital Divide’. During this era there was a great divide between the ‘haves’ and the ‘have-nots’.

Currently, we need to find ways to circumvent another era of ‘international divide’ in the race to become ‘internationalised’. Can ‘*Internationalisation of Rural Campus*’ provide feasible solutions to the economic and social problems facing rural students?

The core question which this study addresses is:

Are rural universities adequately equipped to meet international standards of education?

**In other words**, the main purpose for this study is to evaluate if a rural university is adequately equipped to meet international standards of education.

## **LITERATURE REVIEW**

According to Creswell (2009) literature review is a critical, logical summary and combination of the current knowledge of a topic. Thus it should compare and relate different philosophies and results. It should not focus only on summarising philosophies or occurrences separately. However there needs to be a particular focus to organise the evaluation. This summary should contain only the substantial academic literature important for that focus of the study.

In order to ensure that a thorough study of the concept of Internationalisation is fully understood, the literature review in this study is divided into the following key areas:

1. Chapter 2 discusses the “*Concept of Globalisation*” in general.

2. Chapter 3 explores “Internationalisation of Higher Education”.
3. Chapter 4: International Initiatives for Higher Education.

## **RESEARCH OBJECTIVES**

The objectives of this study now read as:

1. To determine the perception of UNIZULU community towards internationalisation of a rural campus;
2. To contribute to the development and understanding of internationalisation of a rural university;
3. To establish the benefits of having a rural campus that is internationalised;
4. To establish whether current communication initiatives and networks on internationalisation at rural campuses are effective;
5. To determine the role of the ICT department in internationalisation at a rural campus;
6. To determine whether UNIZULU’s curriculum is flexible enough to accommodate international trends.

## **RESEARCH METHODS**

This study is undertaken using qualitative and quantitative research methods. Bless and Smith (2006) support this stance by stating that qualitative and quantitative surveys are important as it determines how well data will be analysed. They indicate that in some cases quantitative measures would be meaningless unless supported by a qualitative argument. The research is undertaken in the KwaDlangezwa rural settlement of KwaZulu-Natal (South Africa). Perceptions and attitudes on current state of internationalisation at the University of Zululand are surveyed. Stratified random sampling allowed the researcher to divide the population into various groups. The target population of this study are the support staff, academics and students from the University of Zululand. A representative sample of staff and students as outlined by Du Plooy (2002:104) are surveyed.

Data has been collected by means of a comprehensive literature review and through the administration of in-depth questionnaires. These questionnaires have been tested by the supervisor and other professionals in the fields of communication to ascertain whether the instrument will adequately test what the study intends to achieve (Bless and Smith, 2006).

Two theories were used to design a conceptual model for embracing Internationalisation of Higher Education: Shannon & Weaver model, as well as, Uses & Gratification.

The main tool for collecting data has been the questionnaire and semi-structured interviews. Finally, responses from the collected data were encoded and analysed using MoonStats2.

## **DEMARCATON AND LIMITATIONS OF STUDY**

The study has been undertaken at the University of Zululand which is situated near Empangeni in KwaZulu Natal (KZN) province in South Africa. Although conclusions and recommendations cannot be generalised for all universities in South Africa, the recommendations and conclusions can be used as guidelines to direct policy and projects at other rural campuses.

## **ETHICAL REQUIREMENTS**

No detrimental remarks or statements are directed to any official or department of the university. General remarks pertaining to advice on how to mobilise internationalisation at rural universities in South Africa will be offered for the purpose of improvement. This is not a punitive exercise but a formal study to provide guidelines for improvement or to use initiatives as models of improvement.

No detrimental remarks have been offered to the media. Informed consent has been obtained prior to engaging candidates in the study. All precautions have been adhered to so that confidentiality was maintained at all levels.

The ethics committee at the university has been informed of this study and their approval has been obtained prior to commencement.

## **CONCLUSION**

This chapter presents an overview of what the study contains and briefly explains how the research progressed during this study. This study examines the level of internationalisation

attained at a rural campus and issues which oppose accomplishment of an international status. It also aims to provide solutions to overcoming problems to internationalisation. The next chapter discusses the concept of globalisation in general and elucidate how globalisation has affected higher education institutions.

## **LITERATURE REVIEW PART 1:**

### **GLOBALISATION**

#### **INTRODUCTION**

The previous chapter presented an introduction and an overview of what will be covered in this entire study. The previous chapter also provided the motivation, statement of the problem, research objectives, research methods, demarcation and limitations of study and ethical requirement. The Literature review in this study is divided into three crucial categories which form different chapters:

- PART 1: Chapter 2 discusses the “*Concept of Globalisation*” in general
- PART 2: Chapter 3 explores “Internationalisation of Higher Education”.
- PART 3: Chapter 4: International Initiatives for Higher Education

These categories are necessary to ensure that a thorough study of the concept of Internationalisation of Higher Education is fully undertaken and understood. In this chapter the researcher scrutinises part 1 of the literature review. This chapter discusses the concept of globalisation in general, advantages and disadvantages of globalisation and globalisation in higher education

#### **GLOBALISATION**

According to Samimi *et al.* (2011:197) globalisation is not new to our world. The term globalisation describes a variety of occurrences that reflect the increase of economic, social and political interdependence of countries. Globalisation affects various aspects of our lives such as economic, social, environmental and political sphere.

Globalisation also allows freedom, dependence, and uniformity, free flow of goods, people, ideas and services internationally. To give an example, the majority of the clothes we wear in South Africa have tags which indicate the country of manufactured, such as China. This means such clothes were manufactured by people from a foreign country. Further, the society from that country benefited from this production. Many of us still wonder about the pros and cons of such a trade: Who are the primary benefactors? Is it the manufacturing country or is

there mutual benefit? Clothing is just one example that can be used to help understand the effects of globalisation. The movies we watch from United States of America are also a representation of globalisation. The cinemas in South Africa show more American movies than local movies. Similarly, movie rental dealers have a greater stock of foreign movies than local movies.

Education in South Africa has been in a state of flux ever since the demise of apartheid. During apartheid, our education reeked of Afrikanerdom and colonialism. During the post-apartheid era, there was a radical shift to create a system of education which had a strong South African flavour; however, various influences and interferences (with a mix of corruption) led to chaos in the type of education which South Africans were exposed to. This chapter will usher in an insight into how globalisation could impact higher education in rural South Africa.

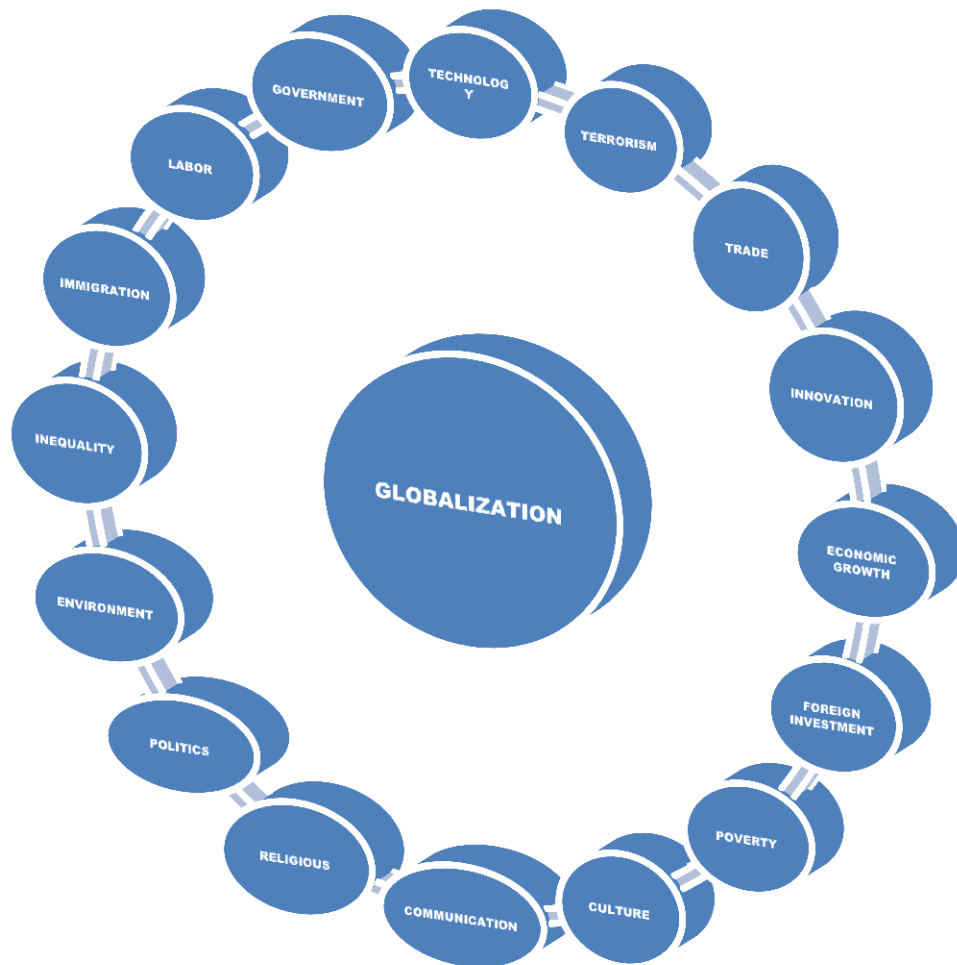
Noruzi & Irani (2011:1345) articulates that globalisation is a process that is rapidly increasing the connectivity and interdependence of the world's market and corporations. Globalisation allows interaction and integration among people, corporations, and institutions from different countries into larger networks. This process has grown radically during the past decades due to swift changes in technology. During previous decades, people were unable to communicate abroad easily. In the current era, people have (smart) phones which they use to communicate nationally or internationally. People can even host teleconferences and video conferences nationally and worldwide through the use of new ICTs. Recent advances in ICT, especially in the field of social media, have vastly improved the speed and clarity of communication at an international level. These communication channels have transformed the way information was traditionally shared. We have moved from writing letters and sending them by post to emails. People communicate and share information globally through Social Network Sites (SNS) such as Facebook, blogs, micro-blogging or Wikieducator. Searching and access to information has been made simple through the rise of the Internet with various search engines such as Google or Yahoo. These search engines gives access to vast amounts of information and updates can be brought to you as feeds via RSS (Really Simple Syndication). These are all representations of globalisation.

New information and communication technologies have removed the restrictions which geographical boundaries posed for effective communication. For example, previously it was extremely difficult to communicate (for business, pleasure or education) with people or

organisations in other countries or continents. Current innovations in technology have dissolved the barriers of time and distance. Real time communication (including conferencing) has become a reality. Noruzi & Irani (2011:1346) concurs and emphasises that advances in technology does not only make it easier for people to communicate but also to travel and do business internationally.

The world has figuratively become a smaller place. Societies are blending into each other. Traditions are becoming less finite as new ICTs allow us to embrace all cultures of the world. One wonders whether, in the not so far future, there would be one uniform culture across the world. With new innovations in video technology, businesses are able to overcome the challenge of operating multi-offices in different regions or countries. Innovations in video and web technology have immensely reduced travelling and face-to-face meeting expenses. For example, traditionally a manager will have to travel in order to host meetings at various offices based in different regions of the world. Similarly, innovations in web technology have helped us overcome many obstacles in buying or selling goods across borders. We are not restricted in having to buy goods within our town or city. One has the ability to; for example, buy a dress from a boutique in London while sitting in ones office in Vulindela (South Africa).

Samimi *et al.* (2011:198) illustrates in figure 1 below that globalisation includes flow of goods and services across borders, international capital flows, reduction in tariffs and trade barriers, immigration, cultural transformation, and the spread of technology and knowledge beyond borders. On the subject of capital flows, banks have provided a service whereby money can be transferred worldwide easily through electronic transferances. This provides investment opportunities for people from any part of the world. This clearly illustrates that globalisation is not only about the trading of goods and services but also includes investment. Samimi *et al.* (2011) illustrates various effects of globalisation:



**Figure 1 : Various effects of globalisation**  
Source: Adapted from Samimi *et al.* (2011:198)

Negrea (2012:94-96) concurs and states that globalisation is a growing economic interaction of countries or an integration of national economic systems through increased trade activities, capital flows and investments. Experts have argued how international investment is a much more powerful force in driving the world toward closer economic integration. Globalization 101 (2012) asserts that investment can transform the approaches of production through transfers of knowledge, technology and management techniques. Therefore investment can initiate much more change than the simple trading of goods. Negrea (2012:96) further recommends that globalisation also sees local features being combined and confused with the global ones. In other words globalisation allows the world to be found in each locality and simultaneously, each locality, region or nation being found throughout the world.



## **ADVANTAGES OF GLOBALISATION**

Brown (2008:42) articulates that through global media and pressure from international Non-Governmental Organisations (NGO), Africa has reached some level of global consciousness. This awareness has enabled people to travel to different countries whether it is for pleasure, business or reaching out to assist the poor. International NGOs such as Greenpeace has induced some pressure on non-compliant countries to comply with international global standards of living. This has resulted in exposing governments and citizens to a global perspective rather than being locally focused. Greenpeace have also brought about this so called global consciousness by advocating certain environmental friendly practices which caused nations like Africa to be exposed to global consciousness. Globalisation has brought a growing interest in people helping one another. Through the process of globalisation some rural areas in South Africa have clinics built by foreign agencies from different countries. Some of these clinics have foreign volunteers providing services with foreign funding. Some people are conscious about the effects of globalisation while some have no understanding how they benefit from it. For example, many South Africans benefit from various global efforts that have been dedicated to decrease the damaging effects of the HIV/AIDS epidemic. As such, globalisation has an effect on everyone directly or indirectly.

Global competition inspires creativity and innovation amongst countries. Negrea (2012:107) asserts that globalisation has forced countries to improve their productivity in the following ways:

- It has brought growth in exports. It has reduced the sense of isolation in poor countries and gave their people access to information. Through globalisation public campaigns have managed to convince the international community to cancel the debts of some very poor countries.
- Developing countries see globalisation as a way to combat poverty. As money comes into the country it can improve the economy of the society and improve their standard of living.
- It has brought new technologies for communication and doing business. Private organisations are at an advantage of generating wealth than government, as they have a global approach to markets and production. Such organisations are known as multinational corporations which have their business operating nationally and globally.

- Improved methods of teaching, learning and conducting research.

## **DISADVANTAGES OF GLOBALISATION**

Although globalisation has many advantages there are also some disadvantages. While it may benefit certain people by providing a greater range of cheaper goods, it could also lead to local factories closing down and people losing their jobs. Bond (2012) claims that cheap foreign goods are bait to encourage citizens to accept and assist the process of globalisation. When a country buys foreign goods they raise the wages of foreign workers and reduce the wages of local workers. This leads to high rates of unemployment within the country and leaves people destitute. Globalization 101 (2012) alleges that opponents of globalisation asserts that the creation of an unrestricted international free market has benefited multinational corporations in the Western world at the expense of local enterprises, local cultures, and common people.

Bond (2012) lists other bad aspects of globalisation which involves human wellbeing, the environment and economic realities: These aspects are unpacked below with other authors supporting Bond:

### **HUMAN WELLBEING AND QUALITY OF LIFE**

Quality of life is at risk from globalisation in a number of different areas such as personal stress and the end of democracy and national control. Bond's theory indicates that globalisation has created new kinds of stress into everyday life on the basis that markets are relentless. Organisations streamline jobs whenever possible. This can be done by retrenchment or importing cheap workers from other countries. Fuel prices or interest rates, food prices may rise, which is currently happening in South Africa. People may have stress about their country going through recession and evoke strikes. The real estate market could spike up high or down low. This fear of the future is stemming from the new economy. While democratic-styled governments are being installed around the world in the name of freedom, the essential structure of democracy itself is being undermined by globalisation:

- Organisations operate differently from government. Where governments were open to public review, organisations operate in secrecy with their boardrooms existing in other countries.

- Governments could be voted out if the society disapproved of the way they operate, however, organisations are not subject to elections, their decisions are not based on the interest of the nation, and it is rather profits.
- Government has the highest authority in the country. Worldwide laws overrule national laws that conflict with them. International law protects multinational profits over national wellbeing. In matters such as environmental care and public health.

Brown (2008:48) also concurs with Bond (2012) and states that globalisation has some serious negative impacts for humanity such as increasing environmental damage, an immense growth in global inequality, security issues resulting from resource reduction and a resulting clash of civilisations. Lane (2006) in Brown (2008:49) urges “that globalisation disadvantages are in relation to energy regeneration, the sustainability of the world’s ecosystem, the differences that are associated with global market and with the maintenance of peaceful relations between divided ethnic and religious societies under a condition of global cohabitation and scarce resources which is unavoidable”. In South Africa there have been several violent incidents over xenophobia as societies feel that foreigners are taking their jobs when employed in their country. This shows how people are unconscious about effects of globalisation, and how this system has affected their humanity indirectly. Societies need to be educated that due to globalisation organisations have the liberty of running their business in foreign counties or employ globally marketed individuals.

## **ENVIRONMENTAL SURVIVAL**

On the second point Bond (2012) asserts that the damage of natural resources such as clean water, forest, over-fishing of the ocean is already causing extreme concerns even in the traditionally conservative ranks of society. Climate change and air pollution has an impact on the environment. If government reduces the environmental and resource protection laws in order to attract foreign capital it could lead to human race being at risk. Lane (2006:2) concurs with Bond (ibid) that scarce resources of sustaining fuel can have a negative impact on the global society and the development of the economy. Global warming and ecological disaster have already reached the point of no return. Lane (ibid) urges that even if people can reduce carbon emission, the damage could only be narrowed down but not reversed. Such global issues put the existence of future generations at a very high risk as they will have to compete for scarce global resources and struggle to survive in areas affected by rising

temperatures.

## **ECONOMIC REALITIES**

Negrea (2009:108) warns that government has the tendency to deliberate the power of decision in the hands of big organisations, who only promote their policies without taking into account the constraints enforced by government. This may cause extreme congestion of wealth fare at one pole of humanity and a widespread poverty in other parts of the globe. Bond (2012) advises that unless essential changes are made quickly to the global money supply system, the global economy has no option but to collapse before 2030. This is due to the flaw in global money supply ensuring that debt will always grow at a much faster rate than economies.

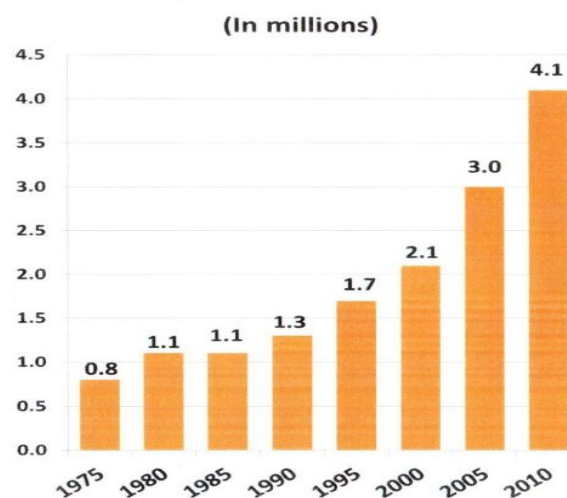
Negrea (2012:109) further accentuates that globalisation has shaped an undesired division of resources between private and public goods. Markets are able to generate wealth, but are not capable nor intended to meet other social needs. Few resources were dedicated to correct the shortages and damages made by globalisation. As a result, the gap between the rich and the poor continued to grow. Globalization 101 (2012) insists that people need to understand the balance between benefits and costs associated with globalisation. Citizens of all nations need to know how globalisation works and what policy choices face them and their societies.

## **GLOBALISATION IN HIGHER EDUCATION**

Universities are strategically placed to initiate and sustain a healthy globalisation process. They ought to be agencies of transformation. Kritz (2006:5) postulates that globalisation is the root cause of changes taking place in higher education, in the form of technology usage, economic policies, knowledge expansion and an integration of value systems and ideas across borders. Noruzi & Irani (2011:1346) articulates that the major recent driving forces in the globalisation era are the advances in telecommunications infrastructure and the rise of the Internet. Van Damme (2001:1-2) adds that globalisation is driven by many factors such as the increase in networks; the restructuring of the economic world system; political reshaping of the post-cold war world order; virtual mobility; erosion of the nation state and complex cultural development. The network society is largely driven by the development of new information and communication technologies and the Internet. The restructuring of the economic world system has led to vast growth in integration of the world's economy and a freedom of trade and market, resulting in new opportunities.

Ramsay (2011:22-23) mentions that during the cold war, governments in the United States and United Kingdom in particular, used scholarships and funding regimes to encourage foreign students onto their universities to further geo-political ends. This method was used to graduate children of the political leaders in developing countries. It appeared as a cheap way of securing future loyalty of client countries. The rise in the number of foreign students studying on campus since the late 1980s has been followed (during last two decades) by strong growth in the number of foreign students studying for western degrees on off-shore campuses; usually in their own or a neighbouring country. Mobility of people, capital growth and knowledge expansion has also been augmented by globalisation. In higher education institutions, students and staff are able to work or studying in foreign countries. Globalisation has made it possible for students to study abroad online while residing in their own countries.

Kritz (2012) in Cornell University reported that the number of students enrolled in higher education programmes outside their country of citizenship has increased by 5-fold since 1975. See figure below:



**Figure 2: Number of students enrolled in higher education programmes outside their country of citizenship**  
Source: Adapted from Kritz (2012)

Held *et al.* (1999:2) recommend that higher education systems, policies and institutions are being transformed by globalisation which is broadening and accelerating worldwide interconnectedness. Farhan (2012:2) concurs and states that governments are restructuring higher education systems due to explosions of knowledge and technology in order to meet the needs of a global academic industry. The development of information technology improved the relationship between economic development and higher education. Highly skilled and educated people have become an essential pillar in economic growth.

Universities are now key contributors to the economic wealth. Marginson & der Wende (2006:4) postulate that higher education has always been more globally open than most sectors because of its involvement in knowledge. Universities are classified as knowledge centres. In today's world individuals that possess knowledge and the ability to use knowledge in a world-wide arena are required globally in the workforce. There is a great demand in the corporate industry for globally skilled people who travel anywhere to promote business or industry. Higher education institutions are considered to be primary suppliers of such skills.

Van Damme (2001:3) has highlighted internationalisation of research as one of the impact of globalisation on higher education. Global collaboration in research has accelerated strongly amongst researchers. Such collaboration should be promoted in higher education as this will combat global challenges and enable the human race to live better lives in the 21<sup>st</sup> century. Their literature is available online and can be accessed anywhere in the country. Some universities have the facilities to provide access to e-resources and Internet. Marginson & der Wende (2006:4) suggest that education and research are key elements in the formation of the global environment. Furthermore these key elements embrace the basics to knowledge acquisition, the increase in new technology usage, fostering international connections and provision of capacity for sustaining multifaceted communities.

Scott (1998) in Marginson & der Wende (2006:4) states that not all universities are international but all are subject to the same processes of globalisation. A curriculum that has a global content and an institution that has diverse cultures can create an environment that produces graduates that are globally competent and the nation can benefit from such skills. Farhan (2012:4) asserts that globalisation has increased competition amongst universities. Universities have realised the need and urgency of globally competitive programmes. This has inspired some universities to endeavour towards becoming global leaders in higher education. Such attempt will require re-evaluation of the curriculum and programmes to make them adequate for the challenges of globalisation.

## **CONCLUSION**

Brown (2008:42) expressed that globalisation is utterly what we make of it, both in how we cognitively come to understand it, but also in how we decide to shape its future. It is clear that globalisation is a comprehensive concept and the one that is not simply definable as it involves a diversity of events that are rapidly changing the world. Even researchers have

many beliefs about it; others believe that it has major benefits while others see it as a danger to the world. However, Samimi *et al.* (2011:197) warns that even though a number of countries are participating in globalisation there are still concerns related to its impacts on different aspects of life. Globalisation need not to be measured just to know the effects of it only but also how to manage it. Ramsay (2011:21-22) asserts that in Europe some religious universities were initially global, set up in the 15<sup>th</sup> and 16<sup>th</sup> centuries, as they had students and scholars from across the medieval western world. The common second languages used were first Latin, later German and today English, have endorsed the international mobility of faculty. This confirms the opinions of previous authors that universities have always been international. The books have been flowing from one country to another, philosophies shared through international academic forums, journals and ensuring that both research and teaching adapts to present knowledge base as it is internationally understood.

## **LITERATURE REVIEW PART 2:**

### **INTERNATIONALISATION OF HIGHER EDUCATION**

#### **INTRODUCTION**

The previous chapter presented an overview of globalisation and its impact on transformation by association across the world, for example, it inspired the process of confederation of higher education in countries all over the world. Ramsay (2011:21-22) asserts that globalisation is the driving force for transformation in the tertiary environment. In academic institutions globalisation is translated into the concept of internationalisation. Knight (2008:1) concurs that globalisation has become commonly used as a term related to, or even synonymous of, internationalisation. In this chapter the researcher will analyse the meaning of, rationales, duties, prerequisites, and the role of English in internationalisation of higher education. Internationalisation of higher education was born from the emergence of new technology.

#### **INTERNATIONALIZATION OF HIGHER EDUCATION**

Internationalisation of higher education embraces the concept of providing an education which could be relevant in as many countries as possible. Knight (2008:19) postulates that internationalisation is a dynamic process of integrating an international or intercultural dimension into teaching, research and service functions of the institutions. This process includes policies and practices that higher education institutions adopt in order to cope with the international academic environment. De Wit (2010:8) asserts that in the early nineties Knight developed this definition for internationalisation of higher education, it is a process of integrating international, cultural and local dimension into teaching, research and service functions of the institution.

Jiang (2010:882) articulates that Knight's definition draws attention to the following:

- Knight's definition highlights the basic function of higher education which is teaching, research and services to society and considers the international and local elements. It also draws attention to the point that internationalization is not only



restrained to relationships between and amongst counties, but also involves the diverse ethnic groups within a country.

- Internationalisation is a vital process which continues to evolve and adapt to new challenges rather than a set of isolated activities.
- Internationalisation is integration, a contributor to maintaining the international measurement in higher education, and a response to globalization.
- This international measurement includes an extensive variety of facilities, from studying abroad and greater recruitment of international students, to distance education and combinations of partnerships abroad, internationalised curriculum, research and scholarly collaboration, and extracurricular programmes.

Hawawini (2011:5) opposes Knight's definition and states that it gives direction to initial steps that are required to become international however, it defines the process too scarcely by emphasising the ability of an institution to introduce an international dimension into an existing structure and mode of operation. This could be the student body, the curriculum or the faculty teaching and research activities. According to Hawawini (2011) internationalisation of higher education is the process of integrating the institution and its key stakeholders (students, faculty and staff) into a globalising world. This definition goes beyond the particular dimensions of teaching, research and services. It also constitutes changes in existing structures, operating modes, and mind-sets which allows the university to join and contribute to the shaping of the emerging global knowledge and learning network. Hawawini (2011) argues that Knight's definition does not capture the essence of a process whose ultimate goal should be to integrate the institution into the emerging global knowledge and learning network rather than integrating an international dimension into the existing institutional setting.

Chen (2011:79) outlines the difference between internationalisation of higher education and internationalisation of education. Internationalisation of higher education involves the international collaboration and communication amongst countries, together with international exchange of students, international studies, regional studies and technical support. Whereas internationalisation of education comprises of all activities in higher education such as the curriculum, teaching methods, the ability to use foreign languages and to understand diverse culture. Sabran & Zolfaghari (2009:5) also defines internationalisation of higher education as the dynamic process that includes improving the curriculum in order to reflect a global scope

or may incorporate international research activities. Gopal (2011:373) asserts that most universities are engaged in internationalisation of higher education through transnational education initiatives. Transnational education constitutes the merging of two universities from different countries; the home country and the foreign country forming what is called a branch campus. This involves transporting of programmes and degrees between both countries. Faculty members are able to leave their home country to teach students in foreign countries; this is referred to as transactional teaching. Transactional faculty members are either employed to provide their expertise in their specialised area or to improve the offerings in the foreign branch institution. Chen (2011:79) sees internationalisation as the government's system that continuously attempts to make higher education face the challenge brought by globalisation. Altbach *et al.* (2009:7) concurs that internationalisation involves a variety of policies and programmes that universities and governments implements to respond to globalisation. Chen (2011) further highlights main trends of internalisation of education:

- The number of students who study abroad continues to increase.
- The teacher's mobility also increases rapidly. There are an increasing number of transnational education intuitions, especially from USA, Britain and Australia.
- International teaching focuses on basic subjects, such as business and information technology.

Sirat & Kaur (2007) state that higher education's experts have acknowledged that global capital has invested heavily in knowledge industries internationally, including higher education and advanced training. Further, these authors also emphasise major trends that have shaped international development; for example:

- Students studying outside their home country has increased
- Staff mobility has become noticeable
- Trans-national education is more evident
- Increasing international teaching activities such as business and information technology are noticeable.
- International collaboration in research is much easier.

Huang (2011) asserts that internationalisation of higher education involves a process of offering exchange of various activities amongst universities and organisations in different countries. It mainly comprises of international exchange in education, students, teachers,

researchers, sharing of curriculums especially the development of transactional programmes, mutual accreditation of programmes and degrees and research activities, including the organisations of international conferences and joint research, mainly for presenting research results and academic exchange. Most researches above illustrate that internationalization of higher education is a dynamic process of incorporating global aspects in teaching, research and service functions of the university. It also connects students, faculty and staff to the world and opens an opportunity of contributing to the growing global knowledge and learning network. Internationalisation of higher education brings change to the existing structures of the university, such as operating methods, language used, the curriculum and the way of thinking of university stakeholders. However, Huang (2011) concludes that the notion of internationalisation of higher education has changed drastically over the years, the insight and definition differs by nation and region. Jiang (2010:882) warns that the process of internationalisation of higher education is very complex and is linked with many international dimensions and thus it is difficult to frame by means of a simple definition.

## **RATIONALES FOR INTERNATIONALISATION OF HIGHER EDUCATION**

De Wit (2010:9) emphasizes that it is not just important to talk about the meaning of internationalisation of higher education. It is also important to answer the question of why we are internationalising education? De Wit further defines four broad categories of rationales for internationalisation: political rationales, economic rationales, social and cultural rationales and academic-rationales. Rationales can be articulated as motivations for incorporating a global measurement into higher education.

### **POLITICAL RATIONALES**

Jiang (2010:884) recommends that political rationale was a dominant rationale during the period before 1980s related to matters regarding a country's status and role as an independent nation in the world. Kreber (2009a:3) asserts that this rationale is primarily related to the issue of national security, stability, technical assistance, peace and philosophical impacts resulting from internationalisation efforts. De Wit (2010:9) urges that such issues have been very important predominantly after the Second World War, and in the Cold War period, when they were very central in the internationalisation of higher education. Jiang (2010) further posits that internationalisation is a politicised process and universities are operating as politicised institutions. This is done with the aim of upholding a level of independence,

academic freedom and national expectation that universities serve national interests.

## **ECONOMIC RATIONALES**

Levin (2006) postulates that developments in the field of technology are the primary basis that led to the economic growth and the rising standards of living. Governments have come to view universities as an instrument of national economic policy. This is because universities have the capacities of producing skilled individuals with the knowledge and technical expertise required in the market today. This benefits both national and foreign students. Kreber (2009a:4) proposes that economic rational is the fundamental issue that motivates efforts aimed at developing the human resources or capital needed for the country to remain competitive globally. It is also one of the elements that increases income for institutions by providing education abroad or attracting more foreign students.

Jiang (2010:884) concurs and states that internationalisation of higher education is contributing tremendously to the proficient and skilful human resources required for maintaining and sharpening a country's competitive edge in the international market place. In numerous countries government has created scholarship programmes for foreign students. This is done because foreign students are measured as vital links to a country's trade relationships. For example, when foreign graduates return to their home countries, and hold positions in public and private sectors, it is considered that they will always have gratitude for the country that gave them education. In that sense when making international trades, the host country will have a competitive edge in the form of favoured treatment.

According to Hawawini (2011:5-8) the economic rationale is driven by the following:

- Internationalising because of a need to find new sources of revenues and growth: Nationally the country might have a limited number of qualified students fit for a market. Recruiting and attracting foreign students is one of the ways of increasing revenues from existing programmes. Growth can be achieved by offering educational programmes abroad.
- Internationalising to reduce operating risk via geographical diversification: the operating risk could be low enrolment in some of the programmes in the institution. The low rate of enrolment could be caused by changes in economic conditions or political events that may prevent students from travelling or the

presence of demographic factors. Offering a programme abroad can protect revenues from these sources of risk.

- Internationalising to fund activities in the home campus: If an institution is recruited or invited to establish a campus in a foreign country, the host country will often provide funding to support research and development locally and also at the institution's home campus. The fundamental goal of establishing foreign campuses is to increase international reach. However, it seems to be more driven by the financial benefits that institutions receive.

### **SOCIAL AND CULTURAL RATIONALES**

De Wit (2010:9) urges that universities and their research and teaching play a role in international and intercultural understanding and competence in students. Jiang (2010:885) asserts that producing graduates who have strong knowledge and skills base in intercultural relations and communications is considered as one of the essential and strongest rationales for internationalising the teaching and learning experience of students in undergraduate and post graduate programmes.

The social rationale enables students and academics to function in an international environment rather than provincial or national. Knight (1997:11) alleges that social and cultural rationale is based on the view that the standardising effects of globalisation need to be resisted and the culture as well as language of nations be respected. This view accentuates the need of understanding foreign languages and cultures, including the conservation of national culture and respect for multiplicity within and between countries.

### **ACADEMIC RATIONALES**

According to Jiang (2010:885) academic rationale is related to the early history and improvement of universities. As mentioned above by other researcher's universities have always been international as there has always been mobility of students and scholars as well as international collaboration to research. However, today's new trends in internationalisation reflect the impact of the market orientation in higher education. This means that it has become essential for universities to produce globally competent students. This also means that institutions need to improve their teaching, research and service as well as incorporate international measurements. Kreber (2009a:3) concurs that academic rationales are linked to the goal of achieving international standards for both teaching and

research in higher education. University of Zululand (2013) established international linkages in order to strengthen the university's capacity to develop and assist in sustaining working partnerships with international institutions and organisations. It also hopes to capitalise on the benefits resulting from international collaborations by supporting partnership activities locally and abroad.

Hawawini (2011:6-7) asserts that the academic rationale is driven by the following:

- Internationalising to fulfil the institution's educational mission: the institutions educational mission needs to have international dimensions. Universities that are serving local markets must at least introduce an international component into their curriculum because we operate in an interconnected world and students should understand this phenomenon and its implications.
- Internationalising to remain academically relevant in an interconnected world that is becoming increasingly global: the institution must first acknowledge the demand from students and employers for programmes, and research topics that deal with global issues. Secondly the competitive pressure emanating from peer institutions that have already added an international measurement to their programmes.
- Internationalising to attract the best students and faculty worldwide: this is one of the ways to enrich the student body and overcome the shortage of qualified faculty. The institution with a credible international strategy would know where to find outstanding foreign graduates and scholars. The institution will have the required knowledge to properly evaluate the quality of potential recruits. Finally such institution is connected to the world and foreign students and academics show keen interest to be part of it.

Marmolejo (2010) gives insight to five reasons for internationalisation of higher education:

- To improve student preparedness
- Internationalise the curriculum
- Enhance the international profile of the institution
- Strengthen research and knowledge production,
- Diversify its faculty and staff

Marmolejo (2010) recommends that the above is of the worldwide view, however, when information is analysed by regions or countries, there are some interesting variations found. For example, North America and Latin America gives much more importance to international preparedness of students than Europe. Institutions in Africa consider the following rationales as important, strengthening research and knowledge production. The Middle East gives the highest importance equally to improving student preparedness and also strengthening research.

Hawawini (2011:9) puts emphasis on one rationale that other scholars above didn't recognize, internationalizing to learn from the world. The crucial advantage of internationalisation for higher education institution is not just to teach the world what the institution already knows in order to satisfy some educational and economic motive but it is mainly to learn from the world. Knowledge will immensely become disseminated throughout the globe. In this case, learning from the world becomes essential for a research driven higher education institution. Higher education institutions should be current abroad in terms of acquiring that distributed knowledge and fuse it together to create new ideas and more advanced knowledge.

## **DUTIES & PREREQUISITES FOR INTERNATIONALISATION OF HIGHER EDUCATION**

Zolfaghari *et al.* (2009:3-4) recommend that globalisation is the main element which drives internationalisation of higher education. Universities worldwide have, in some way or another, been affected by globalisation. Globalisation has caused universities to revamp their roles and responsibilities in teaching and research. Lately there is a great demand for higher education to be internationally compatible. Marmolejo (2010) indicate that most universities have given priority to internationalise their campuses; more especially universities in Europe and Northern America.

Zolfaghari *et al.* (2009:6) suggests that universities need to pay attention to their roles and duties that ensue in the process of internationalisation of their campuses:

- Universities compete in the international arena. There must be balance in collaborating national and international trends to internationalise higher education. Development of higher education through a number of volunteers (students and staff from foreign countries) to enter the university require priority.

- There must be a move to improve the quality of higher education by effective inter-university teamwork. This involves the exchange of student-researchers, academics, information, educational reform programmes and collaboration in common research projection. The use of information bases, planning of assessment models, the improvement of experiences for measuring the capability and effectiveness of university education need to be included.
- Universities need to embrace scientific cooperation.
- There must be an emphasis on community participation for using and generating scientific knowledge.
- The understanding of serious vulnerabilities of the economic approaches in higher education, and attention to the humanistic values especially on the internationalization of universities must also be prioritised.
- A change in the attitude of the scientific boards in using new technologies needs to be evident.

It is important to first acknowledge that the prerequisites of quality education lie in an institution's:

- Educational mission,
- Its vision,
- Its core values,
- Its objectives,
- Its admission policy,
- Its libraries,
- Its laboratories,
- Its sports facilities,
- Its facilities for the disabled,
- Its staff satisfaction and
- Its counselling facilities.



Khalid & Azad (2007) concur that the prerequisites for internationalisation of higher education can be categorised by the university's mission and vision statement, core values, smart objectives as well as the services which it provides to staff and students. These issues are further elaborated on below:

- The mission statement should reflect the purpose of the university. The purpose of a university is to provide quality education in the arts, and sciences at both the undergraduate and graduate levels. University of Zululand's (2013) mission is to provide globally competitive graduates, relevant for the human capital needs of our country, by providing quality education which upholds high standards of research and academic excellence. The mission refers to producing graduates that can compete and a chance in a global market. This mission also indicates that the university has established research collaboration locally and internationally. This is gradually transforming UNIZULU into a global player.
- The vision statements can produce discoveries that make the world a better place, open the world to students by providing career-oriented and graduate innovative programmes, achieve a higher quality of education and research, learning and teaching excellence, effective engagement with community, enterprise multiculturalism, currency and relevance, increased access to innovative education, creative use of technology. University of Zululand (2013) vision aims to become a leading comprehensive university providing quality education. The vision of the University of Zululand articulates the university's obligation to both academic excellence and quality. The vision also outlines how the university is diverse in providing both academic and training opportunities for staff and students.
- The core values in internationalisation of higher education must include integrity and respect, honesty and accountability, and intellectual consistency. University of Zululand (2013) core values sums up to innovation, teamwork, efficiency, accountability and mutual trust.
- Innovation: This involves promoting attributes of excellence, creativity and scientific discovery among students and staff.
- Teamwork: This includes working together to accomplish a common goal.
- Efficiency: This embraces sustaining high levels of productivity.
- Accountability: This involves subscribing to integrity and transparency.

- Mutual Trust: This encompasses inculcating dependable and trustworthy relationships and mutual respect.
- The objectives of internationalisation of higher education should be specific, measurable, achievable and realistic in nature to be achieved within a fixed time frame.

In summary, Zolfaghari *et al.* (2009:4) recommend that internationalisation of higher education warrants lenience and international cooperation in educational activities as well as plans to generate knowledge. It further requires communication skills, rationality, creative thinking, active participation, collective action, tolerance of each other, acceptance of criticisms and scientific approach for internationalisation of higher education. Prerequisites of internationalisation of higher education are as follows:

- In spite of culture, geography and regional policies, we should not lose sight of the fact that we are human;
- Encourage the knowledge and realisation of cultures and the affirmation of mutual respect;
- Achievement of necessary skills, tolerance and learning from others;
- Affirmation and realisation of world challenges accompanying the needs;
- Flexibility in facing cultural affairs;
- The necessity of the constructive approach to solve international problems;
- Acceptance of responsibility in and effective execution of regional and international projects

Hawawini (2011:6) recommends that the institution need to know how far the institution wishes to extend its international reach. The institution must know and assure that they have resources required to implement an international strategy.

## **THE ROLE OF ENGLISH IN INTERNATIONALISATION OF HIGHER EDUCATION**

Kerklaan *et al* (2008:241) examines how globalisation has put pressure on universities to raise their global profile and be globally competitive. This has led to the increasing importance of internationalisation for higher education institutions in Europe. Even though Kerklaan's study is focused on Europe, his views on effects of globalisation do not only affect Europe, universities worldwide are affected by globalisation and looking at various processes that could enable them to be internationally recognised. It is evident through

changes in the curriculum and programmes which can be internationally recognised, as well through variations in research, teaching and learning. Most universities around the world have adopted English as their first language since it is one of the international languages. According to Colombia Global Centers (2011) in this 21<sup>st</sup> century English has increasing become a dominant language in higher education and research. English language is resulting in improved and more democratic international academic communication globally. Kerklaan *et al* (2008:241) highlights that processes of internationalisation of higher education involves changing the curriculum from local languages to the international standard which is rich in English communication. English avoids challenges of communication in a multilingual space.

According to Colombia Global Centers (2011) the majority of journals prefer to use English in order to have a wider international authorship and readership and also to achieve a greater quantity of citations. Non-English language journals have become national or regional in scope. This means that if a university wants to compete in a global arena in terms of research, their publication must be in English for worldwide recognition and understanding. Further to Colombia Global Centers (2011) ‘Social Science’s and the ‘Humanities’ scholars are under pressure of publishing in English in order to become internationally recognised and contribute to the global ranking of their countries and institution. In many countries, internationalisation and language policies favour English first then a national or regional language. Kerklaan *et al* (2008:250) asserts that English is one of the ways of promoting internationalisation and the viability of a university while local language is seen as essential to maintain national identity and culture. Most institutions are using English language as a means and effort to meet the international standards.

## **DEMANDS ON HIGHER EDUCATION**

Internationalisation of higher education is becoming important for grooming students to function in a global environment; however, it means different things to various institutions. Internationalisation of higher education is a combination of various activities and brings innovation to higher education that leads to a development of new programmes, practices and policies at a national and international level. Jiang (2010:882) state that the process of internationalisation of higher education is very complex and is linked with many international dimensions and thus it is difficult to frame by means of a simple definition. De Wit (2010:9) accentuates that currently the economic rationales are considered to be more dominant than the other three, academic rationales such as strategic alliances; status and profile are also

becoming more dominant.

Nevertheless, Jiang (2010:886) opposes this view and indicates that higher education institutions are expected to produce future knowledge workers equipped with internationally competitive qualifications to meet the new demands of the present international labour markets. This makes academic and cultural sense for internationalisation to be more dominant than other reasons. Adopting English as a medium of instruction is important for institutions that want to internationalise their institution. The majority of papers that are internationally recognised are written in English. Thus some journals are translating their articles into English for international exposure. Hawawini (2011:7) asserts that most of higher education institutions that deliver programmes abroad and set up campuses in other countries originate in English-speaking countries, such as United States, Australia and the United Kingdom. The foundation for internationalisation of higher education is based on the concept of international collaboration to prepare for the possibility of mutual knowledge for a better future.

## **CONCLUSION**

This chapter examined and provided an overview for the rationale behind internationalisation of higher education. It outlined the duties and prerequisites, which universities need to take cognisance of, for internationalisation of higher education. The chapter examined the role of the English language in internationalisation of higher education and found that the language played a pivotal role in preparing students to enter the global market. This is an important issue to consider especially when rural universities are faced with resilient local cultural pressure to maintain and preserve local traditions by intensely advocating use of local languages. These are some of the demands on rural campuses which threaten the international status of the university.

The next chapter goes on to examine initiatives which universities could undertake in overcoming hurdles to internationalisation.

## **LITERATURE REVIEW PART 3:**

### **INTERNATIONAL INITIATIVES FOR HIGHER EDUCATION**

#### **INTRODUCTION**

The previous chapter discussed the meaning, rationales, duties, prerequisites and the role of English in internationalisation of higher education. In this chapter the researcher will discuss international initiatives for higher education, current international initiatives at the University of Zululand (UNIZULU), focusing on strategies and challenges of internationalisation of higher education.

#### **CATALYST FOR INTERNATIONALISATION**

Kwaramba (2012:1) outlines the following factors which have propelled a rapid demand for distant higher education services: the increased trend for higher education; the need for internationally recognised qualification; the demand for highly skilled labour in both developed and developing countries; the tendency by several countries towards promotion of foreign collaborations to improve the quality of domestic higher education. Due to this increased demand, international trade in higher education services has grown rapidly in recent years and the supply of these services have taken a variety of forms, such as the movement of students to study in foreign universities which has been complemented by the delivery of foreign higher education programmes and institutions to conversion and developing countries (Bashir, 2007). Kwaramba (2012:1) further states that higher education systems are increasingly impacted by the internationalisation of higher education nationally and internationally, especially in developing countries. Knight (2006:19) states that it refers to the movement of people, programmes, providers, knowledge, ideas, projects and services across national and international boundaries.

Universities around the world share a common goal, which is to provide education and create new knowledge through research. Diversity amongst the university stakeholders and new experiences are a major part of modern universities. According to the Higher Education Academy (2014) the world has become more global through growth in technology, media sharing and travel. As universities have become diverse places. Thus universities are

attracting students to be part of their institution by providing a learning environment and curriculum that prepares them for both the national and global market. Such institutions give students an opportunity to learn to live with people from different races, cultures and countries (Higher Education Academy, 2014). This is a skill which is required in the market place to be able to interact with people from different parts of the world. In today's era, companies have international clients and need employees which can interact with them proficiently. Universities can no longer operate in isolation because of internationalisation. Staff and students need to interact with other universities nationally and internationally. This will enable staff and students to learn from the world and be able to teach the world about their culture and linguistic and mostly contribute to the creation of new knowledge.

Hawawini (2011:13) warns that there are questions that need to be addressed before starting an internationalisation programme in any institution of higher education. First, the unit being internationalised needs to be identified. It must be clear whether the university is internationalising a particular program or an entire university system. Secondly the dimensions of the institution that will be internationalised must be identified. It can be the curriculum, student body, faculty, research activities, staff, board of trustees or a combination of all. Thirdly, the strategy for internationalisation must be clearly identified. Thus infusing a global measurement into the curriculum is harder to achieve than attracting foreign students or creating a joint-degree programme with another institution. Hawawini (2011:13) alleges that the literature review conducted by other scholars revealed the curriculum offered by business schools included globalisation efforts which focused intensively on diversifying the national origins of their students and on international partnerships.

## **INTERNATIONAL INITIATIVES FOR HIGHER EDUCATION**

In previous chapters, this study outlined that internationalisation is a dynamic process that continues to evolve and adapt to new challenges. Kreber (2009b) asserts that internationalisation of higher education begins with initiatives to internationalise the student body, the curriculum, the faculty and programmes. Hawawini (2011:12-18) provides 5 international initiatives that higher education institutions can adopt to embark on the road to internationalisation. These international initiatives are categorised as the model of international reach, which are elaborated below with other authors supporting aspects:

## **IMPORTERS MODEL**

Institutions that use this model are referred to as importers. Importers aim to bring the world into their campus. This is done by attracting students, faculty, and staff from around the world to the institution's campus with large numbers of nationalities represented. Having students and faculty from different countries increases the chance of direct interactions and cross-cultural learning. The success in creating an international culture depends on the number and quality of the foreign students and staff who become part of the institution. However, populating a campus with foreign students and faculty is not equivalent of the international experience students and faculty would gain had they been physically working and studying abroad.

## **EXPORTERS MODEL**

Exporters send their students abroad via student-exchange agreements with foreign higher education institutions. Exporters deliver programmes abroad, encourage their faculty to visit foreign universities to teach and do research. Most universities have established exchange programmes where students from one university spend part of their programme attending courses in one or more of the partner institutions. However, as the number of universities involved in such programmes increases, managing the exchange, ascertaining consistency between courses and monitoring standards across institutions can become increasingly difficult. Online courses are an example of a curriculum export model. Institutions that function as virtual exporters such as the University of People, offer their programmes to students located anywhere in the world. They do not provide students and faculty with the exposure to foreign countries and cultures.

Henard *et al.* (2012:7) recommends that international initiatives such as the Fulbright Scholars programme in the United States and the Erasmus Mundus programme in Europe have aimed to promote mutual understanding and encourage collaboration among higher education institutions. Bashir (2007) states that Sub-Saharan Africa (SSA) compared to all other regions of the world, hosts a small number of foreign students, however, South Africa (SA) stands to be an exception. Comparisons at national level within Southern Africa including the SSA region indicate that South Africa (SA) has become the education hub of the African wider sub-region. Kwaramba (2012:3-4) state that Southern African institutions of higher education are currently rated among the top 40 of the world's host countries. South

African universities' export of higher education services are in line with four modes of supply identified in World Trade Organization's (WTO) General Agreement on Trade in Services (GATS). These modes include: cross-border supply, consumption abroad, commercial presence and presence of natural persons. The table below provides examples of higher education institutions that use each of these four modes of supply:

<b>GATS mode of supply</b>	<b>Description</b>	<b>Examples for trade in higher education</b>	<b>Examples of SA Universities exporting education services under this Mode</b>
<b>Mode 1 – Cross border supply</b>	Delivery of education services from South Africa to importing country SADC country.	Distance education, tele-education, education testing Services, education via internet.	University of South Africa (UNISA), Stellenbosch University, Rhodes University, University of Cape Town
<b>Mode 2 – Consumption abroad</b>	Movement of students from importing SADC countries to South Africa to obtain education services.	SADC students studying in South African universities in the South Africa.	University of Cape Town (UCT); University of Pretoria (UP); Witwatersrand University; Stellenbosch University; University of South Africa; University of Western Cape; North West University; University of KwaZulu Natal
<b>Mode 3 – Commercial presence</b>	Establishment of local unit of institution from South Africa in importing SADC countries.	South Africa's course offerings through branch campuses or subsidiaries of institutions, franchising, twinning/articulated arrangements.	UNISA
<b>Mode 4 – Presence of natural persons</b>	Temporary movement of teachers, lecturers, and education personnel from South Africa to SADC country to provide education services	Teacher exchange programmes	UNISA
<p align="center"><b>Table 1: Modes of supply of services under gats</b></p> <p align="center"><b>Source: Adapted from Kwaramba (2012:4)</b></p>			

Kwaramba (2012:5) suggest that the table shows that South Africa has been making an effort to make use of all modes in exporting its educational services. Most universities in SA have played major roles in employing the first three modes of supply for international education. Some of the challenges that the modes of supply of services have been faced with are visa requirements and some specific requirements for a study permit which requires things like medical and radiological report and proof of medical insurance cover recognised in South Africa. South African government and universities have been trying to use the three modes



with various incentives put in place.

### **ACADEMIC JOINT-VENTURES**

As part of internationalisation many institutions have chosen the international joint venture (JV) model. The international JVs start as student exchange programmes, with an opportunity for students to spend some time in foreign institutions. It then progresses into academic or curricular joint ventures. Institutions located in different countries design and deliver joint programmes. Graduates then receive either a single co-signed degree or two separate degrees, one from each of the institutions involved in the joint programme. However, establishing an international programme alone or through a JV does not internationalise the institution. Henard *et al.* (2012:19) concur that a joint programme is developed by two institutions. A candidate will then receive one or two qualifications that will be approved and recognised by two different institutions. Such graduates are more employable as they have benefited from working with students of another nationality and from cultural exchange. In other countries institutions engage in joint ventures to attract students or learn from other institutions by improving their programmes and courses.

### **ACADEMIC PARTNERSHIPS, ALLIANCES AND CONSORTIA**

In this model two or more higher education institutions form an extensive international partnership. These institutions commit to collaborate on various initiatives such as student and faculty exchanges, joint programmes and research. They have an agreement to open their respective courses and programmes to students enrolled in the partner's institution. The benefit of such partnership is that if students have sufficient modules from each institution, they can receive two degrees, one from each institution. This gives a student an advantage in a market internationally as they are fit for the market in both countries. Research funds are generated from each institution to support research projects carried out by both teams of faculty members from both institutions. Such partnership may also enter into academic joint ventures to create new joint programmes. International Alliance of Research Universities (IARU) asserts that the examples of alliances and consortia between universities include the IARU and *Universitas 21*. Further to Hawawini (2011) this Alliance collaborates between ten of the world's leading research universities who share similar visions for higher education, in particular the education of future leaders. IARU has a set of global education initiatives aimed at cultivating a sense of global citizenship and leadership amongst students

who were jointly developed under IARU.

*Universitas 21* (U21) (2013) is a leading global network of research universities for the 21<sup>st</sup> century. U21 has a total of 27 members and the network has greater geographic spread over 17 countries. These universities are working together to foster global citizenship and institutional innovation through research inspired teaching and learning, student mobility, connecting students and staff, and wider support for internationalisation. U21 has recently welcomed three universities to strengthen existing links in North America and to establish new ones in South Africa. On the 28<sup>th</sup> of May 2013 the U21 press release announced that the University of Johannesburg (South Africa) has joined the network as from the 10<sup>th</sup> of May 2013 with other two universities in North America (U21, 2013).

### **CAMPUSES ABROAD**

Some universities go beyond the above mentioned models in order to extend their international reach. Other universities establish fully-fledged campuses abroad in which temporary or permanent faculty members are posted and where local or international students attend a variety of courses throughout the year. The driving force to having campuses abroad comes from both supply and demand factors. The supply comes from home institution that wants to offer its programmes to foreign students who could not go abroad to study. However, the demand comes from host country that wants to attach universities to its territory in order to educate the local population and become an international education hub.

### **SUMMARY OF INTERNATIONAL REACH**

Kwaramba (2012:1-2) reveals international initiatives in South Africa as he states that in 1997, the Southern Africa Development Community (SADC) Member States agreed to promote regional cooperation and integration in the education sector and, in that regard formulated the SADC Protocol on Education and Training. The 15 Member States are Angola, Botswana, Democratic Republic of Congo, Lesotho, Madagascar, Malawi, Mauritius, Mozambique, Namibia, Seychelles, South Africa, Swaziland, Tanzania, Zambia and Zimbabwe. SADC was established with an objective of providing a framework for regional co-operation in addressing educational needs. In an effort to promote internationalisation of higher education in the region, regional member countries and signatories to the protocol agreed that 5% of all available study places should be reserved to admit student of SADC member countries. However, according to Hahn (2005) in year 2002,

more than five percent of all students enrolled in South African universities and polytechnics were SADC students. Namibia and South Africa have been exceeding the 5% quota in their annual intake. The table below shows South Africa leading with the number of public universities. This has resulted in a country being the major exporter of higher education in the region. Kwaramba (2012) further states that of all SADC foreign students enrolled in SADC countries' universities, South Africa accounts for about 70% of this enrolment in the region, as shown in the table below:

<b>Country</b>	<b>Number of public universities</b>
Angola	1
Botswana	2
Democratic Republic of Congo	5
Lesotho	1
Madagascar	6
Malawi	2
Mauritius	2
Mozambique	4
Namibia	1
Seychelles	none
South Africa	23
Swaziland	1
Tanzania	8
Zambia	3
Zimbabwe	9
<b>Table 2: SADC countries and number of public universities in 2009</b>	
<b>Source: Adapted from Kwaramba (2012:8)</b>	

Kwaramba (2012:3) further asserts that South African universities' export of higher education services is demonstrated in line with three of the four modes of supply identified in World Trade Organization's (WTO) General Agreement on Trade Services (GATS). South African universities have utilized the following three modes: cross-border supply, consumption abroad and commercial presence. This has resulted in the country becoming and being recognised as the education hub of Southern Africa. South Africa is competent in most education attraction factors. It also has the highest number of public universities in Southern Africa. Universities in South Africa dominated the top ten highly rated universities in Africa. Further to Kwaramba (2012:1,9) in terms of leading factors to internationalisation of higher education, universities in South Africa offer internationally recognised academic qualifications. In general, South Africa is highly rated in terms of local availability of research and training institutions, quality of scientific research institutions, quality of overall

infrastructure and institutions. The table below gives statistics on Internet lab ranking. Among the Top African Universities, South Africa dominates on the top 10 list, within the top 10, only one university at number 8 is from Egypt. This ranking is based on several webometric indicators such as the size, visibility, popularity and number of rich files.

University	Country	African Ranking	World Ranking
University of Cape Town	South Africa	1	398
University of Stellenbosch	South Africa	2	566
University of Pretoria	South Africa	3	718
University of Witwatersrand	South Africa	4	720
Rhodes University	South Africa	5	738
University of South Africa	South Africa	6	1 449
University of Western Cape	South Africa	7	1 553
America University of Cairo	Egypt	8	1 826
North West University	South Africa	9	1 857
University of KwaZulu Natal	South Africa	10	2 214
<p align="center"><b>Table 3: Highly rated universities</b></p> <p align="center">Source: Adapted from Kwaramba (2012:9)</p>			

## **CURRENT INITIATIVES AT UNIVERSITY OF ZULULAND**

The University of Zululand (2013) asserts that since year 2000 the academic and administrative departments have had a long history working with other institutions in various parts of the world. This means that the process on internationalising the university started long before the formation of the International Linkages Office (ILO) in 2003. Over the years the institution has benefited from the integration of the curriculum through exporting to and importing relevant courses from partner institutions. The faculty and student exchanges; joint interdisciplinary research; training and capacity building and interchange of subject offerings have characterised these relationships at departmental or individual level. UNIZULU has a sizeable number of domestic personnel with qualifications from various reputable international institutions. A large number of personnel, with varying expertise and qualifications, from around the world come to the university to work on different issues. UNIZULU academics spend part of their sabbaticals at international institutions and

periodically receive scholars to spend time teaching at the university. The University of Zululand (2013) asserts that International Linkages Office (ILO) was established with a mission to support the internationalisation processes for the institution. UNIZULU-ILO aims to give UNIZULU international exposure by removing geographical boundaries. This will strengthen UNIZULU worldwide interaction with other universities through teaching and learning, research collaboration, interactive discussions and cultural experiences.

UNIZULU International Linkages Office has created a hub and point of entry for international institutions looking for international collaboration. A function of ILO at UNIZULU includes the following strategies:

- Assists in establishing ILO's strategic priorities and their implementation;
- Facilitates collaboration by communicating such opportunities to the University community;
- Facilitates development and signing of Memoranda of Understanding (MoUs);
- Identifies international funding opportunities and works with University and partner(s) to provide information towards developing grant proposals;
- Implement identified partnership activities on the ground;
- makes effective use of printed and electronic media to market the unit to publicise activities;
- Arranges ground travel logistics for international partnership visits;
- Partners with various institutions to promote internationalisation nationally and regionally;
- Facilitates communication with local educational and other organisations leading to possible formalized partnerships at that level;
- Seeks local regional private/public partnerships for international internship and service learning placement;
- Liaises with partners and university to facilitate exchanges, studies abroad, short-term visits and partnership projects;
- Receives, orientates and supports exchange, study abroad and visiting students and scholars;
- Collaborates with Students Services Department to support degree-seeking international students;
- Aims at restructuring to expand and integrate services and ensure viability;

- Envisions ILO as a one-stop shop for international visitor services (study permits, visas, medical insurance, on-site registration; Study Abroad programmes; travel and excursions).

In order to remain in touch with national and international trends and practices, the University of Zululand maintains and expands its network of links with peers and partners that include business, industry and government institutions nationally and also in Africa and abroad. UNIZULU has extended its existing links with a wide array of higher education institutions in the United States and in Europe by establishing partnerships with the University of Mississippi, Radford University, Florida Agricultural and Mechanical University and Chicago State University. The University of Zululand (2013) accentuates the fact that it has a number of international partnership projects that have performed and sometimes yielded more than the projected outcomes.

- USAID-funded institutional-specific project (2002-2004) resulted in the establishment of a fully-fledged HIV and AIDS Programmes Office at UNIZULU. The Office promotes positive living among the University community and the surrounding community by ensuring that HIV and AIDS education is integrated into the curriculum.
- UNIZULU has students' research development collaboration with Elizabeth City State University (ECSU) since 2006. In 2010 this partnership expanded to include student and staff exchanges. The partnership now firmly includes the local Ngwelezana Hospital.
- A Project partnership funded by Higher Education for Development (HED) between UNIZULU and Florida Agricultural and Mechanical University (FAMU) (2003-2004) saw the establishment of the KwaZulu Natal (KZN) Institute for Local Government and Traditional Leadership at UNIZULU in 2005.
- An on-going partnership with Jackson State University (JSU) recently saw a successful implementation of a communities' empowerment project using the asset-based intervention strategy.

## **STRATEGIES OF INTERNATIONALISATION FOR HIGHER EDUCATION**

According to Zolfaghari *et al.* (2009:4) strategies of internationalisation of higher education involve activities done by a university to integrate a global aspect into research, teaching, service functions, management policies and systems. The University of Tokyo (2005) outlined five strategies for internalisation of higher education and recommends that the following strategies are global and can be used by any university:

- Provision of an internationally high standard of education;
- Enhancement of research activities through strengthening international research networks;
- Promoting cooperation with international society;
- Improvement of infrastructure to promote internal internationalisation
- Formulation of a long term internationalisation plan. The most important thing about internationalisation of higher education is active participation in educational programmes, research activities, and educational developments, including challenges, opportunities and consequences of international and national changes in higher education.

Henard *et al.* (2012:10) recommends that a government policy plays a key role in internationalisation of higher education. The authors are of the opinion that government policies can either facilitate or hinder the internationalisation of higher education. This is because national higher education internationalisation strategies can have an impact on the countries competitiveness through attracting international research initiatives, corporate partnerships and facilitating the mobility of student and faculty talent. Henard *et al.* (2012) put emphasis to the point that countries have undertaken different approaches to internationalisation ranging from higher education competition to binding government regulations. In some countries they combine both approaches and gradually implement government in institutional strategies.

However, some countries have designed their own internationalisation strategies regardless of government policies often focusing on international student recruitment. This could result in clashes between the national and institutional objectives for internationalisation of higher education. For instance, government policies regarding visas and immigration may hinder institutional efforts to recruit international students. Henard *et al.* (2013:12) asserts that it is

vital to establish collaboration between government and the institutions' policies when internationalising the university. Institutions need to consider the following when developing a strategic approach to internationalisation:

- Clarify the institution's objectives for internationalisation and articulate how internationalisation is expected to enhance the institution's main mission.
- Select the most appropriate modes and forms of internationalisation for the institution, taking into account both the institution's missions and objectives and the environment affecting internationalisation.
- Involve key stakeholders actively in developing the internationalisation approach to gain valuable insights about the best approach and to strengthen engagement in, and support for, the approach chosen.
- Develop a sustainable business model to support internationalisation, taking into account: expected benefits and costs over the medium term; financing arrangements; timing of roll out and phasing of implementation; assessment of risks; ability to respond rapidly in light of experience and to new challenges.
- Establish the partnerships and join the international networks that will be most relevant and effective to achieving the institution's objectives for internationalisation.
- Verify that the institution has the full set of capacities required to support the internationalisation strategy and take steps to fill gaps identified or adjust the strategy in light of capacity constraints.
- Incorporate monitoring and evaluation processes into the strategic plan.

The Ministry of Education (2009) concurs and states that higher education institutions define the focus areas of their international activities as part of their overall strategies on the basis of the aims of the national strategy. Higher education institutions focus on measure in the national strategy in line with their own profiles and define who they consider to be their most important strategic partners. The previous authors have identified different activities as key components of internationalisation of higher education. However, De Wit & Greenwood (2009:121-123) postulate that the key components of internationalisation of higher education are divided into two major categories: programme strategy and organisational strategy. The programme strategy refers to all academic activities and services that integrate an international dimension into its main functions, whereas the organisational strategy includes



all initiatives that help ensure that an international dimension is institutionalised through developing appropriate policies and administrative systems. An overview of programme strategy categories includes the following:

ACADEMIC PROGRAMMES	<ol style="list-style-type: none"> <li>1. Student orientation programmes: student mobility schemes, student exchange programmes, international students, work internship abroad, international students, and study visits</li> <li>2. Staff orientation programmes: faculty-staff mobility programmes for teaching, visiting lecturers, joint and double appointments for teaching.</li> <li>3. Curriculum development programmes: internationalisation of the curriculum, foreign language study, local language and culture training, area and international thematic studies, teaching-learning process, joint and dual degree programmes and summer programmes and universities</li> </ol>
RESEARCH AND SCHOLARLY COLLABORATION	<ol style="list-style-type: none"> <li>1. PHD oriented programmes, International PHD students, and PHD student mobility.</li> <li>2. Staff oriented programmes: faculty-staff mobility programmes for research, visiting lecturers-staff for research, joint and dual appointments for research.</li> <li>3. Research development programmes:</li> </ol>

	international research projects, international research agreements, international conferences and seminars, international publishing and citation, area and international theme centers and joint research centers.
TECHNICAL ASSISTANCE	<ol style="list-style-type: none"> <li>1. Student oriented programmes: student scholarship and oriented training programmes.</li> <li>2. Staff oriented programmes: staff training scholarship programmes.</li> <li>3. Curriculum oriented programmes: institution building and curriculum development programmes.)</li> </ol>
EXPORT OF KNOWLEDGE	<ol style="list-style-type: none"> <li>1. Recruitment of international students for economic reasons.</li> <li>2. Development of special profit based courses and programmes for international students.</li> <li>3. Development of postgraduate training programmes for the international market.</li> </ol>
TRANSNATIONAL EDUCATION	Offshore programmes and campuses, distance education programmes, twinning programmes, branch campuses, franchise arrangements, articulation programmes and virtual, electronic or web programmes and institution.
EXTRACURRICULAR ACTIVITIES	Student clubs and associations, international and intercultural events, community based projects and activities - intercultural and international and international alumni programmes.

Qiang (2003:257) concur that elements that plays an important role in internationalisation process are the ones that constitute of academic activities and organisational factors. Academic elements include student and faculty exchanges, curriculum, recruiting and hosting international students. Organisational factors such as policy statements, annual planning and review systems. De Wit & Greenwood (2009) gave an overview of academic activities which were categorised as programme strategy, however, Qiang (2003:258-259) gives a summary of organisational elements of internationalisation:

ACADEMIC PROGRAMME	Student exchange programmes, Foreign language study, Internationalised curricula, Area or thematic studies, Working or studying abroad,
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	International students, Teaching and learning process, Joint and double degree programmes, Cross cultural training, Faculty staff mobility programme, Visiting lecturers and scholars, Link between academic programmes and research, training and development assistance.
RESEARCH AND SCHOLARLY COLLABORATION	Area and theme centers, Joint research projects, International conferences and seminars, Published articles and papers, International conferences and seminars, Published articles and papers, International research agreements, Researcher and graduate student exchange programme, International research partners in academic and other sectors, Link between research, curriculum and teaching.
EXTRACURRICULAR ACTIVITIES	Student clubs and associations, International and intercultural campus events, Liaison with community-based cultural groups, Peer groups and programmes, Alumni development programmes, Social, cultural and academic support system.
EXTERNAL RELATIONS AND SERVICES (DOMESTIC AND OFFSHORE)	Community-based partnerships and projects with non-government groups or private sector companies, International development assistance projects, Customised contract training programmes offshore, Link between development projects and training activities with teaching and research, Community service and intercultural project work, Offshore teaching sites and distance education, Participation in international networks, Offshore alumni divisions.

The Ministry of Education (2009) further concurs with Henard *et al.* (2012) and state that in preparation of the higher education institutions' internationalisation strategy and the government programme must be included. The organisation invited various stakeholders including higher education students and staff, as well as business community for the

preparation of the strategy. Furthermore to Ministry of Education (2009) the aim of internationalisation strategy for higher education institutions is to deal with international dimension of government reforms relating to higher education system and to launch other measures that support and supplement the development policies. Such measures are focused at eliminating difficulties to and weaknesses in the internationalisation of higher education institutions. It is also to facilitate global collaboration among higher education institutions.

## **CHALLENGES OF INTERNATIONALISATION OF HIGHER EDUCATION**

Internationalisation of higher education does not only have benefit, however, there are challenges towards the process of internationalizing the institution. Internationalisation of higher education poses some serious problems for humanity such as xenophobia. According to Global Commission on International Migration (2005:14) the African society, like any other people everywhere also want to have a good education and be able to have a good career but also be able to express their opinions by participating in political debates. If such need is not met in their home country then they seek to enter the education system and labour market in another country.

The study by Sichone (2006:33) reveals that as from 1994 the number of foreign students along with visitors to South Africa has increased. South Africa being a member of SADC which was formed in 1997, SA has an agreement known as the Education Protocol with its partners to cooperate in the area of education and training. However, this agreement cannot be fully comprehended as many African students studying in SA still have to go through difficult bureaucratic channels to obtain student visas and study permits. Further to Sichone (2006) internationalisation of higher education institutions globally has concurred with the opening up of post-apartheid South Africa to the world market. African students who are studying in SA are faced with an increasing hostile and xenophobic public on and off campus. Such experience will not provide them with fond memories of their student days in SA. However, this does not only affect students but also affect Africans who have immigrated to SA since the end of apartheid. To Africans who have immigrated to SA, xenophobia has been a source of anxiety and disappointment. This is because during the apartheid era, Africa across the continent hosted thousands of South Africa freedom fighters in their countries. However, because of the unchanged nature of the SA economy after 1994 South Africans are failing to return the same gratitude. This act poses serious problems to humanity.

Zezeza (2012:5) asserts that internationalisation of higher education has served to strengthen and replicate unsatisfactory divisions in the political economy of global education. It has further produced intense pressures for institutional competition and collaboration, convergence and fragmentation, and hierarchies and homogenisation within and across national higher education systems. Cross-border education raises some serious concerns about quality control, also the development and enforcement of quality assurance mechanisms and transferability and recognition of qualifications.

According to Organisation for Economic Co-operation and Development (OECD) (2004) going to study abroad is one form of cross-border higher education. However, students are also taking advantage of taking a course in a foreign university without leaving their home country. The second form of cross-border higher education is programme mobility after student mobility. Programme mobility involves cross-border distance education, including e-learning which is supplement by face-to-face teaching in local partner institutions but mainly via a partner institution abroad. Institutional mobility is still limited as it involves opening of foreign campuses by universities and of foreign learning centres by educational providers. However, this form of cross-border higher education does not give students a cultural and linguistic experience as foreign study. OECD (2004) concurs with Zezeza (2012) and states that cross-border higher education raises mainly traditional educational policy issues such as: quality, access and equity, cost, contribution of education to growth which is further discussed below:

### **QUALITY AND RECOGNITION**

Programme and institution mobility carry quality risks to a larger scope, for instance, depending on its form (franchise, twinning arrangement and e-learning). There is also a risk of fraud on selling or buying of fake degrees. This lowers the overall perception of the quality of cross-border higher education. A new development in cross-border higher education raises crucial policy challenges:

- Learners need to be protected from the risks of misinformation, low-quality provision and qualifications of questionable validity by strong quality assurance and accreditation systems, which cover cross-border and commercial provision and non-traditional delivery modes.

- Qualifications should be understandable internationally and transparent in order to increase their international validity and portability and to ease the work of recognition arrangements and credential evaluators.
- National quality assurance and accreditation agencies need to intensify co-operation at international level in order to increase their mutual understanding.

## **ACCESS AND EQUITY**

Cross-border higher education is one of the ways of increasing access to higher education. However, countries are facing a problem of unmet demand for tertiary education on a large scale. Moreover, student mobility and foreign education can involve equity issues. The growth of cross-border education could lead to the displacement of domestic students by international students, if it is not carefully monitored by governments and educational institutions. The other challenge for students is finances for participating in cross-border educational programmes. The government and university stakeholders sending and receiving students abroad should consider the following in order to improve equity issue in cross-border higher education:

- Improve financial support for participation in cross-border education through targeted and means-tested grants or student loan schemes;
- Improve the provision of information on the benefits and costs of cross-border student mobility to students from lower educational and socio-economic backgrounds.

## **FINANCING AND COST**

Governments seeking to encourage their publicly funded higher education institutions to recruit large numbers of international students or undertake cross-border commercial activities should thus:

- Provide them with effective incentives, including financial autonomy and the ability to control the use of the private resources generated by those activities;
- Put effective guidelines and mechanisms in place to ensure accountability for any cross-border entrepreneurial activities of publicly funded higher education institutions.

## **USING CROSS-BORDER HIGHER EDUCATION TO BUILD CAPACITY**

Cross-border higher education is essential economically to importing as well as to exporting countries. It can help emerging economies, and developing and transition countries to build and strengthen their capacity in higher education. It could also meet their unmet demands. However, developing countries need to be aware of the following risks:

- Developing countries should ensure that foreign provision meets their needs and quality requirements, and that it leads to actual spill overs.
- Cross-border student mobility might in some cases involve a risk of “brain drain” for the sending country: cross-border education without student mobility might alleviate this risk and create job opportunities at home for the students.
- Trade is not likely to play a major role in countries where there are insufficient funds to pay for unsubsidised (for-profit) education; development assistance in education should thus be encouraged in the least developed countries.

Zolfaghari *et al.* (2013) postulate that challenges facing higher education in developing countries are related with the economic, social and cultural problems, such as:

- The lack of financial facilities, the great number of applicants for entering university, limitation of universities in accepting students and problem of students are the most important challenges of higher education in Sudan.
- The lack of coordination of university studying programmes, the lack of suitability of higher education quality, the lack of enough use from the informatics technologies in learning and teaching process and decrease the number of volunteers for entering to the universities are the most important challenges of higher education in Japan.
- Bangladesh is also one of the countries faced with challenges, such as the great numbers of volunteers for entering universities and limitation of universities in accepting of students, the lack of suitability, the numbers of students with facilities, financial difficulties, the preservation and resources.
- Challenges in Bulgaria consist of the lack of structure coordination of higher education with international standards; the lack of coordination of the textbook programmes with the day needs of society and the lack of financial resources.

- China is faced with challenges of insufficient use from the communicative and informatics technologies in Universities and the Brain Drain phenomenon.
- The lack of adoptability with the global standards, structure inflexibility and the lack of ability for adopting with the communicative and informatics needs are the biggest challenges of South Korea in the higher education sector.
- The lack of adoptability of higher education with contemporary society culture, the lake of enough achievement to the new technologies and the lack of specialized manpower are the biggest challenges of higher education in Lebanon.

## **CONCLUSION**

South Africa has been acknowledge as an educational hub amongst Southern Africa and has dominated the top ten highly rated universities in Africa. This clearly marks South Africa as a leading country in internationalisation in Southern Africa. The University of Zululand may not be part of the top ten highly rated universities in Africa but has started the international process as from year 2000. This chapter has outlined 5 international initiatives that the institution can adopt to embark on the road to internationalisation. An international strategy sets the goals for the internationalisation of higher education system. As stated by Ministry of Education (2009) the strategy provides distinctive measures to support the accomplishment of these goals. This chapter has also provided various strategies for the internationalisation of higher education that are global and can be used by any university as it suites their aims and goals for going international. The country's government policies need to be integrated with the intuitions' strategies for internationalisation of higher education.

Challenges facing Internationalisation of higher education differs by country and institution. This chapter has given a summary by different scholars on some of the expected challenges that the institution could face when going international. De Wit (2012) insists that Africa has the most internationalised higher education system in the world. This is because Africa in terms of numbers of academics with a foreign degree, numbers of graduates with a study-abroad experience and the amount of knowledge and concepts from abroad it had imported. However, De Wit (2012) also questions the role of South Africa, whether it has more of a Western system or an African one, or does its higher education lie somewhere in between? De Wit (2012) further suggests that Africa has to go through a process of de-internationalisation, to liberate itself from these external influences, before it can develop its own position in the global knowledge society. However, there are opportunities, although not



anytime soon, for growing academic mobility within Africa and a healthy balance for Africa in the global race for talent.

## INTERNATIONAL COMMUNICATION

### INTRODUCTION

The previous chapter discussed current international initiatives for higher education focusing mainly on University of Zululand. It also deliberated on strategies and challenges of internationalisation that higher education institutions are facing. The purpose of this chapter is to evaluate how the methods of communication have evolved over the years especially in the higher education sector. It will also provide a comprehensive detail of international communication. Communication is the interface between the people and the process of globalisation. This chapter has value because it is used to understand how communication hinders or accelerates globalisation.

### COMMUNICATION

The term communication cannot be defined with one simple explanation. Scholars have different ways of explaining communication even though those explanations are different they are interconnected. Steinberg (2005:4) concurs and states that there are various definitions of communication because there is no single approach to the study of communication. Griffin & Bone (2014:5) assert that communication is the major part of our (people's) lives. It is so central to the extent that this era has been titled the 'information age'. Communication scholars have discovered that college students spend 55 percent of their time listening, 17 percent reading, 16 percent speaking and 11 percent writing as illustrated in figure 3.

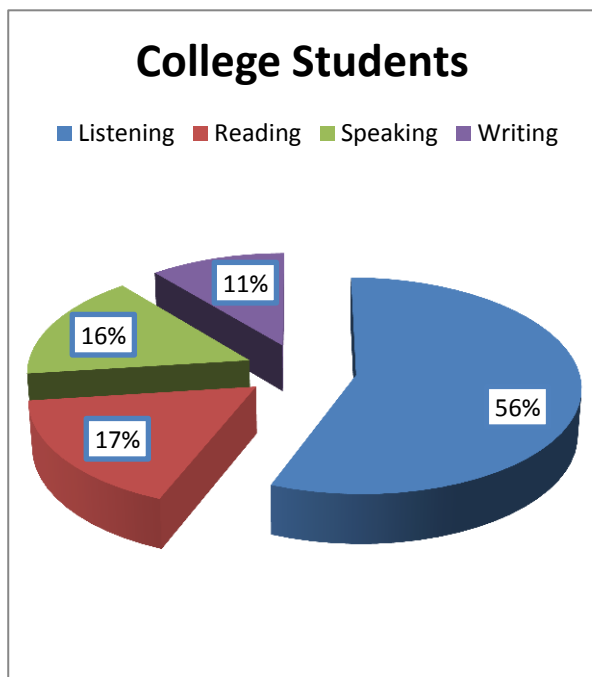


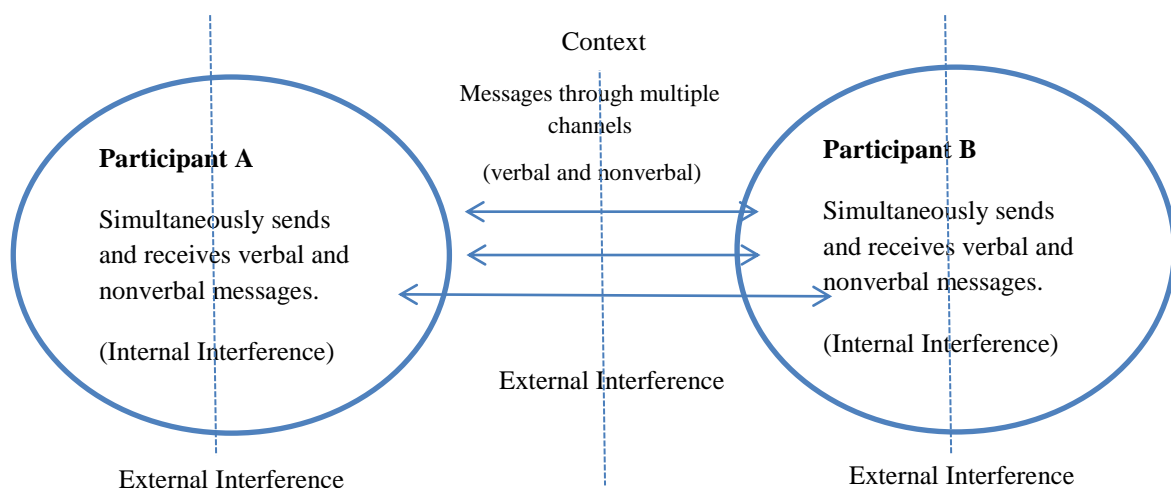
Figure 3: Time college students spend communicating  
Source: Adapted from Griffin & Bone (2014:5)

Griffin & Bone (2014:5-6) further postulates that research has proven that in a workplace people spent about 50 percent to 80 percent of a day in communication related activities. The amount of time communicating is usually in person, or over the phone or through a computer. Further, these scholars define communication as the use of symbols by humans to create messages for other humans. A symbol could be a word, gestures, sound, image or objects that represent something else. According to Verderber *et al.* (2014:7) communication is a complex process through which we express, interpret, and coordinate messages with others in order to create shared meaning, meet social goals, manage personal identity and carry out our relationships. The message includes verbal expressions, visual images and nonverbal conducts used to convey thoughts and feelings. The process of creating messages is known as encoding and the process of interpreting them as decoding. Feedback is a message that comes in response to a message sent which indicates how it was interpreted. Verderber *et al.* (2014) used the following example to explain the nature of communication: When a toddler points to her bottle and cries out “Ba-ba”, her message (comprises of nonverbal gestures-pointing and a verbal utterance –Ba-ba) expresses her desire to have her father hand over the bottle of milk. The response from the father depends on how he decodes the message. He might respond by giving her the bottle or by saying the bottle is empty.

Wood (2010:11) postulate that one of the reasons people communicate is to fulfil physical needs for survival. For example, in order for babies to survive they must alert (whether they cry or use the expression of “ba-ba”) others when they are hungry or in pain and adults respond to these needs or the babies will not survive. Griffin & Bone (2014:4) further recommend that in human communication we connect with, learn from, influence and sometimes disagree with one another. When we communicate we bring our worldviews, ethics, and values to an exchange. In return we expose ourselves to the worldviews, ethics and values of other people. The media scholar and cultural critic, Hooks (1994: 241-242) urges that we need to practice listening to the logic of others and practice interacting with other people. The scholar puts emphasis on the practice of interaction because people are living in a fast-paced and media driven society which has led to people forgetting how to slow down and listen attentively to others and how to communicate their views carefully. According to Hooks (1994) the practice of interaction leads to mutual recognition, an opportunity to listen to others and thinking carefully about the impact of our words and gestures on others. This gives an opportunity for ethical and civil communication.

Verderber *et al.* (2014:7) postulate that messages are formed and interpreted based on a persons' canned plans and scripts. Berger (1997) describes a canned plan as a mental library of scripts that each person draws from to create messages based on what worked for them or others in the past. A script refers to an actual text of what to say and do in a specific situation. Verderber *et al.* (2014:7) asserts that each person has canned plans and scripts for an extensive variety of typical interactions: such as, greeting people, making small talk, giving advice, complimenting or criticising someone and persuading others. For example, when you meet a friend or colleague or family member, what you do or say is based on your canned greeting plan. Pajares *et al.* (2009) concur that people develop canned plans and scripts based on their own previous experiences and by observing what appears to work for other people even from fictitious people on television or movies. Verderber *et al.* (2014:8) state that the point authors are making about canned plans and scripts is that people do not usually start from the beginning to form messages. However, they recognise what type of messages they want to form, search mental canned plan library for appropriate script and then customise it to fit the unique parts of the current situation. The mental choosing occurs within seconds and somewhat automatically. Canned plans and scripts are also used when interpreting messages from others.

#### MODEL OF COMMUNICATION



**Figure 4: Model of Communication**  
Source: Verderber *et al.* (2014:13)

Verderber *et al.* (2014:12) explain that in a communication between two people as presented in figure 4, the process begins when participant-A is motivated to share his thoughts with participant-B. That means participant-A first evaluates the communication situation, the communication context and sorts it through the scripts in his canned plan library to find the one that is appropriate. Based on the scripts participant-A encodes a personalised message

and shares it with participant-B. Then participant-B decodes the message using his understanding of the situation and matching it to scripts on his canned plan library. Participant-B might misinterpret the intended meaning because of being distracted by external, internal or semantic interference or noise, or because his scripts don't match with Participant-A. Participant-B encodes a feedback message guided by his scripts from his canned plan library. Participant-A will then decode it. If his message was understood he would extend the conversation however if he believed that his message was misunderstood he would try to clarify what he meant before extending the conversation.

Verderber *et al.* (2014) state that communication process is linear as both participant A and B simultaneously encode and decode verbal and nonverbal messages throughout the message exchange. Communication comprises of the exchange of information, thoughts, ideas and emotions. Communication occurs through numerous processes and methods contingent on the channel and the style used. Communication concerns various senders and receivers that are connected with one another over a particular channel.

Griffin & Bone (2014:5-7) mentioned that communication is a process rather than an isolated act. When people communicate civilly and ethically they become part of an ongoing exchange of meaning. Communicating civilly is being open to hear different views and perspectives of others even though one may not agree with them. Communicating ethically is considering the moral impact of our words, ideas and views on other people that we are in communication with. Griffin & Bone (2014) maintain that communication unfolds when we meet another person and consider what we want to say. We communicate that thought or idea to another person and then listen to that person's response. If the communication exchange goes well and the message is understood, then we continue the process, developing new messages and often new relationships or connections with that person. The new ICTs have changed the way we communicate personally and in businesses. Communication has no local or national restrictions. People can communicate and run their businesses from anywhere in the country through the use of ICTs which gave a platform to International Communication.

## **INTERNATIONAL COMMUNICATION**

International communication is not new as mentioned in the previous chapters, it is conversed that from the past decades people and various organisations have been exchanging and sharing information, buying, selling goods and products from each other from different countries. Such international trade has not only been dependent on transport across borders but also on competent systems of communication with a capacity to provide communication over a distance. Thussu (2006:1) recommends that the interconnection of economic, military and political power has always been governed by efficient systems of communication, from flags, beacon fires and runners, to ships, telegraph wires and now satellites. At this point the researcher will give an overview of historical context of international communication. Also discuss the following concepts, international communication in the Internet age and international communication in higher education:

### **THE HISTORICAL CONTEXT OF INTERNATIONAL COMMUNICATION**

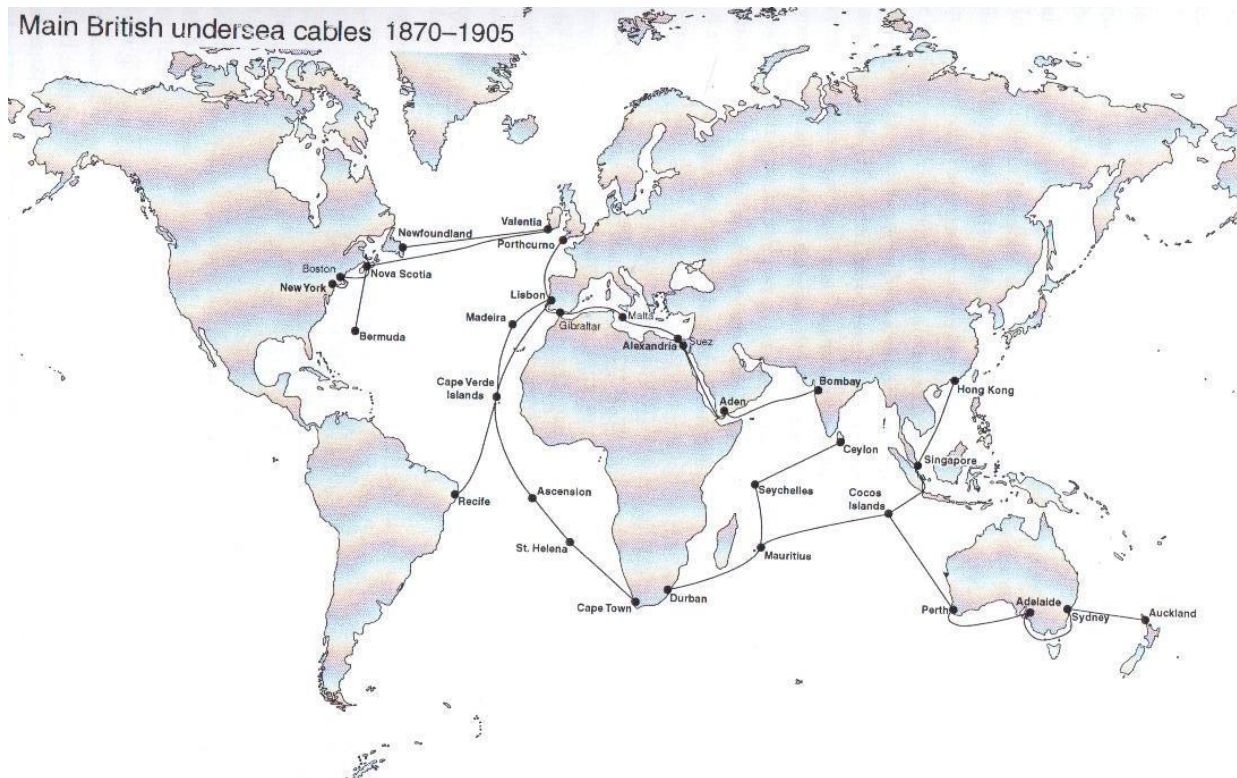
According to Thussu (2006:1) communication has always been essential to the formation and preservation of power over distance. For example, during the two world wars and the cold war, the power and significance of new media such as radio and television was used for international communication demonstrated through global publicity and acknowledgment for socio-economic expansion. Greek historian state that in the fourth century Before Christ (BC) the Persian king who extended the Persian Empire from the Danube to the Indus, sent news from the capital to the provinces by means of a line of shouting men positioned on heights as this was 30 times faster than using sprinters. In the times of De Bello Gallico, Julius Caesar BC it is said that using the human voice, could call their warriors to war in just three days. The other form of communication that was used in the past decades was fire at night and smoke or mirrors during the day which is mentioned in ancient texts from the Old Testament.

Lewis (1996:152) postulates that writing became the more flexible and efficient means of conveying information over long distances. Rome, Persia and China all used writing as a system of information gathering and dispersal, creating wide-ranging official postal and dispatch systems. Thussu (2006:2) asserts that in Indian history during the Mughal period the king employed news-writers for communication of the progress of the empire. Smith (1979) adds that in China a formal handwritten publication was established. This official newspaper dispersed information to the exclusive during the Ching period (1644-1911), private news bureaux sprang up which collected and distributed official news in the printed form. Thussu

(2006:2) states that information and ideas were communicated across continents as shown by the spread of Christianity, Islam and Buddhism. In the sixteenth century the printing presses printed out thousands of copies of books in all the major European languages. For the first time Christianity's Holy Scriptures were available in a language other than Latin. Smith (1980) is of the opinion that travelling between countries as a result of developmental and empire helped to create popular demand for news from relatives at home and abroad, and a universal environment of international awareness. Thussu (2006:3) asserts that in 1840 the postal system was established by Anthony Trollope over distance followed by international postage in 1874.

### **TELEGRAPH**

Postal services took longer to deliver the message to the intended person or country as it was transported by ship via sea or by train. Thussu (2006:3) suggests that the development of telegraph enabled the rapid transmission of information and ensuring secrecy and code protection. The business community benefited from this evolution of communication system. The telegraph link enabled Colonial and India offices to communicate directly with the Empire within minutes. Read (1992) suggest that the telegraph enabled British dealers, exporting cotton from India or Egypt to England to beat their competitors easily. As sharing and exchanging of information was instant. Thussu (2006:4) states that the telegraph also had significant military implications, in countries such Britain, France, Russia, Asia and Algeria where the overhead telegraph was installed. During the Civil War in the United States of America (USA) over 24,000 kilometres of cable was laid to send more than 6.5 million telegrams. The first underwater telegraphic cable which linked Britain and France became operational in 1851. The first intercontinental cable, connecting Britain and USA was operational in 1866.



**Figure 5: Imperial Connections Main British undersea cables 1870 – 1905**  
Source: Thussu (2006:5)

In the year 1851 to 1868, underwater networks were laid down across the North Atlantic, the Mediterranean, the Indian Ocean and the Persian Gulf. Between 1860s and 1870s, London was linked up by cable to the key areas of the Empire. In 1865 Europe was linked up with India via Turkey. Two other cables to India, one across Russia overland, and the other undersea via Alexandria and Aden were established in 1870. Read (1992) postulates that India was linked to Hong Kong in 1871 and to Australia in 1872 and Shanghai and Tokyo were linked in 1873. Thussu (2006:4) indicates that in the 1870s, telegraph lines were functional within most countries in Asia and an international communication network dominated by Britain began to emerge. Read (1992) upholds that the era from 1870s to 1880s witnessed the continuous inaugurations of communication links between the following countries: English coast and the Dutch East Indies, the Caribbean network, the line from the British West Indies to Australia and China, the network in China and Japanese seas, the cable from Suez to Aden, communication between Aden, India and British, the New Zealand cables, communication between the east and south coasts of Africa, and the cable from Hong Kong to Manila. According to Desmond (1978) in 1880s France established a series of links along the coast of Indochina and Africa with networks in Senegal.



According to Thussu (2006:6) undersea cables required huge capital investment which was met by banks, businessmen and newspaper industry. This left the cable networks in the hands of the private sector as out of cable distance of 104,000 miles, not even more than 10 per cent was administered by governments. However, Mattelart (1994:9) suggests that in order to have control over the growing internationalisation of information through communication system, the International Telegraph Union was established in 1865 with 22 members representing international institutions of the modern era and the first organisation for the international regulation of a technical network. Further to Mattelart (1994) the number of telegraphic transmission in the world grew fast from 29 million in 1868 to 329 million in 1900.

### **RADIO AND INTERNATIONAL COMMUNICATION**

Thussu (2006:14) reveals that the first radio transmission of the human voice was discovered in 1902. After that first radio transmission, like other new technologies, Western countries were the first to understand the strategic implications of radio communication. As compared to cable links used for telegraph, radio equipment was cheap and could be sold on a mass scale. The other advantage was radio waves could travel anywhere in the world, unrestrained by politics or geography. The impact of international communication increased with the growth of the new medium of radio. Taylor (2003) asserts that from the beginning the radio's use for publicity was an essential part of its development along with its power to influence values, beliefs and attitudes. Lasswell (1927:14) concurs with Taylor (2003) that during the war it was acknowledged that the mobilisation of men and means was not sufficient. There had to be mobilisation of opinion, power over opinion, as over life and property, passed into official hands. Such was possible through radio. Radio could reach across continents and national boundaries to an international audience.

### **INTERNATIONAL COMMUNICATION AND DEVELOPMENT**

Thussu (2006:27-28) states that the use of modern technologies for development purposes was pioneered by the Indian Government from 1975 to 1976. This government launched the Satellite Instructional Television Experiment (SITE). This programme was designed to operate with satellite technology to assist development by transmitting daily programmes on health, agriculture and education to rural communities. Programmes were broadcast from morning to evening in four languages supported by United Nations Educational, Scientific and Cultural Organization (UNESCO). United States National Aeronautics and Space

Administration (NASA) loaned India one of its satellites for a year in exchange for sharing the knowledge from the project. According to Agrawal (1977) the 2400 villages that were chosen by government for experiment in this project had little existing communication infrastructure. In each village a direct-reception system (DRS) television was installed in a public place for community viewing. The programmes broadcast were aimed to bring behavioural changes among the rural communities and aid them to discard traditional social attitudes that we identified as negating to the goals of modernisation but also reflected current political concerns. Among primary objectives India government used television for population control as family was a major priority.

Thussu (2006:30-31) alleges that despite the top-down approach to communication television, it provided the ability to disseminate information. SITE project created awareness about social problems and brought the experience of audio-visual media to rural communities. However the experiment came to an end when NASA withdrew its satellite. India's first communication satellite was launched in 1982; it was one of the most sophisticated satellite networks in the developing world. However, it was being used to promote entertainment than to address the development agenda. According to Thussu (2006), SITE was one of the more noteworthy examples of using modern technologies for developmental purposes.

## **INTERNATIONAL COMMUNICATION IN THE INTERNET AGE**

International communication is the type of communication practice which takes place beyond national borders. Such communication deals with interactions between people, government and businesses on a universal level. The advent of globalisation and new ICTs has transformed the way people communicate and run their business. The rise of the internet, global news from Cable News Network (CNN) and mobile phones with access to world news turned nations into a global community. People have become international citizens while living in their home countries. Transnational communication has brought nations together by enabling them to work together with people from different cultures across the globe. Thussu (2006:207) indicate that there has been transformation in exchange of messages (and commodities) globally since many decades ago. These transformations include (among other entities) the ability of trains and ships to transport manufactured products from one country to another. However fibre optics, satellites and the Internet have brought a trade of information instantly across the world. Further to Thussu (2006) there has been development from telegraph to telephone, radio to television, computers and now mobile Internet.

According to Castells (2004) the ability to move data via the Internet, the convergence of telecommunication and computing has transfigured international information exchange. Even information processing has become faster and cheaper, which brings about what is called 'the Internet age'. The merging of computing and communication technologies has opened up potential for extraordinary worldwide interconnectedness through the Internet. Elavasky (2013) asserts that the merging of telecommunication plus computing together with the ability to move data via the Internet and digitalised transmission has modernised global information exchange and it is occurring at a remarkable speed. For example, the World Wide Web (www) reached an audience of 50 million in a time span of three years whereas it took TV 15 years and radio 40 years to accomplish the same. Elavasky (2013) maintain that the growth in computing capacity comes with the reduction in costs for example telephone and flight cost to have an international meeting. Such can now be done via video conferences with people in different countries at the same time. The integration of computing and communication technologies gives a platform to unmatched international interconnectedness through the Internet.

Chang *et al.* (2009:137) asserts that the Internet has an essential quality of openness by way of decentralisation. No one can claim that a country or organisation or company or individual controls the Internet. Today it does not matter who you are, where you are from, if you want to talk or send a message across, there is already a network in place to facilitate your desire to communicate with the individual or multitudes of people. The blogs and Facebook is one of the examples of these forms of communication. The international communication space is no longer dominated by journalists or academics but anybody with the right gadgets may communicate internationally. Chang *et al.* (2009) maintain that scholars have noted different effects of the Internet which includes:

- Global understanding, for example exchange of information;
- International tension, for example, violation of national sovereignty;
- The flow of capital, ideas and values, for example, e-commerce;
- The threats to national security, for example, cyber-terrorism;
- The intrusion of individual privacy for example, identity theft or democratization for example, e-government and civil society.

The internet is entirely categorised as an innovative medium because it has opened up an overall new world of information and communication. Elavasky (2013) suggests that the Internet plus mobile telephones together with satellites results to telecommunication

revolution and the creation of new industries and opportunities for e-commerce, entertainment and interactive services. However, such choices and freedom and openness equals to more vulnerability to direct marketing and advertising and implication for personal security and privacy.

## **INTERNATIONAL COMMUNICATION IN HIGHER EDUCATION**

In modern universities the absence of an international classroom can no longer be suppressed. Universities embrace globalisation through the use of new technologies and Internet to implement Virtual Learning Environment (VLE) for teaching and learning. According to Oxford University Press (2013) Virtual Learning Environment is when the institutions delivers learning material to students through the use of the Internet. VLE systems deliver learning material such as assessments, student tracking, collaboration and communication tools. The advantage of using VLE systems is that students have access to such learning materials both on and off campus. The other advantage about VLE systems is that they support students learning beyond the lecture hall 24 hours a day. Oxford University Press (2013) suggests that VLE systems put universities in global and modernised setting as they will not only teach traditional full-time students but also those who cannot regularly visit the campus due to geographic boundaries or time restriction. Such as students who are on distance learning courses, enrolled for evening classes or employment but studying part-time. VLE could also assist institutions who have the shortage of labs as students can access the learning material from their smart phones, tablets or laptop with open access to wireless Internet. There are different types of VLE, however, the most commonly used by higher education institution are off-the-shelf such as Blackboard or WebCt, open source such as Moodle and bespoke. University of Zululand is making use of some of the VLE systems such as Moodle, virtual classroom, smart boards for delivering learning.

## **COMMON OCCURRENCES CURRENTLY IN PLACE**

Globalisation is not seen as a positive force by all people in the world. As mentioned in previous chapters, globalisation has some advantages and disadvantages. One may find that in an institution that is going under the process of internationalisation, it has a group which embrace all current initiatives towards a global campus whereas another group may still be negative. In a rural campus, it is not uncommon to find many academics and students who are struggling to embrace the changes which internationalisation ushers in. There are various factors which contribute to the slow pace at which rural communities embrace globalisation.

These may include: The influence of the mass media and its portrayal of the social evils caused by use of new media technology. Normally, in a rural setting, it can take one influential person to either promote or discourage use of a new idea or technology

Arsham (2014) is of the opinion that universities spend considerable amounts of money buying new technology to implement ideas such virtual learning environment for innovative teaching and learning. It has become fashionable to install “nice” tools to display that management embraces globalisation, without paying attention to basic pre-requisites. Very often, people who harbour negative attitudes towards internationalisation own innovative gadgets that exist through the impact of globalisation. However their attitude towards internationalisation being implemented in their space is still negative. For example, sometimes, small groups of people feel convinced that embracing globalisation will result in them losing their jobs because the university will begin hiring international employees. The element of fear emerges among staff and students because the advantages of internationalisation have not been clearly communicated to the entire university community. Fear also arises because the office which is responsible for implementing internationalisation has not effectively communicated its plan to the entire university community. Negativity towards embracing global trends arises from cultural values: Individuals see globalisation as a threat to their culture and as a means of Western domination. As students in a rural campus, we often notice a dichotomy of attitudes, where we would find a lecturer or manager “showing off” with a new communication tool, yet he/she would suppress or oppose the move towards internationalisation. They embrace new technology but, at the same time, their attitudes remain traditional (old fashioned).

Effective communication in any organisation is essential. Any project being implemented will only be a success if communicated effectively with the responsible people. Failure to deliver the message to the audience or recipient may cause misunderstanding and lack of interest towards the subject.

## INTERPERSONAL COMMUNICATION

People communicate for numerous reasons. It could be either to get acquainted, express emotions to others, share information, and persuade others to understand their own personal views or simple to build relationships. Communication also exists to fulfil various needs. Wood (2010:11) postulates that in 1968 Maslows proposed that humans communicate to meet a range of needs such as physical, safety, belonging, self-esteem and self-actualisation needs. Therefore it should be acknowledge that none of these needs could be addressed without interpersonal communication. Which is communication between people as one cannot be human alone. Steinberg (2007:161) puts emphasis to the point that communication is the foundation for all our interpersonal relationships. According to (Wood: 2010:10, 14) interpersonal communication is dominant to our everyday lives and is a lifeblood of meaningful relationships in personal, social and professional contexts. Interpersonal communication is critically important in a workplace as employers are looking for people who can work effectively with others, expressing oneself clearly, listen well, give feedback effectively ,create productive working climates and sensitive to differences in how people perceive communication. Interpersonal communication is a defined as a distinct type of interaction between people (Wood: 2010:19).

Cardiac Rehab New Brunswick and Readaptation Cardiaque Nouveau Brunswick (2013) report states that Interpersonal communication refers to human's ability to turn meaningless grunts into spoken and written words through which they are able to make know their needs, wants, ideas and feeling. Meaning that interpersonal communication is a multifaceted process that can be described in basic terms by a Sender and a Receiver who exchanges messages containing ideas and feeling mixed together. The Sender encodes the messages using verbal, vocal and visual elements. The Receiver takes in the messages and decodes them by sorting out and interpreting the elements according to their own experiences, beliefs and needs. Unfortunately in communication there are always obstructions which may hinder the flow of communication. This may cause misunderstanding or communication breakdown. Cleary *et al.* (2008:11) concur that interferences in communication might originate with both the sender and the audience (receiver). The sender for example, might be uncomfortable with the subject matter and convey the message in a way that is confusing to the audience. On the other hand the audience may not like the subject matter and pay little attention to the message. In order for university community to understand the changes that globalisation brings in higher education, the processes and implementation of

internationalisation needs to be clearly communicated to all university stakeholders. Globalisation needs to be communicated effectively in order to eliminate negativity towards the use of new technologies and internationalisation process.

### **SMALL GROUP COMMUNICATION**

According to Steinberg (2005:125) the main form of communication in a small group is discussion. In an organisation for an example, group members meet to exchange information about a subject, make a decision about an issue or solve a problem. Small group communication affect how members act towards a particular issue, it affects attitudes of members. Also affect how members speak and communicate with each other. Steinberg (2005:126) postulate that a small group is composed of three to twelve people interacting face to face in such a way that each person influences or is influence by every other person in the group. However, group communication does not only occur in face to face settings but also via cybernetic settings. Verderber *et al.* (2014:200) asserts that a virtual group is a group whose members meet via technological media from various physical locations. This group interacts with other members or group from different locations through email, teleconferences and videoconferences, online social networks such as Linked In, Facebook and Twitter.

One of the reasons people communicate in workplaces is because of a belonging need. Wood (2010:12) asserts that in an organisation people want to feel part of work groups and want to be part of the formal and informal communication networks. Belonging is essential for one's career. Small group communication offers positive advantage to the organisation. In a business an employee belongs to a particular group known as departments. Small groups in a business are designed with people who have different skill sets in specialised areas, different knowledge, job description but working together in an attempt to raise creativity and improve the efficiency in the business.

However, lack of communication among the members of the small group can cause problems that can unfavourably affect the entire institute. On the other hand there is a possibility for forceful people to take over and dominate the group. This has a major impact on how the group acts towards a particular subject. For example, if the university would ignore the small group that is not open or accepting internationalisation it may cause a problem at the end. This small group may end up influencing the majority of the university community to end up having a negative attitude towards globalisation. On the other hand if International division interacts with small groups and communicate the idea of globalisation effectively from one

group to another it might have a positive impact on people's attitudes towards globalisation.

Mass communication channels may also be used to send messages that will persuade and affect the behaviour and opinions of the university community towards internationalisation. According to University of Minnesota (2013) states that the study of mass communication is fixed around how messages persuade and affect the behaviour and opinion of the person or people receiving the content. Further, people's attitudes can be manipulated through journalism as mass communicators use various mass communication channels to reach the audience. It could be social media, websites, mobile applications, blogs, television, radio, television, newspapers or magazines. Today we live in a fast-paced and global environment and effective use of mass communication channels is becoming even more vital. Higher education institutions need to ensure that appropriate and effective communication strategies are in place when implementing internationalisation.

## **CONCLUSION**

This chapter evaluated how the methods of communication have evolved over the years especially in the higher education sector. It also provided a comprehensive detail of international communication and how it affects higher education sector. This chapter is important because it is used to reveal how communication hinders or accelerates globalisation. The following chapter will discuss communication models which may be used to enhance internationalisation in higher education.



## **A CONCEPTUAL MODEL FOR EMBRACING INTERNATIONALISATION OF HIGHER EDUCATION**

### **INTRODUCTION**

The previous chapter presented an overview of how methods of communication have evolved over the years especially in the higher education sector. It also provided a comprehensive explanation of international communication. Further, it outlined how communication hinders or accelerates globalisation. The current chapter presents a theoretical approach for the adoption of internationalisation in higher education by applying effective communication strategies. This chapter is essential because it conceptualises a model for embracing internationalisation of higher education.

### **THE PURPOSE OF A MODEL**

Steinberg (2007:31) postulate that models are commonly presented in a form of a diagram, with a purpose of capturing the essential features of a real situation in a simplified form so that it can be described, explained and understood more easily. For example, an architect's plan helps us to see what a real house will look like upon completion, communication models also helps us to visualise the process of communication more clearly (Steinberg, 2007:51). A model of communication refers to the theoretical model used to clarify the process of communication between people. Steinberg (2007) states that a model clarifies the process of communication between two people by showing the relationships between various concepts. Barton (2013) concur that communication model aims to present communication as a process. Further, a model is like a map which is representing features of a territory however it cannot be complete. Barton (2013) asserts that it is then essential to be selective, knowing why we are using a model and what we hope to gain from it.

Cleary *et al.* (2008:2) concur that models of communication are illustrations intended to help us understand the elements and interactions in the communication process. These models demonstrate important features of the process and can consequently help explain the nature of communication. Steinberg (2007:51) suggests that one of the ways communication scholars used to understand the nature of communication is by means of models. However, King

(2008) maintains that a good communication model is the one that contains all components of the represented item regardless of the type of communication taken into consideration.

Primary models only represented the hard non-abstract, rather physical components, and the relations between them being suggested by means of lines or arrows. Recently models have focused their attention on the abstract, intangible components, too, this being an important progress. King (2013) refers to the components as being the source (of information), sender, code, the process of encoding, channel, receiver, the process of decoding, feedback and noise.

## **ADVANTAGES OF MODELS**

Slukova (2013) believes that models have an advantage of conciseness and accuracy; suggesting that models provide explanations which clarify complicated phenomena, processes or events. King (2013) concurs that models are simplified representations that provide a general perspective over the represented item. The more complicated the item, the more useful is the model. A good communication model should allow one to probe questions. Steinberg (2007:31) agrees that models fulfil an enquiring function and help provide answers about the future. Slukova (2013) is of the opinion that models allows interpretation of some theories and create space for further questioning. Consequently the more complicated the object the more the possible benefit of the model being created. A good model should also clarify complexity. King (2013) asserts that models assist to identify the essence, the core, and the major components of the represented item without ignoring its complexity. A good model reduces complexity to simpler and more understandable but familiar terms.

Steinberg (2007) claims that models fulfil a control function because they help to identify problems by showing how to control certain conditions that hinder effective communication. Most importantly models lead to new discoveries. Thus should be simple to ensure that they are successfully implemented. According to King (2013) models lead to new discoveries or rather new interpretation, in other words they have heuristic value. Slukova (2013) concur that models predict possible results or directions of events. Moreover models provide new insight by creating hypothetical thoughts and relationships. If a model is good enough it might help one change old patterns of thoughts.

## **LIMITATIONS OF MODELS**

Steinberg (2007:31) state that one of the advantages of models is that they simplify a complex phenomenon such as communication by trying to capture its essence in a one dimensional diagram. However, there is a risk of oversimplifications. This means that a model may miss some significant elements when it is being hastily evaluated for the sake of simplification.

There is also a danger of premature conclusions. Slukova (2013) assert that premature conclusions occur because models limit ones awareness of unexplored possibilities of conceptualisation. This is because model designers tend to focus more on the model rather than the real object of interest. King (2013) articulates that models can be confused with reality. Primarily it begins with an examination of some unknown territory. Then the model is used as a friendly substitute for the real object. In short, the map is taken literally. Slukova (2013) concur that models function as a substitute of reality.

## **COMMUNICATION THEORIES**

The following theories will be used to design a model for embracing Internationalisation of Higher Education: Shannon & Weaver model, Uses & Gratification.

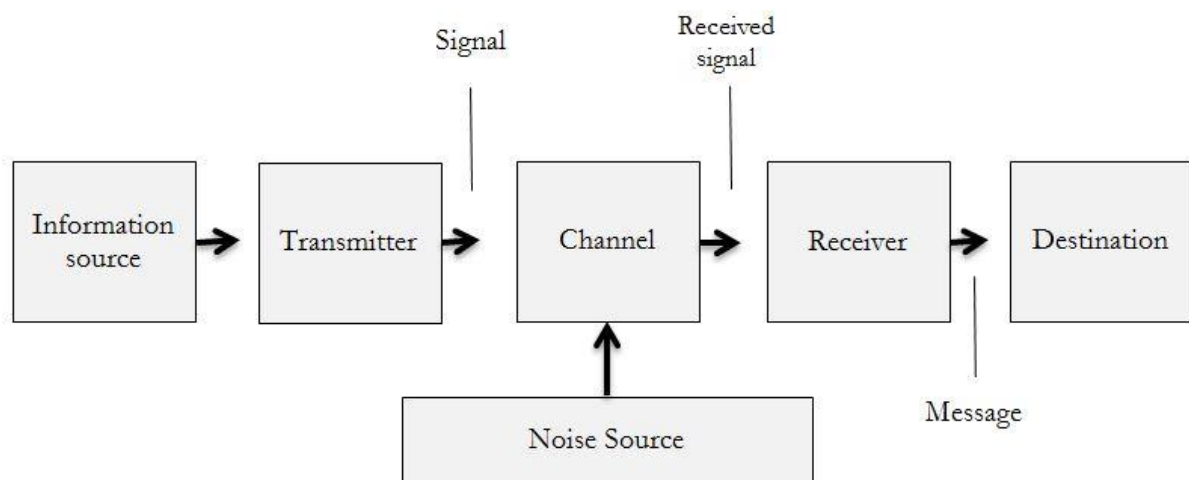
### **SHANNON & WEAVER MODEL**

Slukova (2013) asserts that in 1948 Shannon published his work in the Bell Systems Technical Journal. However the theory quickly expanded into other areas of science, not only technical but also social humanitarian disciplines. Fiske (1990) accentuates that Shannon and Weaver's mathematical theory of communication is one of the main seeds out of which communication studies have grown. Their theory was originally developed to ensure that communication channels (telephone cables and the radio waves) were used efficiently. The scholars were more interested in discovering engineering solutions to problems of signal transmission (Steinberg 2007:53). Further the model focused on how channels of communication could be used most efficiently on how to send maximum amount of information along a given channel.

Fiske (1990) concur that these scholars produced a theory which enabled them to approach the problems of how to send a maximum amount of information along a given channel and how to measure the capacity of any one channel to carry information. The theory

concentrated more on how channels of communication could be used efficiently. Moreover this model is more concerned about the transmission of information from the communicator to the destination and also the clarity of the message being transmitted. Even though Shannon & Weaver focused more on the channel and its capacity because of their engineering and mathematic background, the model can also be applied to human communication (Fiske, 1990).

Slukova (2013) recommends that the model has an advantage of simplicity, general validity and quantifiability. Not only is that it the most often used simple communication model in communication theory. The model is an intellectual inspiration for communication theoreticians. In which by dividing the communication process into individual units gave motivation to creating communication models providing a through explanation of their process (Slukova, 2013). The model has steered to further theories and research. Although the model is highly acknowledge for inspiring to further theories and research especially in the field of communication, it has a number of limitations such as the component for feedback which some proponents suggests that is was later added by Weaver. This gave the model more thump and efficiency.



**Figure 6: The Shannon and Weaver model**  
Source: Adapted from Steinberg (2007:54)

Shannon and Weaver developed a model with the following components: Information source, Transmitter, Message, Transmitter, Channel, Signals, Noise, Receiver and Destination. These components are further explained below:

**Information source (communicator):** A communicator is the originator of the message. This could be an individual or a group that has a desire to send a message across. The information source is the one that begins the communication process and selects the desired message. This means there is a message that is intended for another person or group to receive. Slukova (2013) concur that the information source creates the message or selects it from a group of various possible messages. Once the source decides which message to send, there must be a specified format for the message to take. This is what the transmitter does, it takes the message that the source wants to send and place it into a suitable format for later interpretation.

**Message:** Messages carry the content or information which is conveyed during the communication process. According to Weaver (1949) selected messages can be in a written or spoken form. The content of the message can be based on facts or ideas or feelings. People rely on signs and codes to formulate messages as they cannot transfer meaning from one's mind to another. Steinberg (2007:45-46) concur that a message has a content which is conveyed during the communication encounter. The content is the factual information or idea, thoughts and feelings expressed by the source. However, the theory of Shannon and Weaver did not focus on the content of the message or meaning conveyed since it is a technical model which concentrated more on the tools and techniques that help people communicate more efficiently.

**Transmitter (encoder):** The encoder converts the sender's message into signal, which is being sent through a communication channel to the receiver. According to Foulger (2004) the simplest transmission in face to face communication includes two layers. The first being the mouth (sound) and body (gesture) to create and modulate a signal. The second layer, which is known as a channel, is the built of the air (sound) and light (gesture) that enable the transmission of those signals from one person to another. Shannon and Weaver described the transmitter as a telephone instrument that captures an audio signal, converts it into an electronic signal, and amplifies it for transmission through the telephone network (Foulger, 2004).

**Channel:** When a message has been encoded by the information source it has to travel to the recipient. This message travels through a route called a channel. According to Steinberg (2007:47) the channel has little to do with the meaning of the message and has become largely the concern of technical theorists whose interest in communication is to measure and

maximise the capacity of a given channel to convey information.

**Signals:** Foulger (2004) asserts that in face to face interaction there may be multiple parallel signals where sound and gesture involve different signal systems that depend on different channels and modes of transmission. However, there may be multiple serial signals with sound or gesture turned into electric signals, radio waves or words and pictures in a book.

**Noise:** In the process of communication, messages are transferred from the communicator to the receiver through the channel. Any interference with the message during this process is “noise”. The interference could be physical noise like car hooting or crowd noise or encoded signals may distract in the channel during the transmission process. This can affect the flow of communication and be misleading to the receiver. Fiske (1990) accentuates that noise is anything added to the signal between its transmission and reception that was not intended by the communicator. For example, the distortion of sound or crackling in a telephone wire, static in a radio signal or snow on a television screen (Fiske, 1990). The noise factor changes or affects the initial message of the source. Regardless of where the noise originated from whether in the channel, the audience or the sender or the message itself, it always confuses the intention of the sender and therefore limits the amount of desired information that can be sent in given situation in a given time. Steinberg (2007:49) concur that noise is more than just physical sounds like a car hooting, it is anything that hinders the success of the communication process by distorting the message so that the meaning received is different from that which is intended.

**Receiver:** Foulger (2004) suggest that the receiver, according to Shannon, would be the telephone instrument. In face to face communication a set of ears (sound) and eyes (gesture) would be the receiver. In television, several layers of receiver, including an antenna and a television set is the receiver.

**Destination:** The destination refers to the person who consumes and process the message. This individual or group will pay attention to the message that is being sent by the communicator in order to understand and interpret it. The message itself could be distorted if there is ambiguity in it, causing the receiver to not understand or interpret the message. During the process of internationalisation the message to be sent should be communicated with much clarity to the university stakeholders to avoid misunderstanding.

**Feedback:** As indicated Shannon and Weaver's model originally did not have the component of feedback which was later added to the model. Fiske (2013) indicates that feedback is the transmission of the recipient's reaction to the communicator. Feedback acts as an evaluation tool because upon the recipients' reaction or feedback the communicator is able to detect whether the message was understood or not.

Steinberg (2007:54-55) emphasises that Shannon and Weaver's model focused on which channel carries the maximum amount of signals or sounds, how much of the signal is lost through noise before it reaches its destination and how to eliminate distortion caused by noise. The model also draws attention to the effects of the message, which is the effects of noise on the reception and understanding of the message by the recipient. Even though the model is a linear process it focuses on one of the most important aspect of communication which is the transmission process. This is because if the communicator's message reaches the recipient with distortion, then little communication can take place between them.

Shannon and Weaver's model could be used to describe the need for internationalisation in higher education. There is a message about advantages and disadvantages of internationalisation of higher education. In communication at any stage there is bound to be communication barriers or misunderstanding (*noise*). The benefits of internationalisation could be misunderstood especially in a multicultural place.

## **USES & GRATIFICATION**

The theory of Uses and Gratification (U&G) is used to understand mass communication. According to Siraj (2007:399) the theory of uses and gratification has three objectives:

- The first objective explains how specific viewers use mass media to meet individual needs;
- Secondly, to discover the motives for using the media;
- Lastly to identify the positive and negative consequences on an individual for using media.

Steinberg (2007:268) suggests that theorists argued that the most important factors governing the effects of mass communication are the needs and interest of audience members. The theory focuses more on the audience rather than the message and the theory questions what people do with media rather than what media does to people. The theory also recommends

that the audience is responsible for choosing the media that fulfils (gratify) their needs. According to Hunt & Ruben (1993) the uses and gratification theory suggests that basic human needs motivate individuals to attend to particular mass media and to select and use media messages in ways they find personally gratifying. Ruggiero (2000:3) states that U&G approach was developed with an aim to study the gratifications that attract and hold audiences to the kinds of media and types of content that satisfy their social and psychological needs.

Steinberg (2007:269) outlined five categories of needs that can be satisfied through media choices:

- Cognitive needs: needs related to acquiring information, knowledge and understanding of our environment and satisfying curiosity.
- Affective needs: needs related to pursuit of pleasure and entertainment and gratification of our emotions.
- Personal integrative needs: needs related to the individual's desire for self-esteem and self-actualisation.
- Social integrative needs: needs related to strengthening contact with family, friends and the world.

In higher education, the development in new ICTs has created an environment for embracing new teaching and learning methods. As mentioned before *higher education institutions are* challenged by new opportunities relating to technologies that are improving the ways in which knowledge can be produced, managed, disseminated, accessed and controlled. In order for the message about internationalisation to be understood, one needs to understand what people like and dislike. Also understand what staff and students need to enhance teaching and learning. Internationalisation would be accepted if it has value to the people it's being introduced to. If people understand the benefits of internationalisation and how it will gratify their needs they might embrace the process of internationalisation.



## A CONCEPTUAL MODEL FOR EMBRACING INTERNATIONALISATION OF HIGHER EDUCATION

This figure below portrays a version of Shannon and Weaver's model of communication to demonstrate how challenges hinder the delivery of the message or service.

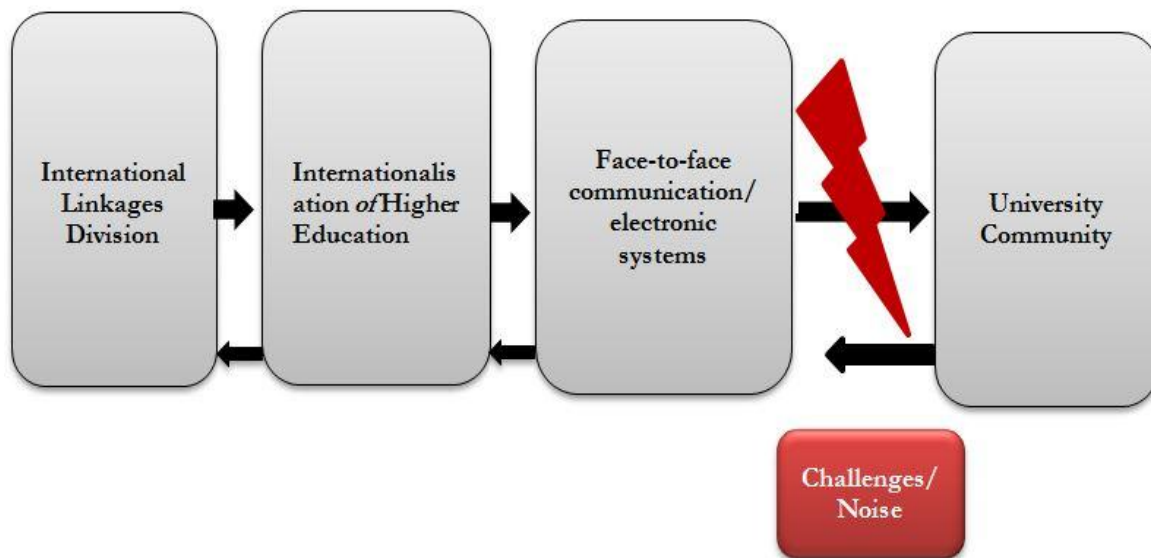


Figure 7: Model for Embracing Internationalisation of Higher Education

The model shows that the International Linkages Division pioneers the process of internationalisation at the university and provides a service to the entire university community. The message could be delivered through various electronic systems to the university community. However face-to-face communication is a form of personal communication which a number of people prefer. This might be of benefit when dealing with people who have old fashion cultural attitudes when it comes to innovation especially in the field of ICTs. For example, addressing faculties through workshops and conferences might be more useful than electronic emails which people don't read sometimes. The university community includes academics, administration, support staff (i.e. ICT division) and students. The arrows indicate that embracing internationalisation of higher education will be better communicated and implemented if adding the component of feedback. In communication feedback is vital for effective communication. However, as indicated in a previously, there are many challenges which hinder the process or implementation of internationalisation of higher education as a result of "noise".

Shannon & Weaver's model of communication strongly implies that Internationalisation of Higher Education at University of Zululand should be viewed in the following context: If the University decides to embrace (or not to embrace) Internationalisation of Higher Education, it must firstly identify the factors (the '*noise*') which distort the intent of Internationalisation of Higher Education. The university population needs to examine the advantages and disadvantages of internationalisation by clinically examining the needs of its community, as well as, by examining the impact that internationalisation has had at similar campuses. It is essential to eliminate the noise/disturbance to crystallise the meaning and function of internationalisation of Higher education.

The '*Uses & Gratification*' model assists in understanding the following:

1. What is the purpose of Internationalisation *of* Higher Education for UNIZULU?
2. How will Internationalisation *of* Higher Education assist UNIZULU?
3. What will UNIZULU gain from Internationalisation *of* Higher Education?

Once we understand the above factors we would be able to design a clear pathway for adoption (or rejection) of Internationalisation *of* Higher Education.

UNIZULU must weigh the advantages & disadvantages of Internationalisation *of* Higher Education to get a clear understanding of the benefits thereof. There must be a *transparent* buy-in by staff and students of the Internationalisation *of* Higher Education initiative. This will eliminate any misunderstandings / friction about the value of Internationalisation *of* Higher Education. The staff and students needs must be considered when planning the Internationalisation *of* Higher Education process. Staff and students must see unbiased and transparent advantages for them. A clear plan (or guideline) must be prepared, by input from staff and students, for the purpose of Internationalisation *of* Higher Education.

## **SUMMARY**

In summary the conceptual model for Internationalisation *of* Higher Education at UNIZULU has the following characteristics:

1. Examine case studies of Internationalisation *of* Higher Education from similar campuses.

2. Understand the advantages & disadvantages of Internationalisation *of* Higher Education.
3. Clear misconceptions.
4. Communication clearly and transparently.
5. Do not be afraid of employing new communication technology.
6. Design a strategic plan for Internationalisation *of* Higher Education: Departmentally, by Faculty as well as in general.
7. Consider current global issues when going international such as ‘Green Peace’.

The arrival of this 21<sup>st</sup> century is driven more by globalisation which makes it essential for universities to make use of innovative and intercultural methods in the programmes and to incorporate an international dimension into the teaching, training, research and service function in an institution. This will equip UNIZULU graduates to compete on international platforms.

## **CONCLUSION**

This chapter focused on theoretical approach of communication models. This chapter was vital because it conceptualised a model for embracing internationalisation of higher education. The next chapter expounds on the research procedures that were used to conduct this study.

## **RESEARCH METHODOLOGY**

### **INTRODUCTION**

The previous chapter presented theoretical approach of communication models which concluded with conceptualising a model for embracing internationalisation of higher education. In this chapter the researcher will discourse research procedures used in this study, then show how a survey questionnaire was designed, followed by how the fieldwork was conducted. Finally, the researcher will explain the procedure used to process data from the questionnaires.

### **RESEARCH APPROACHES**

Welman *et al.* (2005:8) accentuates that the purpose of quantitative research is to evaluate objective data in a form of numbers while qualitative research deals with subjective data that are produced by minds of respondents or interviewees. Qualitative data are presented in the form of language (words and images from documents, observations and transcripts) instead of numbers from precise measurement. Quantitative research measure the problem by generating numerical data or data that can be transformed into useable statics. This method is used to quantify attitudes, opinions, and behaviours and generalise results from a larger sample. According to Rajasekar *et al.* (2013) concur that quantitative research method is centered on the measurement of quantity. Then the process is described in terms of one or more quantities and finally the result of the research is essentially a number or a set of numbers. Rajasekar *et al.* (2013) highlights the following characteristics of quantitative research methods:

- It is numerical, non-descriptive, applies statistics or mathematics and uses numbers;
- It is an iterative process whereby evidence is evaluated;
- The results are often presented in tables and graphs;
- It is conclusive.

Quantitative researchers try to understand facts of a research investigation from an outsider's perspective (Welman *et al.*, 2005:9). It is always important for a quantitative researcher to

keep an open objective view of facts so that one is not bias. However a qualitative researcher always tries to achieve an insider's view by talking to respondents or observing their behaviour in a subjective way (Welman *et al*, 2005). University of Bradford (2013) concurs that qualitative research is more subjective and involves examining and reflecting on the less tangible aspects of a research subjects. Such as values, attitudes and perceptions. Rajasekar *et al*. (2013) alleges that qualitative research is more concerned with qualitative phenomenon involving quality. Below are some of the characteristics of qualitative research:

- It is non-numerical, descriptive, applies reasoning and uses words;
- Its aim is to get the meaning, feeling and describe the situation;
- Qualitative data cannot be graphed;
- It is exploratory;
- It investigates the why and how of decision making.

This study will be undertaken using qualitative and quantitative research approach in order to obtain accurate results from adequate data from respondents. Using the two approaches provides the basis for accuracy and completeness of data that is captured. Bless and Smith (2006) support this stance by stating that qualitative and quantitative surveys are important as it determines how well data will be analysed. They indicate that in some cases quantitative measures would be meaningless unless supported by a qualitative argument. The research will be undertaken in the KwaDlangezwa rural settlement of KwaZulu-Natal (South Africa). Perceptions and attitudes on current state of internationalisation at the University of Zululand will be surveyed.

## **SAMPLING PROCEDURE**

Neuman (2006:224) recommends that a population is the abstract idea of a large group of many cases from which a researcher draws a sample and to which results are generalised. Welman *et al*. (2005:52-53) agree that a population is the full set of cases from which a sample is taken. Meaning the population includes all people, objects or events selected because they are relevant to the research problem. The population is selected based on the problem being investigated and the objectives of the study. However, it will be impossible and impracticable for the researcher to study the total population. The limitations would be cost and time which is why sampling is essential. Sampling will make the research finding cost-effective and accurate. Singh (2006:82) postulates that sampling is important to all

statistical methodology of behavioural and social research. Thus sampling is the selection of individuals from the population in a way that every individual has the equal chance to be taken into the sample population. Yount (2006) explains that a population consists of all the subjects that the researcher wants to study. Then sampling is done because it is impossible to test every single individual in the population. It is also done to save time, money and effort while conducting the research. Sampling is the process of selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected (Yount, 2006). This representative portion of a population is called a sample.

Welman *et al.* (2005:57) alleges that it is not possible to critic the representativeness of the obtained sample properly therefore a sample should be representative of the sampling frame. A sampling frame is a complete list that has all units from which a sample is drawn (Welman *et al.* 2005). According to Proctor (2000:87) sampling is largely influenced by the following:

- Who is to be surveyed?
- How many people should be surveyed?
- How should the respondents be chosen?

There are two types of sampling methods: probability and non-probability sampling. According to Welman *et al.* (2005:56) non-probability sampling is any sampling method where some of the elements of the population have no chance of selection or where the probability of selection cannot be accurately determined. The difference between nonprobability and probability sampling is that nonprobability sampling does not involve random selection and probability sampling does. However that does not mean that non-probability samples aren't representative of the population, it simple means that non-probability samples cannot depend upon the basis of probability theory. Examples of non-probability sampling:

- Accidental sampling
- Quota sampling
- Purposive sampling
- Snowball Sampling
- Self-selection sampling
- Convenience / haphazard sampling

## **PURPOSIVE SAMPLING**

According to Smith & Albaum (2012) in purposive sampling subjects are chosen to be part of the sample with a specific purpose in mind. This is because the researcher believes that some subjects are fit for the research compared to other individuals. Therefore they are purposively chosen as subjects. Web Center for Social Research Methods (2013) concurs that in purposive sampling a researcher samples with a purpose in mind. Further purposive sampling can be very useful for situations where a researcher needs to reach a targeted sample quickly and where sampling for proportionality is not the primary concern. In purposive sampling method a researcher is likely to get the opinions of target population, but also likely to overweight subgroups of the population that are more readily accessible. Tongco (2013) alleges that the inherent bias of the method contributes to its efficiency, and the method stays robust even when tested against random probability sampling. So, choosing the purposive sample is fundamental to the quality of data gathered and consequently reliability and competence of the informant must be ensured. Purposive sampling can be used for both quantitative and qualitative research techniques.

Welman *et al.* (2005:56) recommends that probability sampling method is the method that uses some form of random selection. In order to have a random selection method, the researcher must set up some procedure that assures that the different units in the population have equal probabilities of being chosen. Thus probability sampling gives each and every member of the population equal chances of being selected for the sample. Examples of probability sampling:

- Simple random samples
- Stratified random samples
- Systematic samples
- Cluster samples

## **STRATIFIED RANDOM SAMPLING**

Singh (2006:87) states that stratified random sampling requires the researcher to divide the population in strata on the basis of some characteristics and from each of these smaller homogeneous groups draws at random a predetermined number of units. The researcher selects that characteristic which is more relevant to the research study. University of Bradford (2013) concurs that stratified random sampling is sampling within particular sections of the

target groups. For example, in a study of an organisation that has about 50 supervisors and 800 labourers, a 10% representative sample of this population would target 5 supervisors and 80 labourers to interview.

Welman *et al.* (2005:61) believes that stratified random sampling involves dividing the population into equal subgroups and then taking a simple random sample in each subgroup. This type of sampling guarantees that the researcher will be able to represent not only the overall population but also the key subgroups of the population, especially the small minority groups. Singh (2006:88) considers the following advantages for using stratified random sampling:

- It is a good representative of the population;
- It is an objective method of sampling;
- Observations can be used for inferential purpose.

Bertrand & Hughes (2005:65) accentuates that sampling is perceived as a positivist term for selecting a smaller group to represent a larger group thus allowing generalisations from the results. In this study using stratified random sampling will allow the researcher to divide the population into various groups. The target population of this study will be support staff, academics and students from UNIZULU. A representative sample of staff and students as outlined by Du Plooy (2002:104) will be surveyed. The table below can be used to select a sample size that provides a 95% confidence level (Du Plooy, 2002):

Population size	Sample size
Infinity	384
500 000	384
100 000	384
50 000	381
10 000	370
5 000	357
3 000	341
2 000	322
1 000	278

**Figure 8: Sample size at 95% confidence level**  
**Source: Du Plooy (2002:104)**



## **DATA COLLECTION INSTRUMENTS**

Scholars have developed a variety of data collecting methods and research techniques. Kothari (2004:95-96) claims that collecting primary data is done during the course of doing experiments in an experimental research but in case the research is of the descriptive type and perform surveys, whether sample surveys or census surveys, then primary data is obtain either through observation or through direct communication with respondents in one form or another or through personal interviews. Kothari (2004) considers the following important methods of collecting primary data, particularly in surveys and descriptive researches:

- Observation method,
- Interview method,
- Questionnaires and schedules.

### **PERSONAL INTERVIEWS**

Data collection can be done by conducting interviews, through personal interviews and sometimes telephone interviews. Interviews enable the researcher to ask more questions and get more information from the respondents. Also gives the researcher an opportunity to provide clarity on the questions if necessary. Degu & Yigzaw (2006:57) mentions that using personal interviews as a method of data collection has the following advantages:

- A good interviewer can stimulate and maintain the respondent's interest
- If anxiety is aroused (for example, the respondent query: why am I being asked these questions?), the interviewer can allay it.
- An interviewer can repeat questions which are not understood, and give standardized explanations where necessary.
- An interviewer can ask "follow-up" or "probing" questions to clarify a response.
- An interviewer can make observations during the interview (for example, note is taken not only of what the subject says but also how he says it).
- In general, apart from their expense, interviews are preferable to self-administered questionnaires provided that they are conducted by skilled interviewers.

## **COLLECTING DATA USING QUESTIONNAIRES**

Degu & Yigzaw (2006:55) is of the opinion that questionnaires are one of the most commonly used methods of collecting information. Using this method requires the respondent to read the questions and fill in the answers. Sometimes it is done in the presence of an interviewer with the aim of providing assistance if necessary. This method has the following advantages:

- The method is simpler and cheaper
- Questionnaires can be administered to many people simultaneously

In this study data will be collected by means of a comprehensive literature review and through the administration of in-depth questionnaires. These questionnaires will be tested by the supervisor and other professionals in the fields of communication to ascertain whether the instrument will adequately test what the study intends to achieve (Bless and Smith, 2006). The main tool for collecting data will be the questionnaire and personal interviews.

## **FIELDWORK**

The questionnaires were designed to elicit information with regards to how can a rural university embrace new technologies to advance the process of internationalisation in preparing globally competent graduates for the market place? According to Leedy & Ormrod (2005:185) the basic function for questionnaires is to collect data and should be planned or designed to fulfil that definite research objective. The advantage of using questionnaires is that the respondent's secrecy can be assured. The respondent may feel more comfortable in answering the researcher's questions in private rather than being interviewed or even recorded. The questionnaires were selected to be used with all subjects of this study. However, the researcher did conduct personal interviews with key respondents using the questionnaires as a guide. In this study 420 questionnaires were distributed to students (105 per faculty) and 140 to staff members. The researchers target was 384 students and 100 staff members but gave more in case some of the questionnaires got spoiled or not returned.

The researcher introduced the topic and motivated respondents to give their honest answers. The language used on the questionnaires is English and in the level of understanding for the respondents. An information sheet was handed to the respondent explaining the rationale behind the questionnaire and a consent form which provided proof that permission was

granted by the respondent to participate in the study.

The questionnaires distributed had section A and B. In section A, respondents were assured that their personal data would remain private and confidential. The researcher also informed respondents that participation in this study was voluntary. Section B dealt with the actual study. Respondents were requested to answer questions and statements based on: how can a rural university embrace new technologies to advance the process of internationalisation in preparing globally competent graduates for the market place? The majority of questions in Section B comprises of closed questions and a few open-ended questions. Even though open ended questions allow the respondent to answer more freely in their own way, closed questions are less time consuming. According to Manchester College (2008) closed questions has the following advantages:

- Usually results in simple factual information,
- It gives a high level of control to the researcher,
- It is easier to evaluate information that has been obtained because they provide uniform questions and answers.
- They avoid problems of interpreting respondents' handwriting and can provide better information than open-ended questions, where respondents are not highly motivated.

## **ETHICAL CONSIDERATION**

Singh (2006:219) states that ethical consideration is important in any research that involves human sample subjects. The researcher has certain responsibilities towards the subjects. Singh (2006) considers the following ethical considerations to be acknowledged prior to data collection:

- The researcher must protect the dignity and welfare of human sample subjects.
- The human sample subjects freedom to decline participation must be respected, and the confidentiality of research data must be maintained.
- The researcher must guard against violation or invasion of privacy.
- The responsibility for maintaining ethical standard remains with the individual researcher and the principal investigator or supervisor is also responsible for actions of his scholars.

In this study no detrimental remarks or statements will be directed to any official or department of the university. General remarks pertaining to advice on how to mobilise internationalisation at UNIZULU will be offered for the purpose of improvement. This is not a punitive exercise but a formal study to provide guidelines for improvement or to use initiatives as models of improvement.

No detrimental remarks will be offered to the media. Informed consent will be obtained prior to engaging candidates in the study. All precautions will be adhered to so that confidentiality is maintained. The ethics committee at the university was informed of this study and their approval was obtained prior to commencement.

## **ANALYSIS OF DATA**

In this study responses from the collected data will be encoded and analysed using MoonStats2. According to Welman *et al.* (2005:319) MoonStats2 is a statistical software program that provides the statistical tools for data exploration and data descriptions. All statistical routines are complemented by graphs to enhance the user's visual understanding of the statistic. The program performs the standard descriptive statistical computations as well as a selection of bivariate descriptive and inferential statistics.

## **CONCLUSION**

In this chapter the researcher discussed the research procedures used in this study and motivated why they were used. The chapter further explained different processes used for data collection and how fieldwork was conducted for the study. The importance of ethical considerations was discussed and the programme to be used for analysing data was introduced. The next chapter will provide the analysis and interpretation of the data collected.

## **ANALYSIS AND INTERPRETATION OF DATA**

### **INTRODUCTION**

The previous chapter scrutinized the research procedures used in this study and showed how a survey questionnaire was designed followed by how the fieldwork was conducted. It also revealed the procedure that was used to process data. This chapter deals with the presentation, analysis and interpretation of statistical data collected from the respondents. This chapter is important because it scientifically summaries the overall outlook of academics and non-academics about internationalisation.

### **ANALYSIS AND INTERPRETATION OF STATISTICAL DATA**

The questionnaires were distributed within the University of Zululand community. Respondents were issued with an information sheet and a consent form prior to the distribution of questionnaires. However some respondents were reluctant to pen their name and sign the consent form since the study was examining the University of Zululand. The researcher assured respondents that their responses will be kept confidential. In this study 560 questionnaires were distributed. The aim was to analyse at least 484 questionnaires. Four hundred and ninety two questionnaires were collected, however, only 456 questionnaires were analysed. There remaining questionnaires were spoilt responses. Spoilt questionnaires were either blank or they had both positive and negative responses to particular questions.

### **OBJECTIVES**

The objectives of the study are:

1. To determine the perception of UNIZULU community towards internationalisation of a rural campus;
2. To contribute to the development and understanding of internationalisation of a rural university;
3. To establish the benefits of having a rural campus that is internationalised;

4. To establish whether current communication initiatives and networks on internationalisation at rural campuses are effective;
5. To determine the role of the ICT department in internationalisation at a rural campus;
6. To determine whether UNIZULU's curriculum is flexible enough to accommodate international trends.

The researcher provides a descriptive statistics of all the respondents who took part in the survey. Each interpretation is supported by a frequency table or chart which was generated by the MoonStats2 programme. Where questions are similar the researcher presents the findings side by side. The data which is analysed in this chapter is arranged according to the objectives above. The following headings (which are derived from the objectives above) are used to categorise each section for analysis.

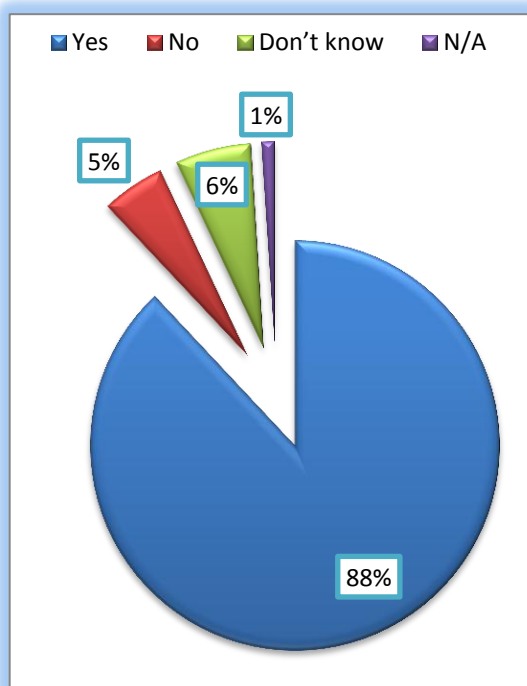
1. Perception of Internationalisation
2. Internationalisation of a Rural University
3. Benefits of Internationalised Rural Campus
4. Communication Initiatives Towards Internationalisation
5. The Role of Information Communication Technology Department in Internationalisation
6. Curriculum and International Trends

## PERCEPTION OF INTERNATIONALISATION

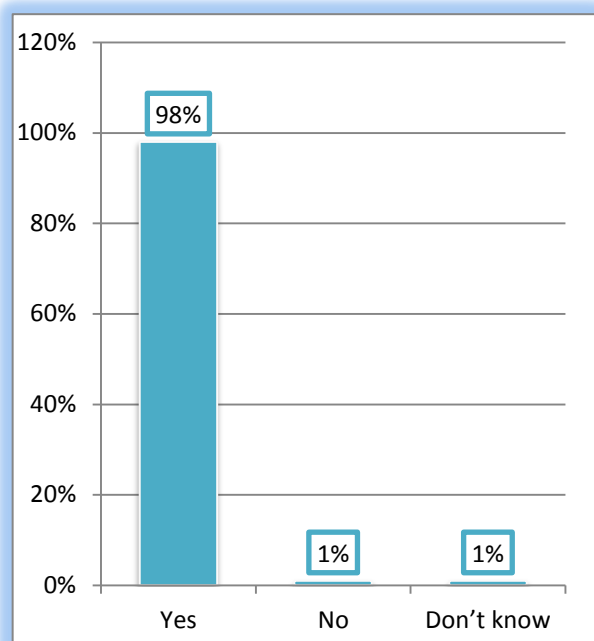
This section analyses responses which determines the perception of UNIZULU community towards internationalisation of a rural campus:

### VIEWS ON ADOPTION OF INTERNATIONAL TRENDS

Responses from this section were gleaned from students and staff; therefore two sets of information are described below:



**Figure 9: UNIZULU STUDENTS** (Should a rural campus adopt international trends in education and research?)



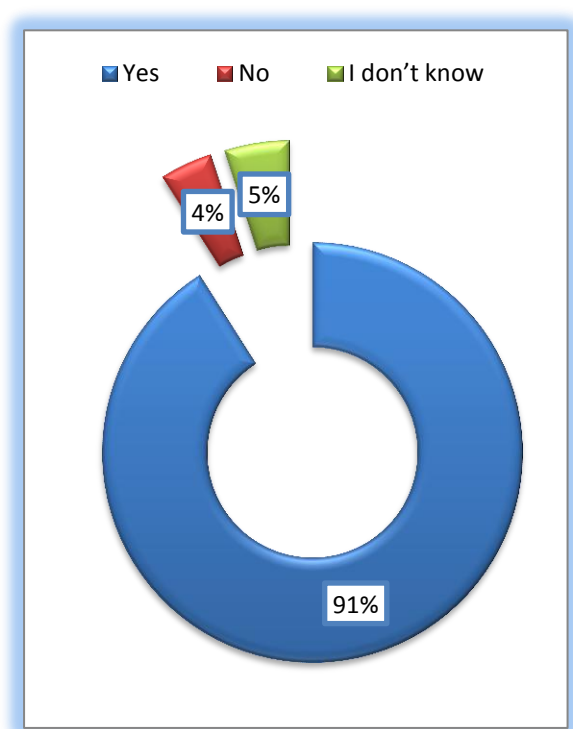
**Figure 10: UNIZULU STAFF** (Should a rural campus adopt international trends in education and research?)

The figure above illustrates that 88% of student respondent indicated 'yes' on the above question. Only 5% indicated 'no', about 6% indicated 'I do not know' and only 1% felt the question was not applicable to them. A total of 5 respondents chose not to answer this question. UNIZULU has students who desire to be in an institution that adopts international trends in education and research. Many students from UNIZULU come from poor families and cannot afford to study abroad. This may be the reason why they support the notion that a rural campus should adopt international trends in education and research so that they could have the same opportunities in the market place while studying in their home country.

The second figure: shows a larger percentage (98%) of staff members agree that a rural campus should adopt international trends in education, 1% responded 'no' and another 1% indicated 'I do not know'. A total of 13 respondents chose not to answer this question. A larger percentage of UNIZULU employees is expected because academically they have a better understanding of internationalisation than students. The graph illustrates that employees are positive about having a rural campus adopt international trends in education and research. This could be because they have insight to the benefits it could bring to them as employees and their students.

### **VIEWS ON ENHANCING TEACHING AND LEARNING PROCESS AND ACHIEVING EXCELLENCE IN RESEARCH AND SCHOLARLY ACTIVITIES**

The following section analyses responses to the statement: Internationalisation help enhance teaching and learning process and achieve excellence in research and scholarly activities.



**Figure 11: UNIZULU STAFF** (Internationalisation help enhance teaching and learning process and achieve excellence in research and scholarly activities.)

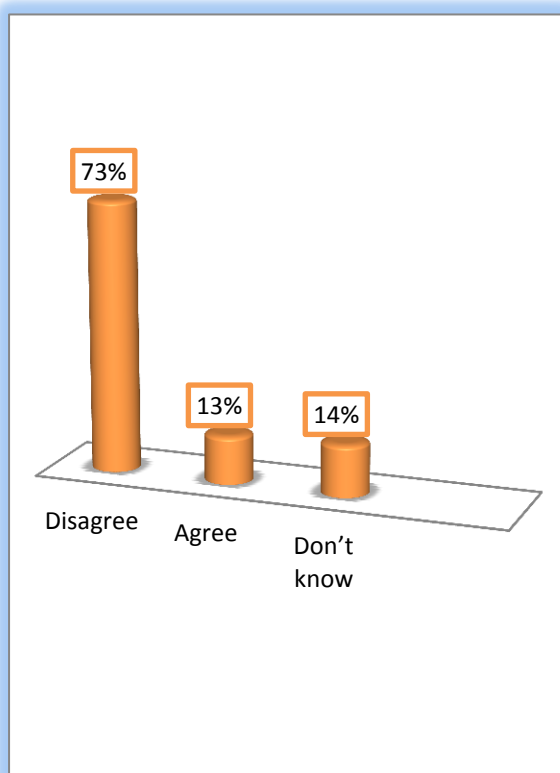
About 91% of UNIZULU employees are of the opinion that internationalisation will help enhance teaching and learning process and achieve excellence in research and scholarly activities. A smaller minority of 5% indicated that they do not know and only 4% said 'no'. A total of 14 respondents chose not to answer this question.

The graph shows that if UNIZULU is in the process of internationalisation it has the support of its employees. Especially academics as some of them participate in research and international networks and have insight to how other universities are benefiting from going international.

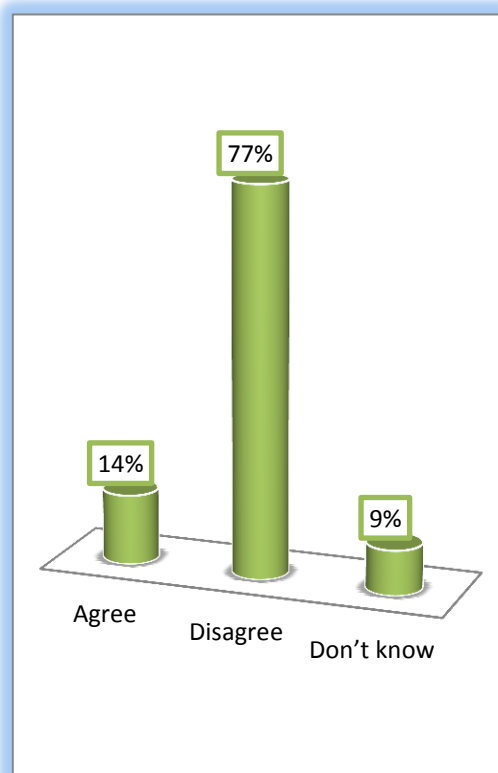


## VIEWS ON EMPLOYING FOREIGN STAFF AND ACCOMMODATING FOREIGN STUDENTS

Responses from this section were collected from staff to analyse their views on employing foreign staff and accommodating foreign students at UNIZULU; therefore two sets of information are described below:



**Figure 12: UNIZULU STAFF (Employing foreign staff is not a good idea since many locals will lose their jobs)**



**Figure 13: UNIZULU STAFF (Accommodating foreign students is not a good idea since many of the local children will lose their place on campus.)**

The first figure demonstrates that about 73% of UNIZULU staff does not see it as a threat to have foreign staff employed at UNIZULU. Only 13% agree and 14% responded with 'I do not know'. A total of 14 respondents chose not to answer this question.

In the second figure another larger percentage does not agree that accommodating foreign students will make local children lose their place on campus. However, about 14% agree and only 9% indicated 'I do not know'. A total of 14 respondents chose not to answer this question.

Even though having foreign staff and students does not make the campus international but it

does indicated that it has adopted some of the international trends.

### VIEWS ON INTERNATIONALISING STUDENTS AND STAFF

This section analyses responses to the question: Is it important for any university to have international students and staff?

The graph indicates that 92% of students find it important for UNIZULU to have international students and staff on campus. Only 3% indicated 'no', about 4% indicated 'I do not know' and only 1% felt the question was not applicable to them.

UNIZULU students are also flexible and open to sharing the campus with foreign lecturers and students. This could be because UNIZULU is multicultural as it provides service to students from various provinces in South Africa and also host international students.

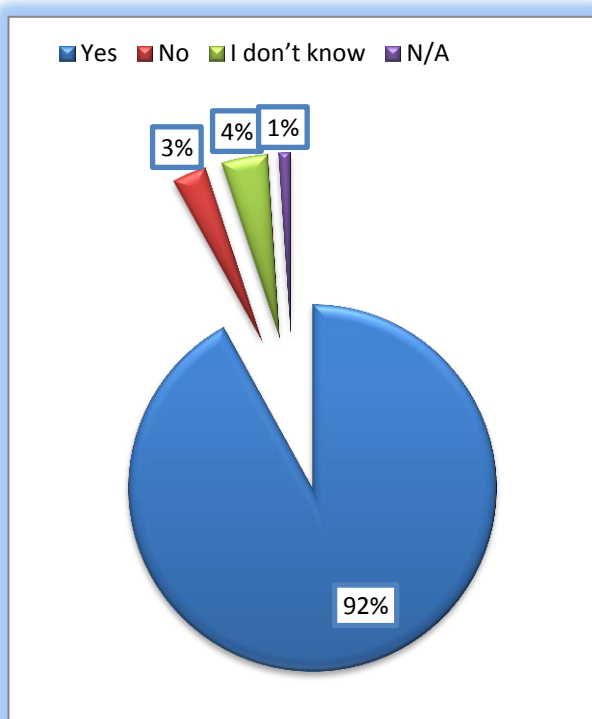


Figure 14: UNIZULU STUDENTS (Is it important for any university to have international students and staff?)

## VIEWS ON LOCAL CULTURE REGARDING INTERNATIONALISATION

The following section analyses responses to the statement: Our children will disregard our local culture if we expose them to international culture.

About 83% of staff members disagree that children will disregard our local culture if exposed to international culture. Only 10% responded with 'true' and 7% responded with 'I do not know'.

This reflects that respondents are of the opinion that UNIZULU can operate as an international institution without fear of students forgetting their local culture. After all it could only expand their knowledge and exposed them to the world in their home country.

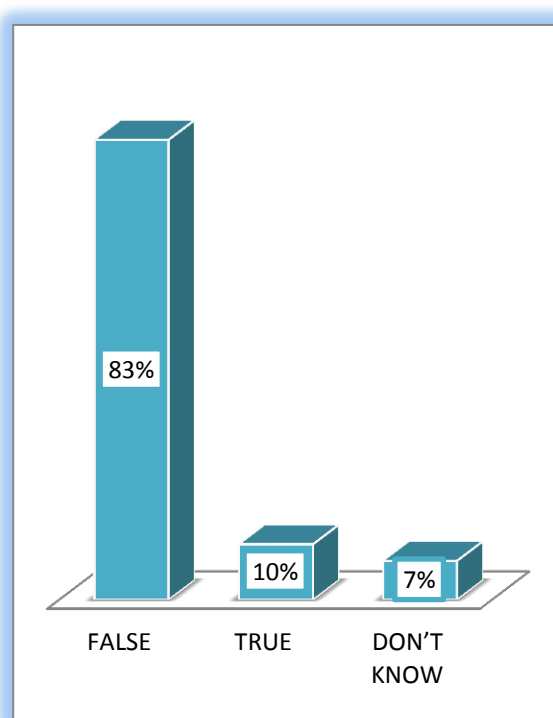


Figure 15: UNIZULU STAFF (Our children will disregard our local culture if we expose them to international culture.)

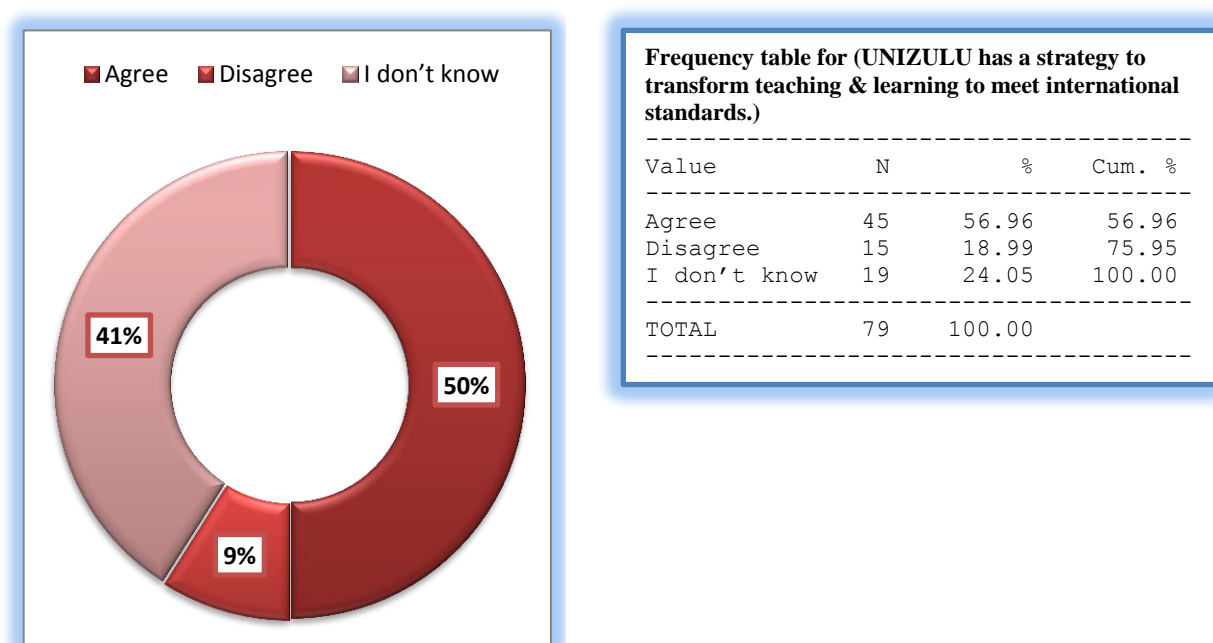
The survey has states that UNIZULU community is not against internationalisation of a rural campus. In fact they are positive and support the idea. However the question remains whether they are well informed or engage in any international projects. UNIZULU is situated in the rural areas of KwaZulu Natal and provides service to the majority of students coming from rural areas. If internationalisation is implemented accordingly, students could have access to studying at an e-campus as well as an international campus in their back yard. They would also have the same privileges and career opportunities as a student that left South Africa to study abroad.

## INTERNATIONALISATION OF A RURAL UNIVERSITY

This section analyses responses which contributes to the development and understanding of internationalisation of a rural university:

### VIEWS ON UNIZULU INTERNATIONAL STRATEGIES FOR RESEARCH, TEACHING AND LEARNING

The following section analyses the views of UNIZULU employees regarding international strategies for research, teaching and learning; therefore two sets of information are described below:



**Figure 16: UNIZULU STAFF (UNIZULU has at least one strategy in place to transform research to meet international standards)**

**Table 4: UNIZULU STAFF (UNIZULU has a strategy to transform teaching & learning to meet international standards)**

This figure reveals that 50% of employees agree that there is at least one strategy in place to transform research conducted by UNIZULU community to meet international standards. It is a matter of concern that 41% of respondents do not know whether there is a strategy in place or not. A smaller portion of respondents 9% disagree with this statement. A total of 14 respondents chose not to answer this question.

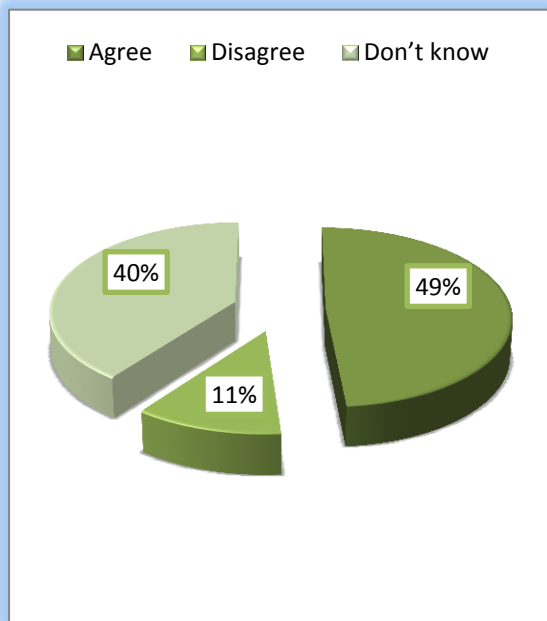
This creates an impression that about 41% of employees at UNIZULU do not participate in research. Research is essential in an academic institution for knowledge production.

UNIZULU need to consider *creative* ways of motivating employees to participate in research nationally and internationally for the benefit of the institution and its members and the country.

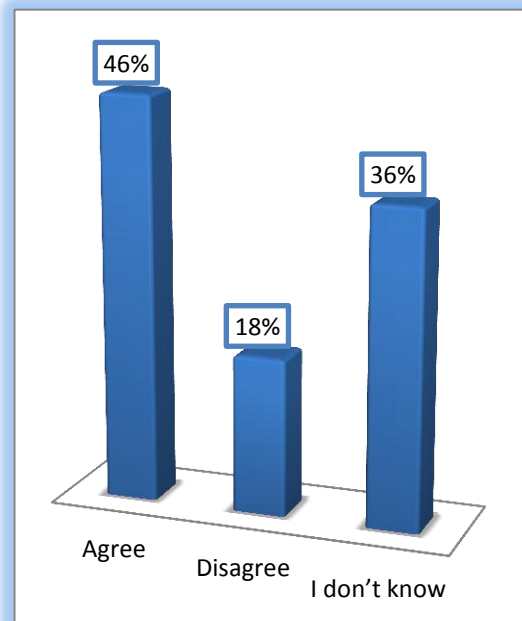
The table indicates that 57% of UNIZULU employees confirm that the university has strategies in place to transform teaching and learning to meet international standards. However, about 19% disagree and 24% do not know if there are any strategies in place for transforming teaching and learning. A total of 13 respondents chose not to answer this question. The percentage of 43% creates an impression that not all employees are abreast about university strategies to transform teaching and learning to meet international standards. This indicates that there is a communication break down between people who pioneer internationalisation and UNIZULU community.

## VIEWS ON STRATEGIES TO INCORPORATING FOREIGN LECTURERS AND STUDENTS

The following responses addresses the views of employees regarding the strategies that UNIZULU has in place to address staff distribution to incorporate foreign lecturers and accommodating more foreign students within the campus population; therefore two sets of information are described below:



**Figure 17: UNIZULU STAFF (UNIZULU has at least one strategy in place to address staff distribution to incorporate foreign lecturers within the campus population.)**



**Figure 18: UNIZULU STAFF (UNIZULU has at least one strategy in place to accommodate more foreign students within the campus population.)**

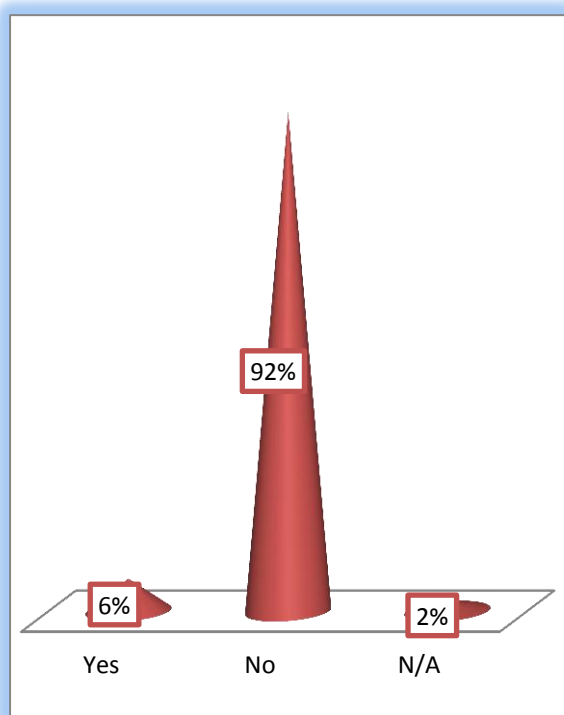
The figure above illustrates that only 49% agree that the university has a strategy in place to address staff distribution to incorporate foreign lecturers within the campus. A total of 14 respondents chose not to answer this question. About 11% totally disagree and 40% has no knowledge of this information. This could be possible because the international office does not give access to international strategies regarding staff distribution to incorporate foreign lecturers. It could also be because the majority of employees do not make an effort to read or know what strategies are currently in place. This is an important issue as diversity is important when an institution is going international creating a global culture. A total of 46% agree that UNIZULU has a plan to accommodate foreign students. About 36% has no knowledge of this information and only 18% disagree. However both these graphs gives an impression that there are communication challenges if such large percentages do not know what is going on at UNIZULU regarding strategies for internationalisation.

## VIEWS ON STUDENTS' PARTICIPATION INTERNATIONALLY

The following section addresses students' responses on how engaged are they in international activities such as student exchange programmes and participating in academic forums:

### STUDENT EXCHANGE PROGRAMMES

The following section analyses responses to the question:



It is alarming that 92% of students have not been involved in student exchange program whereas they are interested and support internationalisation. Only 6% indicated 'yes' and 2% felt the question was not applicable to them. A total of 4 respondents chose not to answer this question.

The largest percentage of students who have not been involved in student exchange programmes could be result of the non-existence of the international office for students.

**Figure 19: UNIZULU STUDENT (I have been involved in a student exchange programme.)**

## ACADEMIC FORUMS FOR STUDENTS

This section analyses responses to the statement: *I participate in international academic forums.*

The table above state that about 90% of students have not had an opportunity to participate in international academic forums. Only 8% indicated 'yes' and 2% felt the question was not application to them. A total of 13 respondents chose not to answer this question.

Value	N	%	Cum. %
Yes	28	7.80	7.80
No	322	89.69	97.49
N/A	9	2.51	100.00
TOTAL	359	100.00	
Missing cases: 5			

If UNIZULU has strategies in place for adopting international trends in teaching and learning, they should consider involving students in academic forums. As this will allow students to be part of an international network with students from different countries who share the same major in their study field.

**Table 5: UNIZULU STUDENTS (I participate in international academic forums)**



## VIEWS ON A LANGUAGE CHOSEN FOR INTERNATIONAL EXPOSURE

The following section aims to depict which language is recognised by staff and students as an international language:

### STAFF PERSPECTIVE

This section analyses responses to the statement: It is better to promote a local African language rather than English.

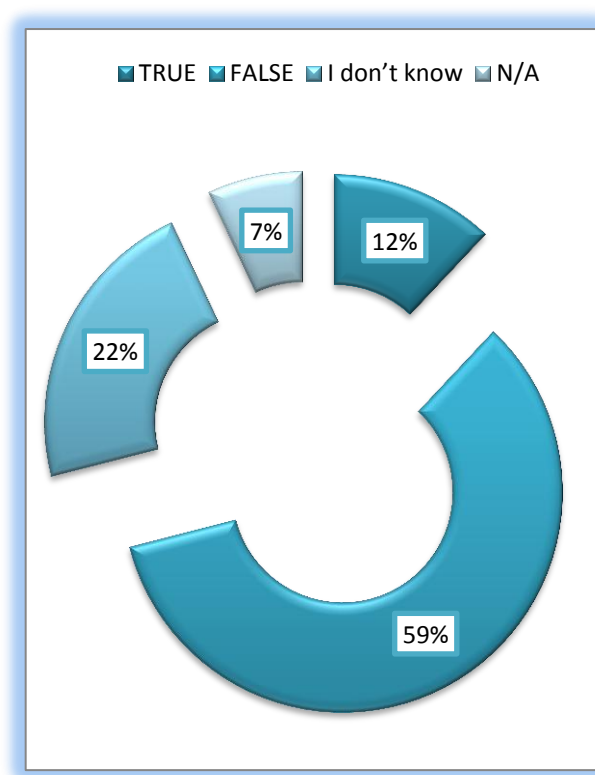


Figure 20: UNIZULU STAFF (It is better to promote a local African language rather than English.)

English is the second most spoken language worldwide and also regarded as a business language internationally. This could be the reason why about 59% of employees state that it is not better to promote a local African language rather than English.

This shows that employees at UNIZULU want their graduates to stand a chance of competing in a global market. Only 12% indicated 'true', about 22% do not know and only 7% felt the question was not applicable to them. A total of 19 respondents chose not to answer this question.

## STUDENT PERSPECTIVE

This section analyses responses to the statement: Please indicate ONE language which you think can be used as an international language for people to learn so that they could work anywhere in the world.

To address this statement, students were given a list of 10 top languages of the world and figures reflecting the number of speakers as shown below. The list also displayed a South African language for the purposes of comparison see below:

Mandarin	1 billion+
English	508 million
Hindi	497 million
Spanish	392 million
Russian	277 million
Arabic	246 million
Bengali	211 million
Portuguese	191 million
Malay-Indonesian	159 million
French	129 million
IsiZulu	10 million

Table 6: Top ten languages of the world

Source: adapted from <http://listverse.com/2008/06/26/top-10-most-spoken-languages-in-the-world/>

Mandarin	1 billion+
English	508 million
Hindi	497 million
Spanish	392 million
Russian	277 million
Arabic	246 million
Bengali	211 million
Portuguese	191 million
Malay-Indonesian	159 million
French	129 million
IsiZulu	10 million

The results shown below are an analysis to this statement: Please indicate ONE language which you think can be used as an international language for people to learn so that they could work anywhere in the world.

The table above recommends that about 86% of students selected English, only 7% selected IsiZulu and 3% selected Mandarin as a language to enable them to work internationally.

UNIZULU is serving a majority of students coming from rural schools who battle to communicate and write in English. It is not surprising why the majority of students will select English as their choice of language. As mentioned before it is currently a business language worldwide.

Frequency table for (LANGUAGES)			
Value	N	%	Cum. %
Mandarin	12	3.91	3.91
English	265	86.32	90.23
Hindi	1	0.33	90.55
Spanish	3	0.98	91.53
French	4	1.30	92.83
IsiZulu	22	7.17	100.00
TOTAL	307	100.00	
Missing cases: 57			

**Table 7: UNIZULU STUDENTS (Please indicate ONE language which you think can be used as an international language for people to learn so that they could work anywhere in the world.)**

The table gives an impression that students see English as an important language to use as a medium of communication and in their studies in order to work anywhere in the world. Students at UNIZULU state that if trained in English they will stand a better in a market world.

## BENEFITS OF INTERNATIONALISED RURAL CAMPUS

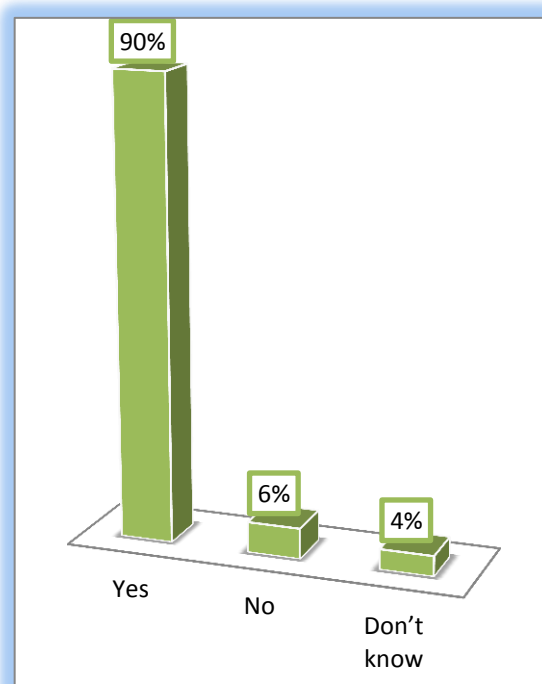
This section analyses responses which examines the benefits of internationalising a rural campus:

### VIEWS ON WHETHER INTERNATIONALISATION OF A RURAL CAMPUS CAN IMPROVE JOB OPPORTUNITIES FOR STUDENTS

The following section analyses the following question: Do you think internationalisation of a rural campus could improve job opportunities for students nationally and internationally?

About 90% of UNIZULU students think that internationalisation of a rural campus could improve job opportunities for students nationally and internationally. Only 6% indicated 'No' and about 4% indicated 'I do not know' a total of 3 respondents chose not to answer this question.

UNIZULU students think that internationalisation will help improve job opportunities nationally and internationally. This large percentage might be because they have seen how it is not easy to find employment in South Africa perhaps being in an international campus could improve the job opportunities for them.



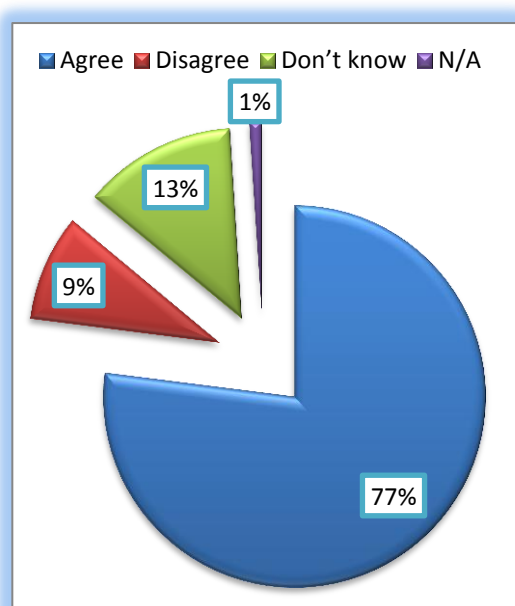
**Figure 21: UNIZULU STUDENTS** (Do you think internationalisation of a rural campus could improve job opportunities for students nationally and internationally?)

## VIEWS ON PROFESSIONAL SKILLS AND KNOWLEDGE OF UNIZULU GRADUATES

This section analyses the views of staff and students regarding whether UNIZULU graduates have professional skills and knowledge relevant for the human capital needs of South Africa or worldwide; therefore three sets of information are described below:

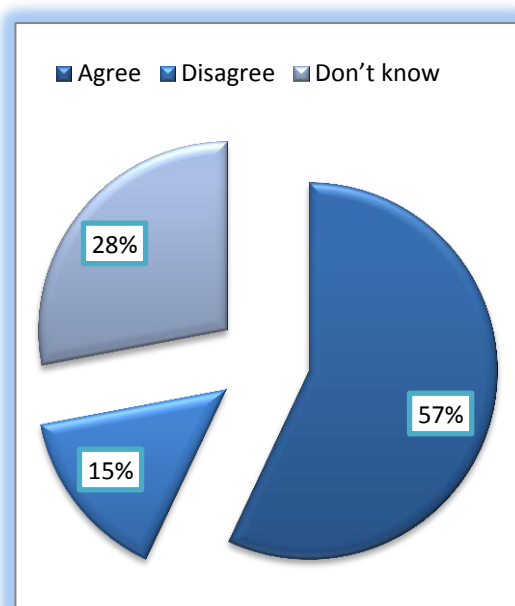
### STUDENT PERSPECTIVE

The following analyses responses of students on the above mentioned subject:



**Figure 22: UNIZULU STUDENTS** (Graduates from UNIZULU have professional skills and knowledge relevant for the human capital needs of South Africa.)

The graph indicates that about 77% agree with the above statement, 9% disagree, 13% indicated 'I do not know' and only 1% felt the question was not applicable to them. A total of 2 respondents chose not to answer this question.



**Figure 23: UNIZULU STUDENTS** (Graduates from UNIZULU have professional skills and knowledge relevant for the human capital needs worldwide.)

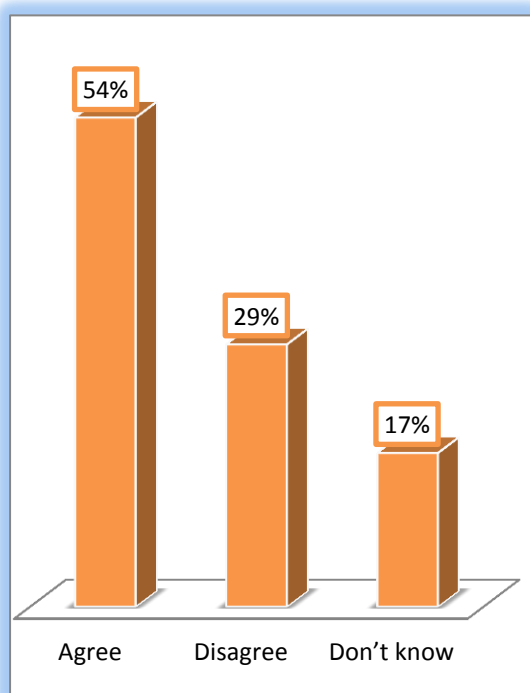
The graph indicates that about 57% agree with the above statement, about 14% disagree and only 28% indicated 'I do not know'. A total of 3 respondents chose not to answer this question.

Both graphs clearly indicate that according to the majority of students they are being prepared to work nationally rather than having both opportunities of also working worldwide. However, there is also a large percentage of 57% who asserts that graduates from UNIZULU

also have professional skills and knowledge relevant for human capital needs globally.

### STAFF PERSPECTIVE

This section analyses responses to the statement: Graduates from UNIZULU have professional skills and knowledge relevant to international needs:



**Figure 24: UNIZULU STAFF (Graduates from UNIZULU have professional skills and knowledge relevant to international needs.)**

About 54% of employees agree that graduates from UNIZULU have professional skills and knowledge relevant to international needs. Conversely 29% disagree and 17% indicated 'I do not know'. A total of 14 respondents chose not to answer this question.

This gives an indication that the curriculum at UNIZULU could be structured in a way that it prepares students to have professional skills and knowledge relevant international. Even though Quality Assurance division did not agree to participate in a survey except for only one member, such implications can be drawn from academics as the majority of them participated.

Graduates from UNIZULU would benefit nationally and internationally regarding work if they have professional skills and knowledge relevant not only to human capital needs of South Africa but also internationally.

## VIEWS ON WHETHER STUDENTS AT UNIZULU COME FROM URBAN OR RURAL AREAS

The following section analysis the following question: was your high school in a rural or urban area:

It is no surprise that the majority of students attended their high school in a rural area since UNIZULU is situated in KwaZulu Natal. About 74% is from rural areas and 26% indicated 'urban' area. A total of 31 respondents chose not to answer this question.

The majority of students from rural areas in KwaZulu Natal lack computer skills or exposure to new ICTs. Enrolling to UNIZULU gives them an exposure to computer, the internet and other technologies to enable them to do their work. However, they might still need training to use the technology at their disposal.

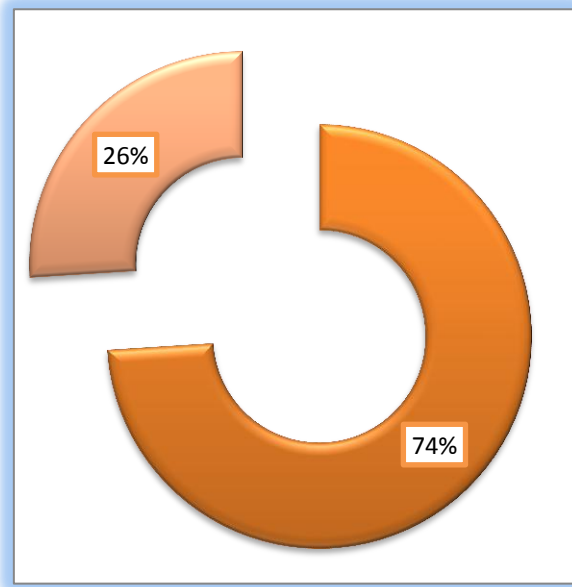


Figure 25: UNIZULU STUDENTS (Was your high school at a rural or urban area?)

## VIEWS ON BASIC COMPUTER TRAINING

This section analyses the views of staff and students regarding the current basic computer training which students receive on campus when enrolling for the first time; therefore two sets of information are described below:

**Frequency table for (The current basic computer training which students receive on campus is sufficient to make rural students computer literate.)**

Value	N	%	Cum. %
Agree	208	60.82	60.82
Disagree	95	27.78	88.60
I dont know	38	11.11	99.71
N/A	1	0.29	100.00
TOTAL	342	100.00	
Missing cases: 22			

**Frequency table for (The current basic computer training which students receive on campus is sufficient to make rural students computer literate.)**

Value	N	%	Cum. %
Agree	44	60.27	60.27
Disagree	15	20.55	80.82
I dont know	14	19.18	100.00
TOTAL	73	100.00	
Missing cases: 19			

**Table 8: UNIZULU STUDENTS (The current basic computer training which students receive on campus is sufficient to make rural students computer literate.)**

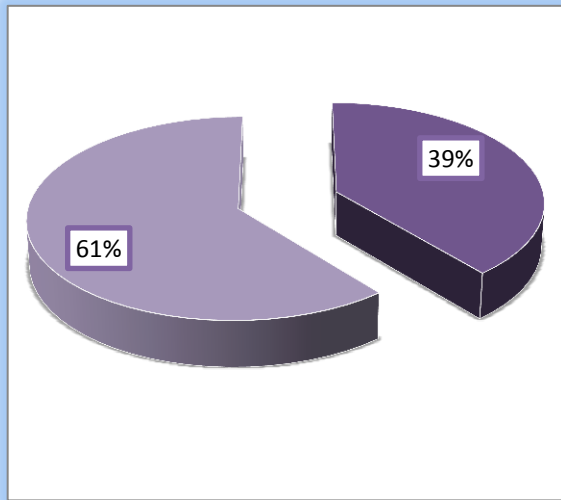
**Table 9: UNIZULU STAFF (The current basic computer training which students receive on campus is sufficient to make rural students computer literate.)**

About 61% of students agree with the above statement and 60% of staff members also agree. Only 28% of students indicate that the computer training is not sufficient enough and only 21% from staff indicated 'disagree'. 11% of students and 19% from staff indicated 'I do not know'. A total of 22 student respondents chose not to answer this question. Only a total of 19 student respondents chose not to answer this question. These statistics are closely related to each other. They give an indication that both students and staff have a mutual agreement that the current basic computer training which students receive on campus is sufficient to make rural students computer literate.

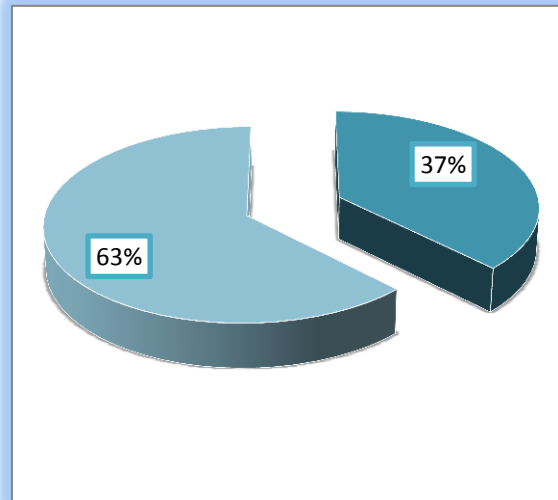


## VIEWS ON ELEARNING AT UNIZULU

This section analyses the views of staff and students based on the eLearning platforms used at UNIZULU; therefore two sets of information are described below:



**Figure 26: UNIZULU STUDENTS** (My lecturers use university e-learning platform in our lessons.)



**Figure 27: UNIZULU STAFF** (I use an e-learning platform in my lessons.)

The graph illustrates that 39% of students agree that their lecturers use university e-learning platform in our lessons. A larger percentage of 61% indicated 'no'. This gives an impression that UNIZULU lecturers have not adapted to new methods of teaching and learning (eLearning). A total of 5 respondents chose not to answer this question. A larger percentage of 62% of staff members indicated 'no' when asked if they make use of eLearning platform for lessons. Only 37% indicated 'yes'.

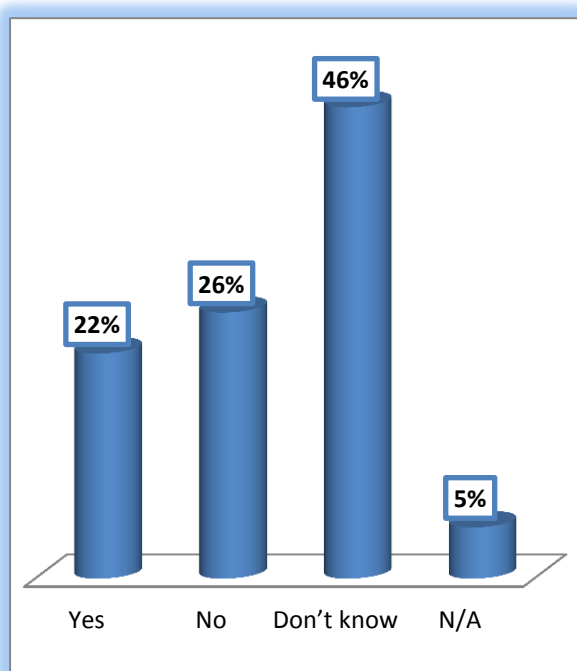
This could be because the infrastructures at UNIZULU do not give access and ability to use eLearning platforms. It could also be because the staff members still prefer to make use of traditional methods of teaching. A total of 20 respondents chose not to answer this question. Using such eLearning could be a huge benefit for students and staff at UNIZULU. It should be acknowledge that students learn more using computer-based instruction than they do through traditional classroom methods.

## COMMUNICATION INITIATIVES TOWARDS INTERNATIONALISATION

This section analyses responses which examines current communication initiatives and networks on internationalisation at rural campuses:

### VIEWS ON THE ENTIRE UNIZULU COMMUNITY BEING AWARE THAT THE UNIVERSITY IS IN THE PROCESS OF INTERNATIONALISATION

This section analyses responses to the following question: is the entire UNIZULU community aware that the university is in the process of internationalisation?



**Figure 28: UNIZULU STAFF (Is the entire UNIZULU community aware that the university is in the process of internationalisation?)**

A larger percentage of 46% of UNIZULU employees do not know whether the university is in the process of internationalisation or not. Another 26% indicated 'no', about 5% felt the question is not applicable to them, only 22% were informed.

This creates an impression that there is a communication breakdown between the international office and the entire UNIZULU community.

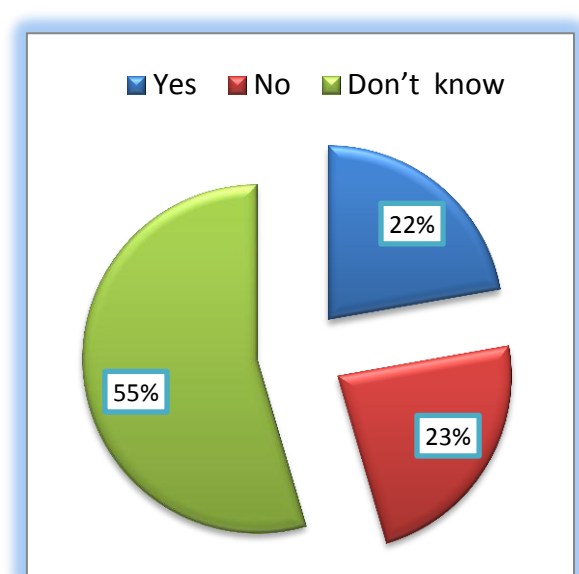
Maybe the current structures in place for communication need to be reviewed.

## VIEWS ON AN INTERNATIONAL LINKAGES OFFICE

This section analyses responses of both staff and students regarding their interaction with UNIZULU international office:

### STUDENT PERSPECTIVE

The following section analyses responses to the question: Does UNIZULU has an international office and administrator for international students and international programmes?



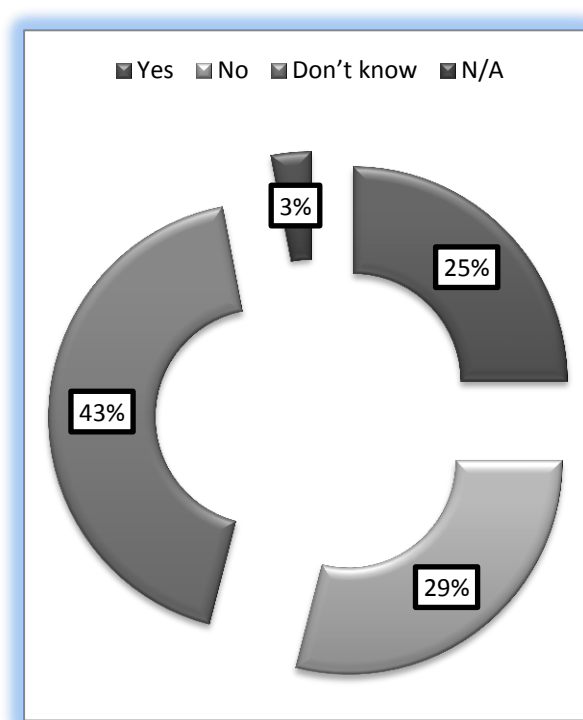
**Figure 29: UNIZULU STUDENTS (Does UNIZULU has an international office and administrator for international students and international programmes?)**

About 55% responded by 'I do not know' and 23% said 'No'. Only a smaller percentage of 22% said 'Yes'. A total of 7 respondents chose not to answer this question. These percentages indicate that if UNIZULU has an international office it clearly does not interact with students. The graph indicates that the majority of students do not know whether the university has an international office or not. This could be because the majority of students are local and might think they have no need to consult an international office and are not aware of opportunities that exist internationally. During data collection process, international students indicated that UNIZULU does not have an international office for students. If they need assistance they only consult their departments since there is no one who directly handles international affairs for students at UNIZULU.

The international linkages administrator did confirm that the office only caters for staff only as the institution has not appointed someone to cater for students. The university has 50% of students who agree that a rural campus should adopt international trends in research and education. Also about 90% believes that internationalisation of a rural campus could improve job opportunities for students nationally and globally. However, this positivity becomes vain if UNIZULU does not have an international office to cater for students and engage them in international activities. This should be an area of concern for the university.

### STAFF PERSPECTIVE

The following section analyses responses to the following question: Has the international office and administration involved academics from each faculty to help in the process of internationalisation?



**Figure 30: UNIZULU STAFF** (Has the international office and administration involved academics from each faculty to help in the process of internationalisation?)

About 25% said 'yes', 29% indicated 'no', 43% do not know and 2% felt the question was not applicable to them. A total of 13 respondents chose not to answer this question.

This graph could indicate that there is no collaboration between ILO and Faculties with regards to the process of internationalisation. Faculties could be seen as major players in internationalisation. Reason being if the curriculum is to change and adopt international trends they need to be part of the process as they are the ones teaching the students. Most academics participate in academic forums and should have an input to such matters.

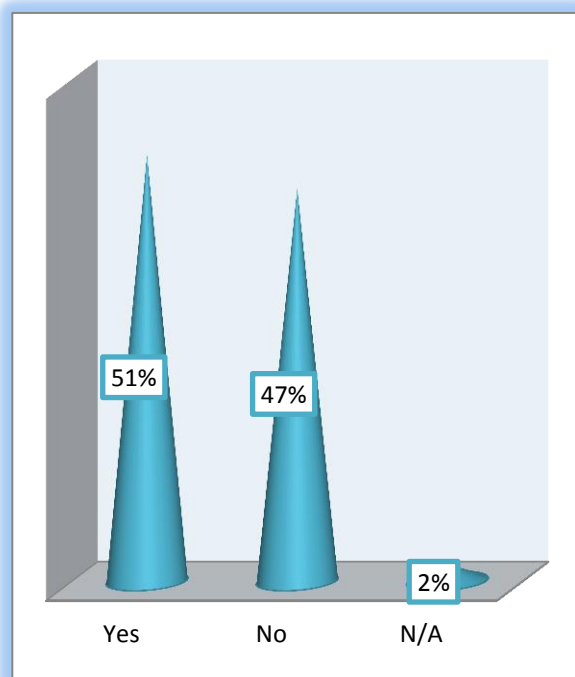
## VIEWS ON STUDENT'S PARTICIPATION IN INTERNATIONAL ACTIVITIES AND FORUMS

The following section analyses responses to the following statement: I have not been exposed to any international activities or forums.

A larger percentage of 51% agree that they have not been exposed to any international activities or forums. About 47% indicated 'no', giving an impression that they have been exposed to some international activities or forums. Only 2% felt that this question was not applicable to them. A total of 6 respondents chose not to answer this question.

Students have indicated in graphs analysed above that they get assistance from their departments with regards to international matters. Also the ILO does assist where possible since the international office for students has not been re-opened.

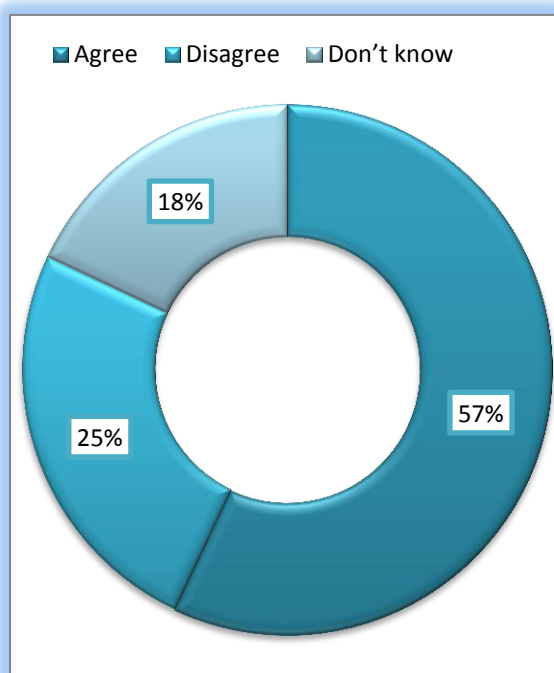
It should be acknowledged that if students had an international office focusing on them they will be very practical in activities that will be offered to them internationally.



**Figure 31: UNIZULU STUDENTS (I have not been exposed to any international activities or forums.)**

## VIEWS ON APPROPRIATE 'INFORMATION COMMUNICATION TECHNOLOGY' TO PARTICIPATE IN THE INTERNATIONAL ARENA

The following section analyses responses on this statement: We do not have appropriate 'Information Communication Technology' to participate in the international arena.

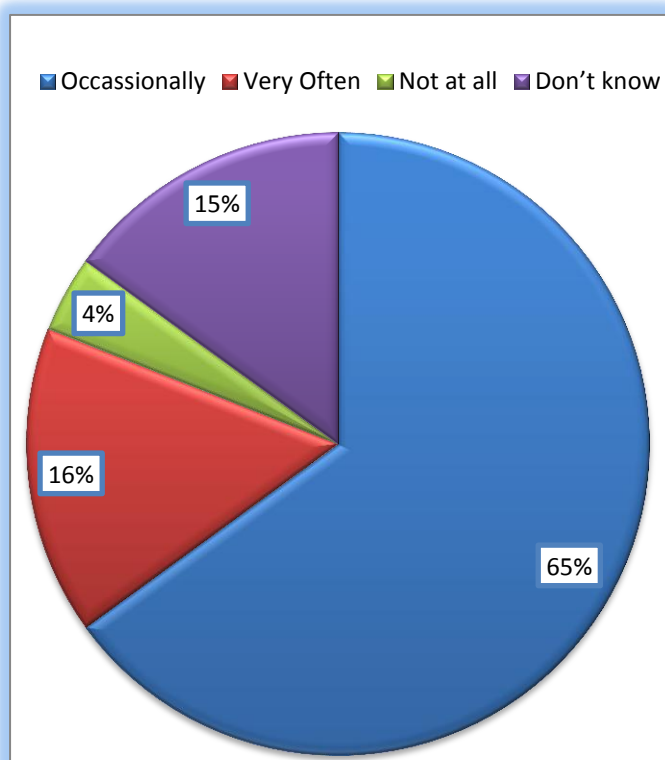


About 57% agree that UNIZULU does not have appropriate ICTs to participate in the international arena. It could be that the facilities are there but they are not enough for all students. About 25% disagree and only 18% indicated, 'I do not know'. A total of 66 respondents chose not to answer this question.

**Figure 32: UNIZULU STUDENTS (We do not have appropriate 'Information Communication Technology' to participate in the international arena)**

## VIEWS ON CURRENT INITIATIVES IN PROMOTING INTERNATIONALISATION ON CAMPUS

This section analyses responses which examines UNIZULU's initiatives in promoting internationalisation to students and staff.



**Figure 33: UNIZULU STAFF: UNIZULU promotes internationalisation by hosting a number of workshops (or seminars) for staff and students**

A large percentage (65) from staff members affirms that occasionally the university does promote internationalisation by hosting workshops or seminars for staff and students. About 16% indicated 'very often', 4% indicated 'not at all' and 15% felt the question was not applicable to them. A total of 13 respondents chose not to answer this question. This gives an indication that there is much done in terms of promoting internationalisation to students and staff.

## **VIEWS ON INITIATIVES TOWARDS PROMOTING INTERNATIONALISATION BY HOSTING FOREIGN LECTURERS OR STUDENTS ON AN EXCHANGE BASIS**

Responses from this section analyses views from staff about the following statement: UNIZULU promotes internationalisation by hosting foreign lecturers or students on an exchange basis. As to compare between lecturers and students two sets of information are described below:

**Frequency table for (UNIZULU promotes internationalisation by hosting foreign LECTURERS or students on an exchange basis)**

Value	N	%	Cum. %
Occassional	49	62.03	62.03
Very Often	10	12.66	74.68
Not at all	6	7.49	82.28
I dont know	14	17.72	100.00
TOTAL	79	100.00	
Missing cases: 13			

**Frequency table for (UNIZULU promotes internationalisation by hosting foreign STUDENTS on an exchange basis)**

Value	N	%	Cum. %
Occassional	35	44.30	44.30
Very Often	16	20.25	64.56
Not at all	2	2.53	67.09
I dont know	26	32.91	100.00
TOTAL	79	100.00	
Missing cases: 13			

**Table 10: UNIZULU STAFF (UNIZULU promotes internationalisation by hosting foreign lecturers or students on an exchange basis.)**

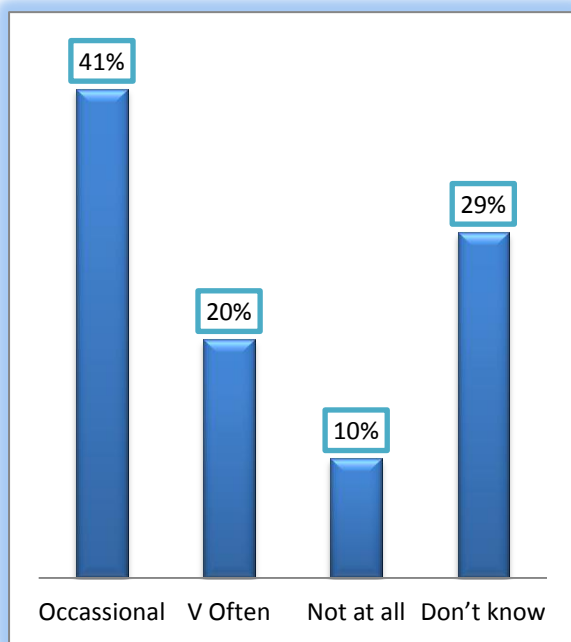
**Table 11: UNIZULU STAFF (UNIZULU promotes internationalisation by hosting foreign students on an exchange basis.)**

In the table enquiring about lecturers: About 62% indicated ‘occasionally’, 13% indicated ‘very often’, 7% indicated ‘not at all’, 18% indicated ‘I do not know’. A total of 13 respondents chose not to answer this question. In the table enquiring about students: About 44% indicated ‘occasionally’, 20% indicated ‘very often’, 3% indicated ‘not at all’, 33% indicated ‘I do not know’. A total of 13 respondents chose not to answer this question.

The tables above indicate that the university hosts more foreign students than lecturers on exchange programmes. Practicing the same on lecturers could be of benefit for the university as academics can be able to share knowledge and collaborate on lots of international activities including research.



## VIEWS ON PROMOTING INTERNATIONALISATION THROUGH NEW TECHNOLOGY IN RESEARCH



**Figure 34: UNIZULU STAFF** (UNIZULU promotes internationalisation by promoting the use of new technology in research.)

About 41% indicated 'occasionally', 20% indicated 'very often', 10% indicated 'not at all' and only 29% indicated 'I do not know'. A total of 13 respondents chose not to answer this question.

This graph indicates that UNIZULU has not invested much on the new technologies which can be used in research; for example the 'iPad' is very useful for data collection, as it makes it easy and quick for respondents to answer the questionnaire.

It also gives an impression that UNIZULU community has not been exposed to devices that can help enhance internationalisation and enable academics to participate in international networks with other lecturers abroad.

## THE ROLE OF ICT DEPARTMENT IN INTERNATIONALISATION

This section analyses responses with an aim to discover the role of *Department of Information Communication Technology* in internationalisation at a rural campus:

### VIEWS OF ACCESS TO WIRELESS INTERNET FOR STUDENTS

Responses from this section were gleaned from students and staff; therefore two sets of information are described below:

**Frequency table for (UNIZULU provides wireless internet to students (open or controlled))**

Value	N	%	Cum. %
Agree	151	41.94	41.94
Disagree	184	51.11	93.06
I dont know	25	6.94	100.00
TOTAL	360	100.00	
Missing cases: 4			

**Frequency table for (Students get access to wireless internet throughout the campus)**

Value	N	%	Cum. %
True	56	75.68	75.68
False	5	6.76	82.43
I dont know	13	17.47	100.00
TOTAL	74	100.00	
Missing cases: 18			

**Table 12: UNIZULU STUDENTS (UNIZULU provides wireless internet to students (open or controlled)).**

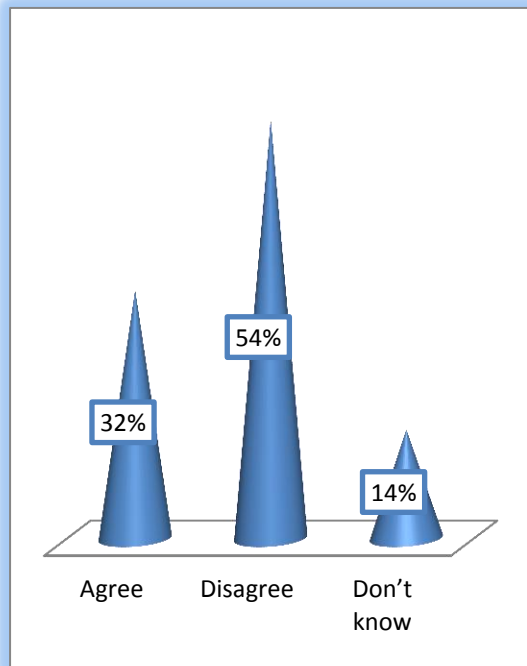
**Table 13: UNIZULU STAFF (Students get access to wireless internet throughout the campus.)**

About 42% of students agree that wireless internet is available to students open or controlled. The majority of about 51% indicated ‘disagree’ and only 7% indicated ‘I do not know’. A total of 4 respondents chose not to answer this question.

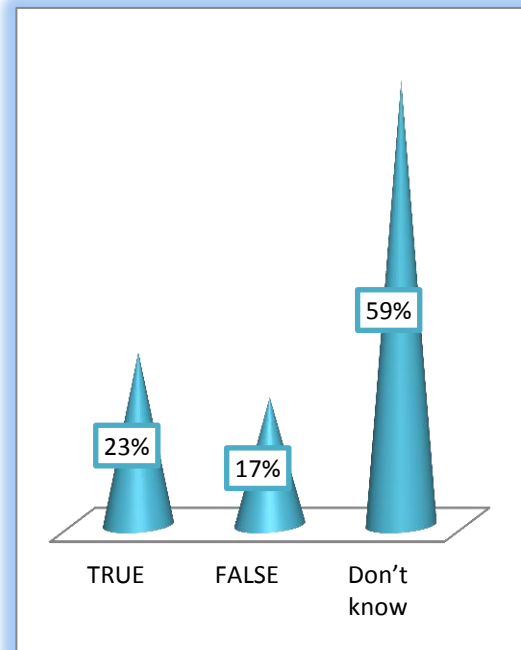
This could be because the majority of students do not have laptops and wouldn’t know whether wireless internet is accessible or not. The other reason could be that students are not well informed about designated spots where they could access wireless internet. Staff members agree with students, about 76% indicated ‘true’ that students have access to wireless internet. Only about 7% indicated ‘false’ and only 17% indicated ‘I do not know’. A total of 18 respondents chose not to answer this question.

## VIEWS ON STUDENTS BEING WELL INFORMED ABOUT WIRELESS FACILITIES AT UNIZULU

The following section analyses responses from students and staff; therefore two sets of information are described below:



**Figure 35: UNIZULU STUDENTS** (Students are well informed about wireless facilities at UNIZULU.)



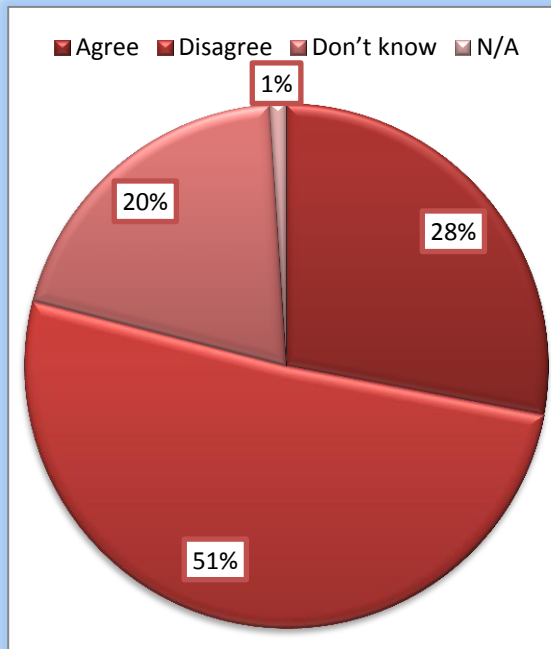
**Figure 36: UNIZULU STAFF** (Students are well informed about wireless facilities at UNIZULU.)

Only a small percentage (32%) from students agrees that they are well informed about wireless facilities at UNIZULU. A large percentage of 54% indicated 'disagree'; about 14% indicated 'I do not know'. A total of 4 respondents chose not to answer this question. Staff members gave an impression that they have no idea whether students are aware of such facilities. About 59% from staff indicated 'I do not know', about 17% disagree that students are well informed and only 23% agrees. A total of 19 respondents chose not to answer this question.

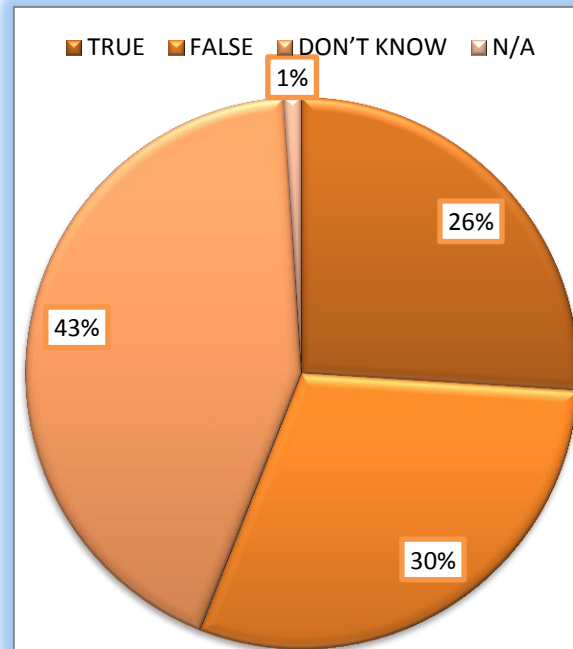
It is good to have wireless internet made available for students. It will enable them to do their work, access the internet and even participate in international arenas. However, it's no use to have wireless internet just available to students without informing them. It will also be useless if students do not have access to modern technologies such as tablets or iPads or even a basic laptop.

## VIEWS ON THE USE OF NEW TECHNOLOGIES SUCH AS THE IPAD

The following section analyses responses from students and staff about the use of new technologies such as the iPad; therefore two sets of information are described below:



**Figure 37: UNIZULU STUDENTS** (Students and lecturers are encouraged to use new technology such as the iPad.)



**Figure 38: UNIZULU STAFF** (Students and lecturers are encouraged to use new technology such as the iPad.)

About 51% of students disagree that lecturers and students are encouraged to use new technologies such as the iPad. Only a small percentage of 28% agrees whilst another 20% indicated 'I do not know' and only 1% felt the question was not applicable to them. A total of 4 respondents chose not to answer this question. Staff members concur with students as 30% disagree with the about statement, about 43% indicated 'I do not know, only 26% indicated 'true' and only 1% felt the question was not applicable to them. A total of 18 respondents chose not to answer this question.

These graphs give an indication that students and lecturers are not encouraged to use new technologies such as the iPad. It could be a high achievement to see a rural campus exposing its community to new technologies with an aim to create an eCampus and give international exposure.

## **VIEWS ON INTERACTIVE ONLINE LEARNING PLATFORMS THAT ICT DEPARTMENT HAS MADE AVAILABLE**

The following section analyses responses from students and staff about interactive online learning platforms that *Department of Information Communication Technology* has made available for teaching and learning; therefore two sets of information are described below:

**Frequency table for (I am fully aware of the interactive online learning platforms that ICT has made available for teaching and learning.)**

Value	N	%	Cum. %
Agree	100	27.93	27.93
Disagree	178	49.72	77.65
I dont know	78	21.79	99.44
N/A	2	0.46	100.00
TOTAL	358	100.00	
Missing cases: 6			

**Frequency table for (All students are aware of the online teaching and learning platforms which are used at UNIZULU.)**

Value	N	%	Cum. %
True	30	40.54	40.54
False	24	32.43	72.97
I dont know	18	24.32	97.30
N/A	2	2.70	100.00
TOTAL	74	100.00	
Missing cases: 18			

**Table 14: UNIZULU STUDENTS (I am fully aware of the interactive online learning platforms that ICT has made available for teaching and learning.)**

**Table 15: UNIZULU STAFF (All students are aware of the online teaching and learning platforms which are used at UNIZULU.)**

These tables above creates an impression that students and staff members are not aware of any online teaching and learning platforms that are used at UNIZULU. Large percentages are either indicating 'disagree' or 'I do not know' from both students and staff. About 28% indicated 'agree' from students, only 50% indicated 'disagree', about 22% indicated 'I do not know'. A total of 6 respondents chose not to answer this question. A large percentage from staff members indicated that students are aware of online teaching and learning platforms which UNIZULU use. About 41% indicated 'true', 32% indicated 'false', 24% indicated 'I do not know' and only 3% felt the question is not applicable to them. A total of 18 respondents chose not to answer this question.

These tables create an impression student are not aware of interactive online learning platforms that the *Department of Information Communication Technology* has made available for teaching and learning. Maybe the academics are not exposing the students to such facilities. Some staff members agree that students are aware of the online teaching and learning platforms which are used at UNIZULU. Not all students have laptops, could it be

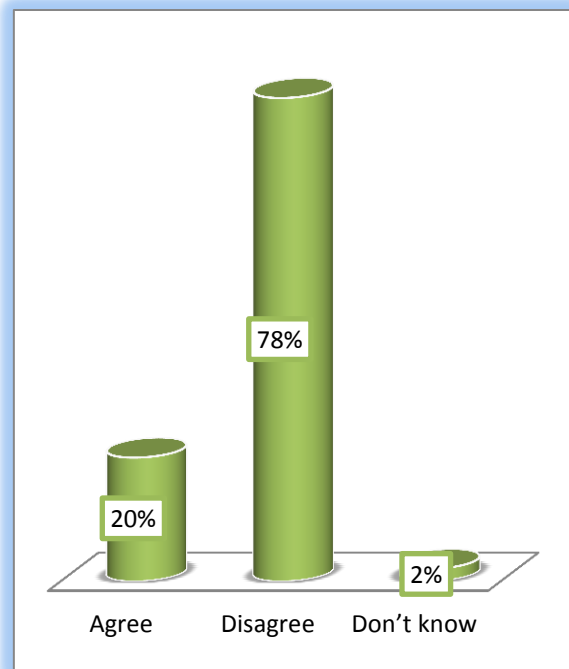
that the infrastructure (computer labs) at UNIZULU does not give enough access to all students.

### VIEWS ON UNIZULU COMPUTER LABS

The following section analyses responses from students on this statement: The university provides students with enough computer labs to do their assignments and research.

The graph indicates that about 78% of students disagree, about 20% indicated 'agree' and only 2% indicated 'I do not know'. A total of 4 respondents chose not to answer this question.

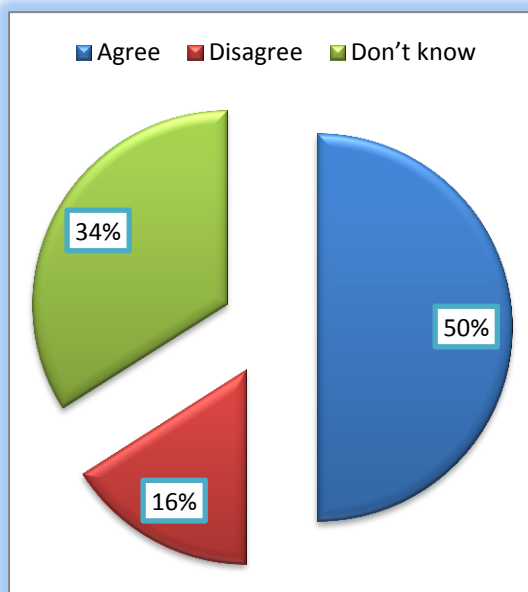
A large percentage of students (78%) maintain that UNIZULU does not have enough computer labs to do their assignments and research. This clearly indicates that UNIZULU does not have sufficient computer laboratories to accommodate all students' needs.



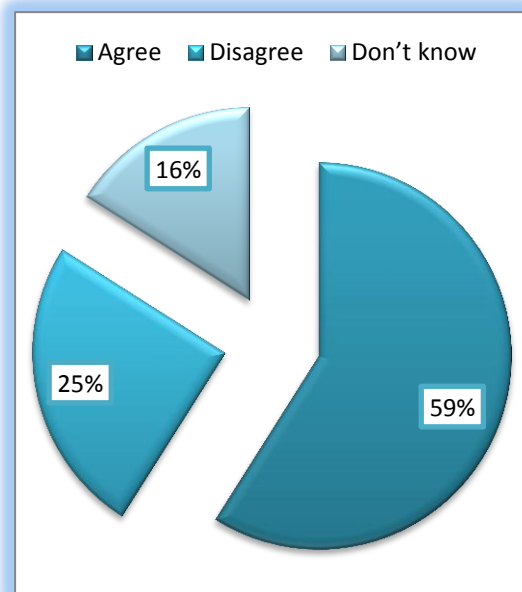
**Figure 39: UNIZULU STUDENTS (The university provides students with enough computer labs to do their assignments and research.)**

## VIEWS ON FACILITIES TO HELP TRANSFORM AND CREATE AN E-LEARNING ENVIRONMENT

This section analyses responses from students and staff about the facilities that ICT department has provided to transform and create an e-learning environment; therefore two sets of information are described below:



**Figure 40: UNIZULU STUDENTS (ICT has provided facilities to help transform and create an e-learning environment.)**



**Figure 41: UNIZULU STAFF (ICT has provided facilities to help transform and create an e-learning environment.)**

About 50% of student respondents 'agree', 16% 'disagree' and 34% indicated 'I do not know'. Closely to students the staff members agree with students. About 59% of staff respondents 'agree', about 25% 'disagree' and 16% indicated 'I do not know'. Based on the previous graphs and the current one, there is an indication that the Department of information communication technology has provided the facilities to help transform and create an eLearning environment. However, there is an issue of access to these facilities. Another issue that the *Department of Information Communication Technology* should consider is ensuring that staff and students are aware of these facilities.

## CURRICULUM AND INTERNATIONAL TRENDS

This section analyses the responses which determines whether the curriculum at UNIZULU is structured in a way to only embrace South African content or it is also flexible enough to accommodate international trends

### VIEWS ON UNIZULU'S CURRICULUM

The following section analyses responses from staff about UNIZULU's curriculum:

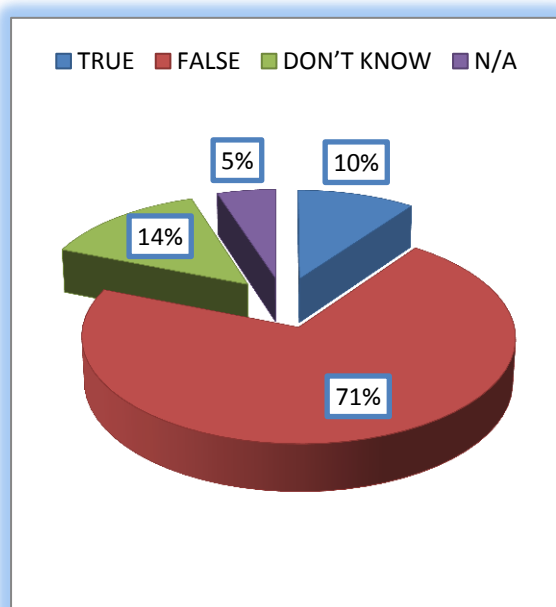


Figure 42: UNIZULU STUDENTS (My syllabus is structured to embrace local South African content only.)

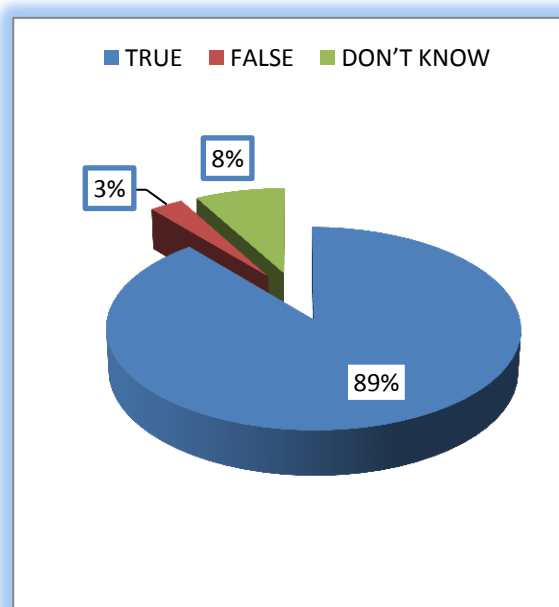


Figure 43: UNIZULU STAFF (My syllabus is designed to expose our students to global perspectives.)

About 71% disagree that the syllabus is structured to embrace local content only, 14% indicated 'I do not know', only 10% indicated 'true' and only 5% felt the question was not applicable to them. A total of 19 respondents chose not to answer this question. A large percentage (89%) agrees that the syllabus is designed to expose our students to global perspectives. Only a small percentage of 3% indicated 'false' and 8% indicated 'I do not know'. A total of 20 respondents chose not to answer this question. These graphs reveals that the syllabus at UNIZULU is defiantly not structured to embrace local South African content only however, to also expose students to global perspectives.



## VIEWS ON THE SYLLABUS HAVING A GOOD MIX OF LOCAL AND INTERNATIONAL CONTENT

Responses from this section were collected from staff to analyse this statement: The syllabus has a good mix of local and international.

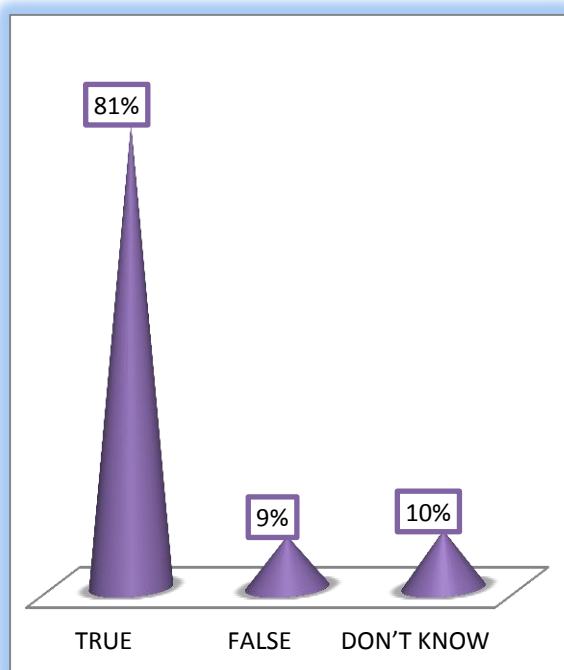


Figure 44: UNIZULU **STAFF**: My syllabus has a good mix of local and international content.

About 81% indicated that the syllabus has a good mix of local and international content. Only 9% indicated 'false' and 10% indicated 'I do not know'.

This gives an impression that UNIZULU is in the process of internationalisation and preparing graduated fit to work both nationally and abroad.

## CONCLUSION

This chapter emphasised various responses that were gathered from the research conducted. This chapter interpreted data according to the objectives of the study. Each objective was carefully analysed using the data that was collected to address each objective. The findings summarised and unpacked the important results extracted in the process of data analysis according to each of the objectives of the study. The final chapter provides deductions and recommendations for this research study.

## **DEDUCTIONS AND RECOMMENDATION**

### **INTRODUCTION**

The previous chapter provided a presentation, analysis and interpretation of statistical data collected from respondents. It also scientifically summarised the overall outlook of students, academics and non-academics about internationalisation.

The main purpose for this study was to evaluate if a rural university is adequately equipped to meet international standards of education. This was accomplished by presenting a detailed literature which was explored to collect more information about internationalisation of higher education. This chapter will identify the challenges discovered from the survey which are faced by a rural campus striving towards internationalisation. This chapter is important because not only does it provide deductions but also attempt to solve the problems which were identified in the objectives from the previous chapter.

### **DEDUCTIONS**

This section discusses the findings of the study which were discovered in the previous chapter.

The majority of students who enrol at UNIZULU come from rural areas rather than urban and from poor families. The education systems in rural areas is still very much challenged in KwaZulu Natal as UNIZULU provides service to a majority of first years who do not have computer skills. This is because the majority of rural schools do not have the finances and facilities to expose students to ICTs that have converged upon the world lately. Even though the campus is in the rural area, students and staff support the idea of a rural campus adopting international trends in education and research. UNIZULU community see this idea of adopting international trends as an opportunity for students who are in their home country to have the same privileges and career opportunities as those students who have means to study abroad.

Literature survey has indicated that UNIZULU is in the process of internationalisation. Academics and non-academics endorse that internationalisation will help enhance teaching and learning process and achieve excellence in research and scholarly activities.

South Africa still has people who do not understand the effects of globalisation. One of the effects of globalisation entails opening the university to foreign employees, students and tourist. This only adds to the cultural diversity that already exists in South Africa. However, there are people who maintain the ideology that they remain unemployed because their jobs are being taken by foreign employees whereas they are in the country due to the effects of globalisation. UNIZULU employees support the idea of having foreign staff and students on campus. They also do not have the mind-set that they will lose their jobs or local children will lose their place on campus. Students at UNIZULU also find it important for any university to have international students and staff.

Internationalisation brings different people from different countries together irrespective of geographical boundaries. Surely there will be an international culture that will be adopted by people living in this sphere. However, it is not enough to make one disregard their local culture just because they have been exposed to international culture. Instead it educates one about difference cultures and enables one to live, appreciate and work with individuals from various countries.

UNIZULU has various international strategies which were largely discussed in literature review. UNIZULU community seems to acknowledge that there are international strategies that aim to address the following:

- International strategies for research, teaching and learning;
- International strategy to transform teaching and learning to meet international standards;
- Strategy to address staff distribution to incorporate foreign lecturers within the campus population;
- Strategy to accommodate more foreign students within the campus population;

However, not all employees are aware of the international strategies that UNIZULU currently has in place. International strategies are public information and are available on the UNIZULU website however; the majority of students and staff members are not familiar with such strategies and are unaware of their implementation. This indicates that there is a serious communication break down between people who pioneer internationalisation and the entire UNIZULU community. This results in small groups of people who do not participate in most of the international projects or activities as they are not aware that the institution has

implemented such strategies. This hinders the process of internationalisation.

Students at UNIZULU rarely participate in student exchange programmes or engage in academic forums. This is because they have not had any international exposure. Students at UNIZULU indicated that they are willing to support internationalisation of a rural campus however; the university is failing them as there is very little international exposure. Students feel that they are losing the opportunity to engage with other students from different countries who share the same interests in their field of study. The communication strategies at the campus are either not transparent enough or not feasible to stimulate unbiased or fair participation. The non-existent or dis-functional international office makes the situation worse.

Some universities in South Africa have recently changed the medium of instruction from English to the language spoken in a province where the institution is situated; for example if the institution is situated in KwaZulu Natal province than the language selected to use will be IsiZulu. However, that has not been implemented at UNIZULU. The previous chapter indicated that the second most spoken language worldwide and also regarded as a business language internationally is English. As indicated the majority of students from UNIZULU are coming from rural schools and background and battle to communicate and write in English. Students at UNIZULU prefer to be trained in English so that they stand a better chance of working anywhere in the world. Employees at UNIZULU support this stance as they want their graduates to stand a better chance of competing in a global market.

UNIZULU students, academics and non-academics recommends that internationalisation of a rural campus could improve job opportunities for students nationally and internationally. Students' indicates that graduates from UNIZULU have professional skills and knowledge relevant for local (rather than international) human capital needs. However, staff members have multiple views. As much as the majority claims that graduates from UNIZULU have professional skills and knowledge relevant to international needs, there is also a substantial percentage of respondents who disagree. This creates a situation of uncertainty about the real potential of UNIZULU graduates.

The survey indicates that students and staff have not benefited from the use of new ICTs which were installed to help promote internationalisation. Students believe that the majority of lecturers at UNIZULU still use the traditional methods of teaching and learning and have

not adopted eLearning platforms. Staff members also agree that UNIZULU has not reached the stage of implementing eLearning platforms to the point that everyone is using it. The departments that use virtual classrooms or social media for teaching and learning implemented this method on their own. Poor communication strategies as well as lack of competent planning have doused the university's efforts to internationalise the campus.

Students at UNIZULU are benefiting from a basic computer training which students receive on campus. This course is offered mainly to the first year students. This enables students to learn how to use modern technology (primarily old desktops) and navigate the Internet.

UNIZULU has sufficient strategies in place to promote internationalisation however; it is evident that communication between the International Linkages Office (ILO) and the entire UNIZULU community is skewed. In view of respondent's opinion, the current communication structure which is used by the international office clearly is ineffective. The majority of students and staff members are not well informed about internationalisation at UNIZULU. Only a small percentage of the university community is informed about or aware of the university's internationalisation strategy.

Currently at UNIZULU the ILO administrator only caters for staff members and only assists students if possible. However, there is no collaboration between ILO and faculties with regards to the process of internationalisation. Although academics are involved with the core activities of the university, they claim that management does not include them in planning strategic initiatives. The other issue is that the university does not have an international office which strictly focuses on students. Students at UNIZULU have not been exposed to any international activities or forums. Students only get assistance from their departments with regards to international matters. Students also indicated that the university does not have appropriate ICTs to assistance them participate in the international arena.

The university host more foreign students than lecturers. UNIZULU also occasionally host workshops or seminars for staff and students to promote internationalisation. However, UNIZULU community has not been exposed to devices that can help enhance internationalisation and enable academics to participate in international networks with other lecturers abroad. Staff members at UNIZULU affirm that the Department of Information Communication Technology is attempting to provide wireless internet throughout campus. However, the majority of students disagree. There are numerous gaps in the provision of the

wireless service. The service is unreliable and still requires attention. Majority of the students do not have laptops or similar mobile devices (such as iPads) and are unable to detect whether wireless is accessible or not. The university has done nothing or very little to assist or encourage students to acquire laptops or iPads. The survey has proven that students do not have suitable devices to access wireless internet other than using the local area network in the computer labs. A substantial percentage of students indicated that they are not well informed about designated spots (hot-spots) where they can have access to wireless. This makes wireless facilities useless if the people for whom the facility is provided for are not informed about it.

Access to internet and wireless internet provides a platform for the use of new technologies such as laptops, tablets or iPads. However, students at UNIZULU are not provided with a basic laptop or encouraged to buy one when enrolling for the first time. This problem is further exacerbated by the fact that UNIZULU does not have sufficient computer laboratories to accommodate all its students.

UNIZULU students and staff are not encouraged to use new technologies such as iPads. In fact, some respondents indicated that they were discouraged from using iPads. Some academics and senior administration officers are of the opinion that the iPad is purely a gaming machine. UNIZULU students and staff are not aware of any interactive online learning platforms that the *Department of Information Communication Technology* has made available for teaching and learning. The survey discloses that the *Department of Information Communication Technology* does provide facilities to help transform and create an eLearning environment on campus however; there is a lack of communication from the *Department of Information Communication Technology* to the UNIZULU community. There are also access problems to these facilities since there are not enough computer labs at UNIZULU.

The syllabus at UNIZULU is not structured to embrace local South African content only. The syllabus has a good mix of local and international content. The curriculum is flexible enough to accommodate international trends. The university does host international conferences especially the Faculty of Arts. There have also been public lectures provided by national and foreign scholars on campus.

## **RECOMMENDATIONS**

Internationalisation of higher education at UNIZULU is crucial in the context of global knowledge production, trends and methods. However, this should be done without the institution losing sight of its location and the immediate challenges of the community in which it operates.

University of Zululand must pay attention to its role and duty as an international entity, such as training experts in international relations, increasing the number of international students, and emphasising cultural identity through a variety of educational programs to prevent the university from becoming obsolete and to solve our existing difficulties.

University of Zululand must have user-friendly human resource facilities to accommodate visiting scholars and academics (international) to facilitate exchange of ideas. Its current facilities make it almost impossible for departments to engage in such exchanges since the average turn-around time for replacement of staff is about a year. Human resource policies must also incorporate the use of volunteers into the system. Current rigid human resource policies stifle such development.

University of Zululand must embrace international scientific cooperation holistically. It caters primarily for rural students. Majority of these students come from very deprived communities and have very little (or no) exposure to computer literacy or use of the international language of business. In catering for rural students, it must accommodate their shortcomings; however, it must not lose sight of ensuring that these students need thorough training in international practices. These would include exposure to and use of new technologies as well as training students to efficiently use the international language of business. Such training would require the university to extend its training to accommodate disadvantaged students by introducing foundation and/or augmented programmes to assist students.

The University must understand the importance of not purely adopting an economic viability plan for its sustainability. There must be a reasonable plan to promote and sustain academic viability by including the local and international community in generating scientific knowledge. Academic viability must not be compromised by economic viability. University of Zululand must re-align its thinking about its core function. Its current stance as a business venture needs re-thinking. Its bungling bureaucratic structure far overshadows its academic structure. The university has embarked on a strategy to replace administrative heads (support

personnel) with Directors and Deputy Directors who have taken on the role of dictators of the campus who tend to make unilateral decisions which have little or no international academic value. Salaries of Directors and Deputy Directors are much higher than the average academic whom they ought to be supporting (support staff). The university has undergone an unnatural transformation where administrators manage the academic process rather than support the academic process. The academic fraternity at University of Zululand must re-establish its governance in order to successfully establish itself in the international higher education arena.

Planning must be sensible. For example, they have installed smart boards in lecture rooms without attending to basics such as ensuring that every lecturer has a laptop or iPad or training personnel in the use of smart boards. Academics need to guide decision making at all levels.

Students at UNIZULU should be provided with at least a basic laptop to be able to participate in international arenas and have access to virtual classroom and platforms used on campus. The Department of Information Communication Technology needs to ensure that students are well informed of designated spots for wireless. The Department of Information Communication Technology needs to also train and inform academics of all possible virtual learning platforms which are available and which they could use. Lecturers must be consulted on use or implementation of learning platforms so that the facilities are feasibly used for the benefit of students. These will curb access problems which currently exist because the university does not have sufficient laboratories to accommodate all students.

Management should encourage academics to purchase and use new technologies to assist in education and research. Administrators and non-specialist must avoid placing stereo-typed traditional restrictions governing the purchase of technology which could assist academia in participating in the process of internationalisation. For example, the Directors (administrative support staff) are extended the luxury of utilising every conceivable new technology such as an iPad, yet the academic structures (the core business) have to deal with issues such as staff shortages, refusal to buy iPads from research funds or engaging the use of secretaries.

UNIZULU must consider closing the gap between its rural inclinations and international trends because its affinity towards traditional rural thinking is impacting negatively on students. Students end up not participating in exchange programmes or academic forums internationally. It is almost impossible to expect one administrator to manage an international



linkages office in a huge organisation which embraces four faculties.

It will be valuable for ILO to share its ideas around internationalisation of UNIZULU with the staff. It will enable staff to contribute their knowledge and participate internationally. Academics should be involved in restructuring the curriculum to incorporate international trends.

UNIZULU need to also consider focusing on establishing or strengthening on the following strategies for the benefit of students and the campus:

### **STRATEGY FOR LEARNING**

- A strategy for learning should provide UNIZULU students with global exposure; enable them to gain virtual and global content in the curriculum through their majors and other modules. This will prepare UNIZULU students to function well in a worldwide setting of their careers and as global citizens.
- UNIZULU students will gain access to more specialised international education such as in the area of their major. They could also have an opportunity to study abroad or complete their degree abroad.
- A strategy for learning should be structured in a way that it allows UNIZULU students to learn at least one foreign language and culture or acquire an inclusive understanding about another culture, country or region of the world. Currently, such skills are required by organisations internationally. Organisations expect to hire individuals that are able to understand and interact with people from various cultures, since most organisations have branches worldwide.
- With the assistance of the International Linkages Office and the Department of Information Communication Technology, students will be able to engage in networking with international students (doing the same major) in their home town. In order for this to be possible students need to be exposed to new ICTs such as tablets or iPads.
- It would benefit UNIZULU students if each faculty ensures that their students participate at least in one international activity such as student exchange, studying abroad, internships, social networks or research projects.
- The strategy for learning will make UNIZULU campus to be recognised and known worldwide as an institution that is rooted with a strong international

influence rather than just local or national one. The facilities such as the use of ICTs will indicate such stance. The campus will also be known as an institution that provides its community with noteworthy and superior academic and cultural experiences.

- This will cause the institution to establish a standard and accountability systems to measure progress and success in achieving internationalisation of higher education goals.
- Academics could also take an advantage of the new and innovative ICTs to bring international content into their classrooms. They may also use ICTs to develop distant learning education.

### **STRATEGY FOR EXPOSURE**

- Currently internationalisation of universities is a key to equip everyone with international skills, knowledge and values. This will put UNIZULU community on par with other institutions.
- In order for UNIZULU to gain international exposure, ILO can work with faculties and form international collaboration by having a formal institutional agreement with foreign universities. Such collaboration could include student exchange programmes, studying abroad, research projects, and joint post-graduate or undergraduate degrees, exchange of publications and scientific material and using high technologies to facilitate academic forums for students.
- UNIZULU should motivate faculties to have graduates with research topics which are based on internationalisation or by research collaboration with foreign researchers. The faculty should also have financial facilities to provide academics and students with international travel expenses or scholarships.
- UNIZULU should consider sponsoring international conferences and workshops on campus or abroad as this will enhance collaboration in research and teaching. It should be keen to sponsor visits by foreign academics and students.
- The institution would benefit from taking advantage of using ICTs that readily permit virtual learning and meeting for academics and students.
- UNIZULU could also consider developing a promotion or annual evaluation and salary system that recognises international scholarly contribution by faculty or

individually. Such incentive systems will motivate faculties to engage in international activities and give UNIZULU international exposure.

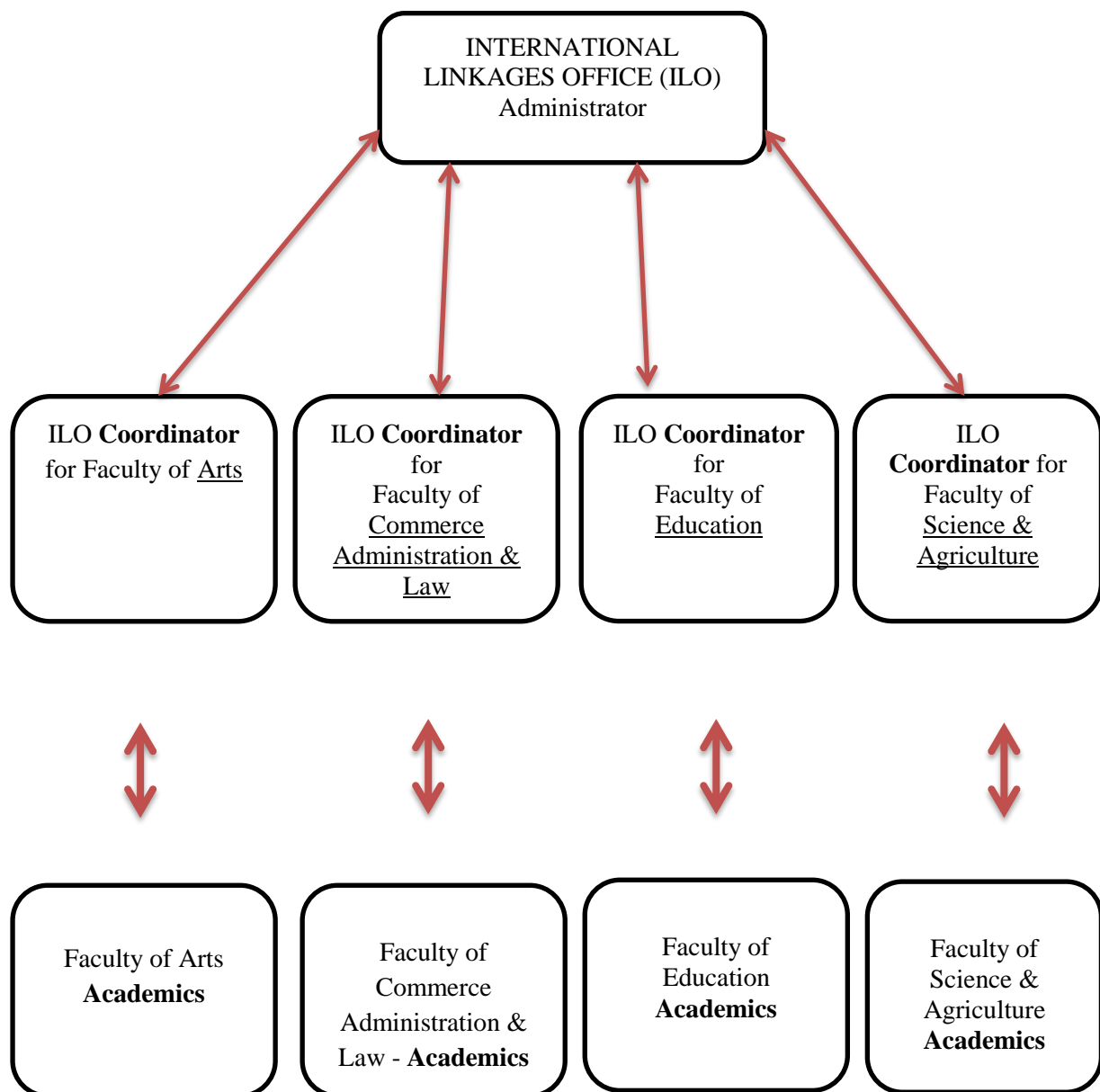
### **STRATEGY FOR ENGAGEMENT**

- UNIZULU may be engaged extensively in development issues in the world. Then, it may use the expertise of its staff and students to undertake projects within the country and internationally. This will not only benefit those countries but it will also benefit the staff, students and community within the campus with international experiences and knowledge.
- The engagement strategy may be used to expand the global knowledge for grade 12 learners in local schools through community outreach programmes for teachers and learners to enhance international knowledge and improve foreign language proficiency and multicultural gratitude and understanding.
- The strategy for engagement may also improve the global knowledge and understanding of other cultures through hosting programmes and workshops for local communities, citizens and businesses.
- The strategy may also motivate grade 12 learners and students on campus to engage them in international programmes with students abroad through involvement in classroom work and campus programmes.

It is also essential for the ILO to consider the effective flow of messages within the university in terms of communication networks and the direction of communication. The International Linkages Office should communicate with an intention of promoting and enhancing the process of internationalisation. The advantage of using communication networks is that they ensure the correct flow of messages in the organisation. The flow also enhances the quality of development communication which would benefit the organisation equally. Development communication contributes towards practise of strategically applying principles of communication to enhance and modify the communication approach. Angelopulo & Barker (2013:76) refers to communication networks as the interconnecting lines of communication which ensures that messages are exchanged and interpreted correctly from one person or department to another.

Communication networks may be used by ILO to focus on promoting internationalisation in a rural campus. Face to face requests or personal interactions through meeting, events,

workshops or seminars may help persuade the culture and attitudes of UNIZULU community to be practical in international activities or forums.



**Figure 45: Chain network pattern for ILO**

The above mentioned figure takes a structure similar to a Chain Network. This formal communication system recommends that UNIZULU should consider having such a structure and offices in order to effectively manage the process of internationalisation.

This network will allow the ILO Administrator to communicate with Coordinators to address issues and valuable points raised by academics in faculties and give feedback. However, the

network is open for the ILO administrator to address or be addressed by the faculty directly. This network also makes the ILO administrator and faculties to be both senders and receivers of the communicated messages. Coordinates may play a role of collating information between the ILO administrator and faculties.

## **CONCLUSION**

This chapter provided the main deductions and recommendations ascending out of this study. The recommendations and strategies provided are means to enhance internationalisation in a rural campus and improve on areas hindering the communication process between ILO and the entire UNIZULU community. This chapter is important because it provides a way forward on how a rural campus could enhance internationalisation process for the benefit of students, staff and the community. It is imperative for UNIZULU to restructure the ILO and provide more employees for this department. Further, it should ensure collaboration between ILO, faculties and students for the effectiveness of the process of internationalisation.

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## **ADDENDUM**

## **ADDENDUM 1: INFORMATION SHEET**



# Communication Challenges facing '*Internationalisation of Higher Education*' at Rural Universities

*A case study of University of Zululand*

**University of Zululand**  
**Faculty of Arts**  
**Department of Communication Science**  
Researcher: **Dlamini, JB**  
Supervisor: **Prof. H. Rugbeer**  
Co-Supervisor: **Dr. G.M. Naidoo**

## **Part A: Note to the respondent**

1. In my study I want to examine the importance of 'Internationalisation of Higher Education' for rural campuses. It also seeks to understand the challenges facing 'Internationalisation of Higher Education' at rural universities.
2. Your contribution to this questionnaire will remain private and confidential.
3. Your permission to use these responses is required. This will form the first part of the questionnaire.
4. This is a confidential survey and your name will not be linked to your responses. All personal information will remain confidential.
5. This questionnaire will take approximately –20 – minutes.

## **Part B: The questionnaire has two parts:**

Section A requests for permission to use your responses for academic research.

Section B requests that you answer questions about Communication Challenges facing '*Internationalisation of Higher Education*' at Rural Universities: *A case study of University of Zululand*

## **How to complete the questionnaire**

1. Your opinion is required. It does not matter what other people think. I am solely interested in your opinion. Tell me how you feel. Your responses are important to me.
2. Read each question carefully and take a moment to think about your answer.
3. You can mark each response by making a tick (✓) or a cross (X), or encircling each appropriate response with a **PEN** (not a pencil), or by filling in the required words or numbers.
4. Please do not change any of your responses afterwards (for instance: do not scratch out or tippex any of your responses).

***Thank you very much for agreeing to assist.***

**Contact Details:** Judy Dlamini **Tel:** 073 186 1303

**Email:** [judithdlamini@gmail.com](mailto:judithdlamini@gmail.com)

## **ADDENDUM 2: CONSENT FORM**

## CONSENT FORM

**Full title of Project:** Communication Challenges facing ‘*Internationalisation of Higher Education*’ at Rural Universities

*A case study of University of Zululand*

Researcher: **Dlamini, JB**

**Contact Details: Tel:** 073 186 1303

**Email:** [judithdlamini@gmail.com](mailto:judithdlamini@gmail.com)

**Please initial box**

1. I confirm that I have read and understand the information sheet for the above study and have had the opportunity to ask questions.

☐

2. I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

☐

3. I agree to take part in the above study.

☐

**Please Note: indicate Yes or No only if the following statements are appropriate:**

PLEASE  
TICK BOX

YES

NO

4. I agree to the interview / focus group / consultation being audio recorded

☐☐

5. I agree to the interview / focus group / consultation being video recorded

☐☐

---

Name of Participant

---

Date

---

Signature

---

Name of Researcher

---

Date

---

Signature

### **ADDENDUM 3: QUESTIONNAIRE FOR STAFF**

## VOLUNTARY QUESTIONNAIRE FOR STAFF

# Communication Challenges facing 'Internationalisation of Higher Education' at Rural Universities

*A case study of University of Zululand*

**University of Zululand**  
 Faculty of Arts  
**Department of Communication Science**  
 Researcher: Dlamini, JB  
 Supervisor: Prof. H. Rugbeer  
 Co-Supervisor: Dr. G.M. Naidoo

**SECTION A: Personal Information**

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

1. YOUR AGE	Please use a tick (✓) or a cross (X),	OFFICE USE
20 to 30 years		1
31 to 40 years		2
41 to 50 years		3
Other		4

2. GENDER	Please use a tick (✓) or a cross (X),	OFFICE USE
I am a MALE		1
I am a FEMALE		2

3. CITIZENSHIP	Please use a tick (✓) or a cross (X),	OFFICE USE
South African		1
International		2
Staff Exchange (National)		3
Staff Exchange (International)		4

4. STAFF	Please use a tick (✓) or a cross (X),	OFFICE USE
<b>4.1 Support Staff</b>		
Administration: International office / Student Affairs		1
Quality Assurance		2
		3
<b>4.2 Academics</b>		
<b>Faculty</b>	<b>Department</b>	Please use a tick (✓) or a cross (X),
Faculty of Arts		4
Faculty of Commerce Administration & Law		5
Faculty of Education		6
Faculty of Science & Agriculture		7

Please take note of the following:

**1.Support Staff**

Admin Staff & Quality Assurance Staff: In section B please answer question 5 to question 53.

**2. ICT DEPARTMENT:**

In section B please answer question 38 to question 53 only.

**3. Academics**

In section B please answer **ALL** questions except 32-37.

## SECTION B: INTERNATIONALISATION OF HIGHER EDUCATION

Globally the nature of education is evolving rapidly due to the manner in which Information and Communication Technologies (ICT) are converging. It is also transforming the nature of living, working, communicating, teaching and learning. This transformation has also affected local higher education; therefore, it is important to keep our graduates abreast with these developments. The following section deals with the actual study. You will be answering questions and statements based on: how can a rural university embrace new technologies to advance the process of internationalisation in preparing globally competent graduates for the market place?

Please indicate your **opinion** for each question by placing a tick (✓) or a cross (X) in the appropriate box.

		YES	NO	I DO NOT KNOW	NOT APPLICABLE
5.	Should a rural campus adopt international trends in education and research?	YES	NO	I DO NOT KNOW	NOT APPLICABLE
6.	Is the <b>University of Zululand (UNIZULU)</b> in the process of adopting international trends in education and research?	YES	NO	I DO NOT KNOW	NOT APPLICABLE
7.	If so, is the entire UNIZULU community aware that the university is in the process of internationalisation?	YES	NO	I DO NOT KNOW	NOT APPLICABLE
8.	Has the international office and administration involved academics from each faculty to help in the process of internationalisation?	YES	NO	I DO NOT KNOW	NOT APPLICABLE
9.	Will internationalisation help enhance teaching and learning process and achieve excellence in research and scholarly activities?	YES	NO	I DO NOT KNOW	NOT APPLICABLE
10.	Is UNIZULU's mission and vision aimed at supporting internationalisation?	YES	NO	I DO NOT KNOW	NOT APPLICABLE

Please indicate your **opinion** for each statement by placing a tick (✓) or a cross (X) in the appropriate box.

		TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
11.	UNIZULU has financially invested in students and staff who participate in international programs.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
12.	UNIZULU management has a strong commitment to international engagement.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
13.	UNIZULU has an international office and administrator that is leading the processes of internationalisation.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
14.	The management of University of Zululand is actively involved in promoting internationalisation within the institution.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE

Indicate your **opinion** for each statement by placing a tick (✓) or a cross (X) in the appropriate box.

		OCCASSIONALLY	VERY OFTEN	NOT AT ALL	I DO NOT KNOW
15.	UNIZULU promotes internationalisation by hosting a number of workshops (or seminars) for staff and students	OCCASSIONALLY	VERY OFTEN	NOT AT ALL	I DO NOT KNOW
16.	UNIZULU promotes internationalisation by hosting foreign lecturers on an exchange basis.	OCCASSIONALLY	VERY OFTEN	NOT AT ALL	I DO NOT KNOW
17.	UNIZULU promotes internationalisation by hosting foreign students on an exchange basis.	OCCASSIONALLY	VERY OFTEN	NOT AT ALL	I DO NOT KNOW
18.	UNIZULU promotes internationalisation by promoting the use of new technology in research.	OCCASSIONALLY	VERY OFTEN	NOT AT ALL	I DO NOT KNOW

19.	UNIZULU promotes internationalisation by encouraging research in the field of internationalisation.	OCCASSIONALLY	VERY OFTEN	NOT AT ALL	I DO NOT KNOW
20.	UNIZULU promotes internationalisation by allowing foreign university staff to critique new programmes.	OCCASSIONALLY	VERY OFTEN	NOT AT ALL	I DO NOT KNOW
21.	UNIZULU promotes internationalisation by engaging in re-curriculation to incorporate international standards.	OCCASSIONALLY	VERY OFTEN	NOT AT ALL	I DO NOT KNOW

Do you agree with the following statements? Indicate your <b>opinion</b> by placing a tick (✓) or a cross (X) in the appropriate box.				
		AGREE	DISAGREE	I DO NOT KNOW
22.	UNIZULU has many strategies in place to support the process of internationalisation.	AGREE	DISAGREE	I DO NOT KNOW
23.	UNIZULU has a <b>strategy to transform teaching &amp; learning</b> to meet international standards.	AGREE	DISAGREE	I DO NOT KNOW
24.	UNIZULU has at least one <b>strategy in place to transform research</b> to meet international standards.	AGREE	DISAGREE	I DO NOT KNOW
25.	UNIZULU has at <b>least one strategy</b> in place to address staff distribution <b>to incorporate foreign lecturers</b> within the campus population.	AGREE	DISAGREE	I DO NOT KNOW
26.	UNIZULU has <b>at least one strategy</b> in place to accommodate <b>more foreign students</b> within the campus population.	AGREE	DISAGREE	I DO NOT KNOW
27.	Employing foreign staff is not a good idea since many locals will lose their jobs.	AGREE	DISAGREE	I DO NOT KNOW
28.	Accommodating foreign students is not a good idea since many of the local children will lose their place on campus.	AGREE	DISAGREE	I DO NOT KNOW
29.	International students register at UNIZULU because they expect a ' <b>South African</b> ' education.	AGREE	DISAGREE	I DO NOT KNOW
30.	International students register at UNIZULU because they expect a ' <b>global</b> ' education.	AGREE	DISAGREE	I DO NOT KNOW
31.	Graduates from UNIZULU have professional skills and knowledge relevant to international needs.	AGREE	DISAGREE	I DO NOT KNOW

**QUESTION 32 to 37 IS FOR QUALITY ASSURANCE STAFF ONLY (NOT FOR ACADEMICS or ADMIN STAFF)**

Are the following statements TRUE or FALSE? Indicate your <b>opinion</b> by placing a tick (✓) or a cross (X) in the appropriate box.		TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
32.	Much of UNIZULU's curriculum is aimed at teaching from a South African perspective only.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
33.	Most of UNIZULU's curriculum is flexible enough to accommodate international trends.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
34.	Generally, UNIZULU's curriculum has a strong international dimension to expose students to global perspectives.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
35.	Faculty members are fully involved in designing and delivering the curriculum.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
36.	More than 50% of the Departments at UNIZULU have a transformed international curriculum.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
37.	Very few Departments have a transformed international curriculum.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE



**ICT STAFF MUST ANSWER THIS SECTION ONLY**

Are the following statements TRUE or FALSE? Indicate your <b>opinion</b> by placing a tick (✓) or a cross (X) in the appropriate box.		TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
38.	UNIZULU provides wireless internet to students (open or controlled).	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
39.	Students get access to wireless internet throughout the campus.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
40.	Students get access to wireless internet at designated spots on the campus.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
41.	Students are well informed about wireless facilities at UNIZULU.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
42.	Students and lecturers are encouraged <b>to use new technology</b> such as the iPad.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
43.	The iPad is an excellent research tool.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
44.	UNIZULU has good online teaching and learning platforms.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
45.	All lecturers are aware of the online teaching and learning platforms which are used at UNIZULU.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
46.	More than 50% of the lecturers use UNIZULU's online teaching and learning platforms.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
47.	UNIZULU has sufficient computer laboratories to accommodate all their student's needs.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
48.	A combination of the use of iPads & wireless internet will help overcome the need to develop and manage dedicated computer laboratories.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
49.	A combination of the use of iPads & wireless internet will help UNIZULU overcome much of its infrastructure problems.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
50.	A combination of the use of laptops & wireless internet will help UNIZULU overcome much of its infrastructure problems.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
51.	UNIZULU is in the process of introducing online learning platforms.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
52.	Wireless internet is not suitable to University students.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
53.	Wireless internet is not suitable to University of Zululand students because they will abuse it.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE

**QUALITY ASSURANCE STAFF MUST STOP HERE (or proceed to number 78)**

Are the following statements TRUE or FALSE? Indicate your <b>opinion</b> by placing a tick (✓) or a cross (X) in the appropriate box.		TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
54.	Our education must strongly reflect our South African heritage and culture.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
55.	My syllabus is structured to embrace local South African content only.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
56.	My syllabus is designed to expose our students to global perspectives.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
57.	I am fully aware of the interactive online learning platforms that ICT department has made available for teaching and learning.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
58.	I make maximum use of the interactive online learning platforms that ICT department has made available for teaching and learning.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
59.	My syllabus has a good mix of local and international content.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
60.	Our children will disregard our local culture if we expose them to international culture.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
61.	It is better to promote a local African language rather than English.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
Do you agree with the following statements? Indicate your <b>opinion</b> by placing a tick (✓) or a cross (X) in the appropriate box.		AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
62.	ICT department has provided facilities to help transform and create an e-learning environment.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
63.	Students who enrol to this campus should be provided with a basic laptop probably pay for it at a subsidised rate.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
64.	Students have reported that they could not access my virtual classroom because they did not have access to the computer laboratory.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
65.	Students have reported that they could not access my virtual classroom because the internet service on campus was poor.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
66.	The current basic computer training which students receive on campus is sufficient to make rural students computer literate.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
67.	Lecture halls at UNIZULU have been restructured with new information, communication technology to support online learning platforms	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
68.	Students learn more using computer-based instruction than they do through traditional classroom methods.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
69.	Online learning offers students resources that could never be accessed in a traditional classroom	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
70.	Computer based education is a waste of time. Nothing can beat the old style of teaching and learning!	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE

Do you agree with the following statements? Indicate your <b>opinion</b> by placing a tick (✓) or a cross (X) in the appropriate box.		YES	NO	INDICATE URL WHERE NECESSARY
71.	I use new social media in my lessons (E.g.: Facebook)	YES	NO	
72.	I use an e-learning platform in my lessons.	YES	NO	
73.	I use the virtual classroom for teaching and learning.	YES	NO	
74.	I only use traditional teaching methods in my lessons (white board & OHP)	YES	NO	

Do you agree with the following statements? Indicate your <b>opinion</b> by placing a tick (✓) or a cross (X) in the appropriate box.		YES	NO	NOT APPLICABLE
75.	I visit colleagues in other countries with the view to exchanging ideas and information	YES	NO	NOT APPLICABLE
76.	I have been involved in a staff exchange programme	YES	NO	NOT APPLICABLE
77.	I participate in international academic forums	YES	NO	NOT APPLICABLE

78. Please use this space to make any further comments about internationalisation of tertiary institutions:

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**Thank you very much for helping with this research**

#### **ADDENDUM 4: QUESTIONNAIRE FOR STUDENTS**

FOR OFFICE USE ONLY: Respondent Code: \_\_\_\_\_

VOLUNTARY QUESTIONNAIRE FOR STUDENTS AT UNIVERSITY OF ZULULAND

## COMMUNICATION CHALLENGES FACING *'INTERNATIONALISATION OF HIGHER EDUCATION'*

### AT RURAL UNIVERSITIES

University of Zululand  
Faculty of Arts  
Department of Communication Science  
Researcher: Dlamini, JB  
Supervisor: Prof. H. Rugbeer  
Co-Supervisor: Dr. G.M. Naidoo

#### SECTION A: Personal Information

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

1. YOUR AGE	Tick (✓) or a cross (X)	OFFICE USE
15 to 25 years		1
26 to 35 years		2
35 to 45 years		3
Other		4

2. GENDER	Tick (✓) or a cross (X)	OFFICE USE
I am a MALE		1
I am a FEMALE		2
Other		3
I do not want to answer this question		4

3. CITIZENSHIP	Tick (✓) or a cross (X)	OFFICE USE
South African		1
International		2

4. Are you an exchange student?	Tick (✓) or a cross (X)	OFFICE USE
NO		1
YES: Student Exchange (National)		3
YES: Student Exchange (International)		4

5. Which Faculty are you studying at?	Tick (✓) or a cross (X)	OFFICE USE
Faculty of Arts		1
Faculty of Commerce Administration & Law		2
Faculty of Education		3
Faculty of Science & Agriculture		4

6. Which Department(s) are you registered with: \_\_\_\_\_

7. LEVEL OF STUDY	Tick (✓) or a cross (X)	OFFICE USE
1ST Year (undergraduate Degree; Diploma or Certificate)		1
2ND Year (undergraduate Degree; Diploma or Certificate)		2
3RD Year (undergraduate Degree; Diploma or Certificate)		3
Other (undergraduate Degree; Diploma or Certificate)		4
Post Graduate (Honours; Masters; Doctoral or advanced Diploma)		5

## SECTION B: INTERNATIONALISATION OF HIGHER EDUCATION

Internationalization is the process of becoming or making something international. In scope Internationalization is viewed as a process of increasing involvement of enterprises in the global markets. Internationalisation has advantages and disadvantages.

Please give me **your opinion** on the state on internationalisation at your campus.

Please indicate your response for each question by checking the appropriate boxes. Please use a tick (✓) or a cross (X) and supply one answer per question:

Your opinion is required for each question below. Indicate your response by placing a tick (✓) or a cross (X) in the appropriate box		YES	NO	I DO NOT KNOW	NOT APPLICABLE
8.	Should a rural campus adopt international trends in education and research?	YES	NO	I DO NOT KNOW	NOT APPLICABLE
9.	Is the University of Zululand (UNIZULU) in the process of adopting international trends in education and research?	YES	NO	I DO NOT KNOW	NOT APPLICABLE
10.	Is UNIZULU's mission and vision aimed at supporting internationalisation?	YES	NO	I DO NOT KNOW	NOT APPLICABLE
11.	Do you think internationalisation of a rural campus could improve job opportunities for students nationally and internationally?	YES	NO	I DO NOT KNOW	NOT APPLICABLE
12.	Does UNIZULU have any international students and staff?	YES	NO	I DO NOT KNOW	NOT APPLICABLE
13.	Are you hosting any international students in your home?	YES	NO	I DO NOT KNOW	NOT APPLICABLE
14.	Does UNIZULU have an international office and administrator for international students and international programmes?	YES	NO	I DO NOT KNOW	NOT APPLICABLE
15.	Is it important for any university to have international students and staff?	YES	NO	I DO NOT KNOW	NOT APPLICABLE
16.	Do you speak any international language proficiently?	YES	NO	I DO NOT KNOW	NOT APPLICABLE
17.	Besides English or your mother tongue, do you speak any national language proficiently?	YES	NO	I DO NOT KNOW	NOT APPLICABLE

Please indicate your response for each statement by placing a tick (✓) or a cross (X) in the appropriate box		TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
18.	Some students in my department are currently engaged in a student exchange programme.	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE
19.	I am involved in international forums. (International forum is a network of students from different countries who share the same major in my study field)	TRUE	FALSE	I DO NOT KNOW	NOT APPLICABLE

Do you agree with the following statements? Indicate your opinion by placing a tick (✓) or a cross (X) in the appropriate box.		YES	NO	NOT APPLICABLE
20.	I have been involved in a student exchange programme	YES	NO	NOT APPLICABLE
21.	I participate in international academic forums	YES	NO	NOT APPLICABLE
22.	I have not been exposed to any international activities or forums.	YES	NO	NOT APPLICABLE
23.	I am in the process of starting an Internship in another country.	YES	NO	NOT APPLICABLE
24.	I am involved in an international research project	YES	NO	NOT APPLICABLE

Please indicate your response for this statement by checking the appropriate box		AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
25.	Graduates from UNIZULU have professional skills and knowledge relevant for the human capital needs of South Africa.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
26.	Graduates from UNIZULU have professional skills and knowledge relevant for the human capital needs worldwide.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
27.	Students who enrol to this campus should be provided with a basic laptop and pay for it at a subsidised rate.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
28.	The university provides students with enough computer labs to do their assignments and research.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
29.	Computer labs are open 24 hours. However that doesn't help because it is not safe for students staying off campus to use the lab during late hours.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
30.	Computer labs are only free to use after office hours.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
31.	Access to computer labs is very challenging in this campus, it makes it difficult for me to do my assignment and get access to internet and other information resources.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
32.	Providing students with laptops and open wireless could alleviate access problems.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
33.	Our learning environment at UNIZULU is very innovative and the use of ICT is at a high level which helps our learning progress and exposes us to lot of study materials.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
34.	UNIZULU provides a controlled wireless internet to students	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE

35.	Students get access to wireless internet throughout the campus.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
36.	Students get access to wireless internet at designated spots on the campus.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
37.	Students are well informed about wireless facilities at UNIZULU.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
38.	Students and lecturers are encouraged to use new technology such as the iPad.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
39.	The iPad is an excellent research tool.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
40.	UNIZULU has good online teaching and learning platforms.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
41.	All students are aware of the online teaching and learning platforms which are used at UNIZULU.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
42.	Most of the lecturers use UNIZULU's online teaching and learning platforms.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
43.	UNIZULU has sufficient computer laboratories to accommodate all their student's needs.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
44.	A combination of the use of iPads & wireless internet will help overcome the need to develop and manage dedicated computer laboratories.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
45.	A combination of the use of iPads & wireless internet will help UNIZULU overcome much of its infrastructure problems.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
46.	A combination of the use of laptops & wireless internet will help UNIZULU overcome much of its infrastructure problems.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
47.	UNIZULU is in the process of introducing online learning platforms.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
48.	Wireless internet is not suitable to university students.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
49.	Wireless internet is not suitable to UNIZULU students because they will abuse it.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE

Do you agree with the following statements? Indicate your <b>opinion</b> by placing a tick (✓) or a cross (X) in the appropriate box.		YES	NO	INDICATE URL WHERE NECESSARY
50.	My lecturers use new social media in our lessons (E.g.: Facebook)	YES	NO	
51.	My lecturers use university e-learning platform in our lessons.	YES	NO	
52.	My lecturers use the virtual classroom for teaching and learning.	YES	NO	



53.	My lecturers only use traditional teaching methods in our lessons (white board & overhead projector)	YES	NO	
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The following table indicates the top ten languages of the world (and the number of speakers). It also displays a South African language for the purposes of comparison. Please indicate **ONE** language which you think can be used as an international language for people to learn so that they could work anywhere in the world.

54. Number of people who speak the top ten languages of the world			place <b>ONE</b> tick (✓) or a cross (X)
	Mandarin	1 billion+	1
	English	508 million	2
	Hindi	497 million	3
	Spanish	392 million	4
	Russian	277 million	5
	Arabic	246 million	6
	Bengali	211 million	7
	Portuguese	191 million	8
	Malay-Indonesian	159 million	9
	French	129 million	10
	IsiZulu	10 million	11

Please indicate your <b>response</b> for <u>this question</u> by checking the appropriate box		RURAL AREA		URBAN AREA	
55.	Was your high school in a rural or urban area?				
		RURAL AREA		URBAN AREA	
Please indicate your response for <u>this question</u> by checking the appropriate box		YES	NO	I DO NOT KNOW	NOT APPLICABLE
56.	Do you think that the computer module offered to students in a first year is sufficient to enable them to use technology efficiently? Especially students who are coming from schools without computers.	YES	NO	I DO NOT KNOW	NOT APPLICABLE

Do you agree with the following statements? Indicate your opinion by placing a tick (✓) or a cross (X) in the appropriate box.		AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
57.	ICT department has provided facilities to help transform and create an e-learning environment.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
58.	I could not access the virtual classroom because I did not have access to the computer laboratory.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
59.	I could not access my virtual classroom because the internet service on campus is poor.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
60.	The current basic computer training which students receive on campus is sufficient to make rural students computer literate.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
61.	Lecture halls at UNIZULU have been restructured with new information, communication technologies to support online learning platforms.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
62.	Students learn more using computer-based instruction than they do through traditional classroom methods.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
63.	Online learning offers students resources that could never be accessed in a traditional classroom	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
64.	Computer based education is a waste of time. Nothing can beat the old style of teaching and learning!	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
		AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
65.	Excessive cultural sensitivity disrupt us from benefitting from an international education	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
66.	Excessive political interferences disrupt us from benefitting from an international education	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
67.	Our local people are not prepared to learn	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE

	from others				
68.	We do not have appropriate 'Information Communication Technology' to participate in the international arena	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
69.	Our managers are insensitive to international trends.	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE
70.	Our managers are too old and are stuck in the past	AGREE	DISAGREE	I DO NOT KNOW	NOT APPLICABLE

71. Please use this space to make any further comments about internationalisation of tertiary institutions:

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**THANK YOU VERY MUCH FOR HELPING WITH THIS RESEARCH**

## **ADDENDUM 5: EXAMINERS REPORT**

## **EXAMINER'S REPORT**

**Examiner:** Prof ME Herselman  
**Candidate:** J.B. Dlamini (20055687)  
**Degree:** Masters (Communication Science)  
**Supervisors:** Prof H. Rugbeer & Dr G.M. Naidoo  
**Title:** Communication challenges facing Internationalisation of Higher Education at University of Zululand  
**Date:** April 2014

**1. Introduction/ rationale for the research, title and focus**

This study was found to be well constructed, articulated and explained. Evidence was found that the candidate has a grounded understanding of Internationalisation issues affecting communication challenges at the University of Zululand. The topic of this thesis is applicable and relevant to the Communication Science field.

The candidate has explained the rationale behind the chosen research methodology. It is suggested that the candidate provide the main aim or purpose of the study under the problem statement in Chapter one and also to align the objectives with the sections of Moonstats on page 100 of the study. The first time I read the main objective is in chapter 9.

**2. Conceptual and theoretical focus and quality of the literature study**

The literature covered in this dissertation was found to be adequate and both secondary and primary sources were used. The candidate has demonstrated knowledge and interpretation of relevant literature and has maintained a balance between the various sources (books, journals, primary sources, online sources). Only a few minor errors were found (please use the copy I have send back for corrections and the pages I have encircled are affected).

**3. Explanation and statement of the research question**

The research problem and objectives of this research are clearly stated and addressed in the study both in Chapter 1, 4 and 7. The problems and objectives are aligned and well-focused based on the purpose of the study. This study has addressed and resolved the main research question.

The in depth findings which related back to the research questions are well executed in chapter 7. The research methodology chapter is sound and forms the basis to the findings as well as the conceptual framework in chapter 3.

The study did address the objectives and other sub-questions.

**3. Research methodology and procedure**

The explanation of the use, applicability and validation of the research methodology, which the candidate has applied, is done in Chapter 1, and 7. It is indicated that the both qualitative and quantitative research methodologies were applied but very limited qualitative results were provided. The method is still sound but maybe indicate that the main method is quantitative. The use of the statistical package was also well described.

**4. Conclusion, synthesis and presentation of findings**

The candidate is able to demonstrate a logical sequence of the argument, differentiation between essentials and non-essentials, avoidance of fallacies and has indicated the adequate steps for the research design. Scientific interpretation and reporting as well as synthesis were also found. Excellent recommendations are provided based on results. The results are well articulated and provide substance to the objectives. The candidate has managed to arrange chapters correctly with equilibrium between chapters and logical progression and sequence. One suggestion is to indicate which section of the findings have addressed which objective of the study in Chapter 9 in a table.

**5. Technical, Language, and ethical requirements**

The candidate has illustrated an excellent style and expression in this dissertation. Only minor language mistakes were found which adds value to the final product if it is addressed and corrected. Good referencing also adds value to the overall mark of this dissertation.

**6. Summary/conclusions (Overall impression)**

The candidate indicated a concise summary of the significance of the research with conclusions and recommendations based on results. This indicates a satisfactory personal insight in this field of study.

**The candidate and supervisors are congratulated. A final mark of 75% is allocated.**



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