

**INVESTIGATION INTO THE DECLINING NUMBERS
OF INTERNATIONAL STUDENTS AT THE CENTRAL
UNIVERSITY OF TECHNOLOGY, FREE STATE (CUT)**

By

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**This thesis is
submitted to the UFS Faculty of Economic and
Management Sciences, School of Business Management in
partial fulfilment of the
requirements for the degree**

MASTER IN BUSINESS MANAGEMENT

at the

SCHOOL OF BUSINESS MANAGEMENT

UNIVERSITY OF THE FREE STATE

BLOEMFONTEIN

SUPERVISOR: Dr K Booyesen

JUNE 2017

CHAPTER 1

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 INTRODUCTION

The Oxford Dictionary defines a *university* as a high-level educational institution where students study to obtain degrees and do academic research (Cox 2000). Today, every country has at least one university, making education a global phenomenon (Mello 2013:403-413). As a result, universities all over the globe find themselves operating in an increased internationalised and globalised environment (Van Damme 2001:415). It is for this reason that internationalisation of university education has advanced over the past decades (Aloyo and Wentzel 2011:392).

Furthermore, Msweli (2013) confirmed that universities all over the world have been involved in some form of internationalisation since time immemorial (Msweli 2013:47). This is confirmed by the fact that institutions of higher learning across the globe are participating in the global movement of students and staff in an increasing competitive educational business (Luke 2010:43-65; Cheng 2013). Moreover, everyone is affected by globalisation (Ilieva, Beck and Waterstone 2014). This is also supported by Cheng (2013), who reiterated that internationalisation of Higher Education has indeed been a noticeable construct across the world in recent times.

As a result of this growing construct across the globe, well-known Canadian scholar Jane Knight warned as far back as 1994 that institutions of higher learning worldwide need to pay special attention to new strategies in order to manage global movements of internationalisation (Louw and Mayer 2008:615-618).

Thus, internationalisation within higher education institutions (HEIs) should be regarded as a complete strategy on its own. It should be accepted and supported as an integral part of university policy, with the aim of enhancing the quality and relevance of education (Cambridge and Thompson 2004:161-175). It is for this reason important that internationalisation of higher education institutions continues to play a major role as a key educational resource for training students and staff, assisting them to develop

a critical perspective, and preparing them to work and live effectively and successfully in a global context (Louw and Mayer 2008:615-628).

From the above paragraph, internationalisation is a clear construct in terms of what it aims to achieve. The benefits of this construct follows.

1.1.1 Benefits of internationalisation

There are several benefits associated with internationalisation. The economic benefit will be discussed first. Many governments have scaled down on their funding of HEIs, leaving institutions to raise their own funds in order to be sustainable and relevant (Brennan and Dellow 2013:30). International students pay higher fees than local students in the host countries (Kwaramba 2012:2). For this reason, universities generate an additional income through internationalisation. Moreover, the local businesses or communities of the host country's cities also benefit economically, as International students spend their money on local products and services, thus enhancing the local economies (Babin and Kim 2001; Altbach 2004; Llewellyn-Smith and McCabe 2008).

The second benefit is the fact that students and staff benefit from the world knowledge acquired through strong research links, as internationalisation enables university researchers to conduct joint research with universities across the globe. Simultaneously, it enhances the international character of research (Wilkins, Balakrishnan and Huisman 2012). Ultimately, this helps universities to have international perspectives, from the staff and students they recruit, to the curriculum they teach and the research they undertake (Padlee, Kamaruddin and Baharun 2010; Wilkins and Huisman 2011; Forster 2014).

Other benefits of internationalisation as stated by Wilkins *et al.* (2012:413-433) are linked to intercultural awareness within HEIs. It also includes the improvement of students' language skills, as it contributes to a better understanding of others' religions and culture. Moreover, it improves programme outcomes to meet requirements of the global markets. Consequently, staff and students become global citizens. This fact

may also improve graduates' employability by making them relevant and equitable (Wilkins and Epps 2011:410-422).

In other words, internationalisation allows staff and students to tap into excellence across the globe by bringing ideas together and sharing their ways of thinking with their peers and counterparts. When this happens, they make international connections and raise the global profile of the host, or hosted, universities (Teichler 2013:323).

For these reasons, institutions of higher learning across the globe want and need to be part of the benefits which the concept of internationalisation advocates.

1.1.2 Disadvantages of internationalisation

There are, however, a few recorded disadvantages of internationalisation. These include:

- 1) a brain-drain of students and staff of developing countries;
- 2) only high-performing students and staff may benefit from it; and
- 3) fear that staff and students who engage in internationalisation does this at the risk of losing their own identity, values and culture (Sehoole and Knight 2013).

From the sections above, it can be noted that the benefits far outweigh the disadvantages. For this reason, internationalisation has been described as a growing concept amongst the world's countries as far back as the 18th century (Reed 1968; Jalowiecki and Gorzelak 2004:299-308; Pan 2013:249-263).

Msweli (2013:45-59) emphasises that the Higher Education Sector (HES) has been no exception as far as internationalisation is concerned. Since universities across the globe realised that they operate in a world which encourages international trade policies, involving free movement of goods, services, people and internationalisation of knowledge (or cross-border education), they have become part of internationalisation (Msweli 2013).

Bentao (2011) argues that internationalised HEIs exhibit excellence in teaching, learning and research. These HEIs also commit themselves to an understanding of different cultures, increased international student enrolments, including mobility of both students and staff, graduate employability and generic skills. These institutions would also have increased membership of the international associations, as well as agreements and memoranda of understanding with partner institutions. Ultimately all of the above would result in an improved university profile (Bentao 2011:84-96).

1.2 BACKGROUND TO THE STUDY

The United States (US) has always been amongst the world's leading countries like the United Kingdom (UK) and Australia, in terms of admitting large numbers of international students. However, during 2003/2004 a New York-based Institute of International Education (IIE) reported a decline of 2.4% in International student enrollment in the United States. This was the first real drop in International student enrollments recorded since 1971/1972 (Neelakantan 2004:41-43; Naidoo 2007:215-226).

Similar to the US, UK and Australia, South African Public HEIs started to admit large numbers of International students (Dominguez-Whitehead and Sing 2015:77-95). This was as a result of the world opening its doors to South Africa to be a part of the global village. These large numbers of International students specifically came from the Southern African Development Countries (SADC) region (Louw and Mayer 2008:615-628).

Although South Africa still ranks quite high as a preferred host country for International students, the number of International students is not growing as much as compared to the first five years post the new South African political dispensation of 1994. This, at least, seems to be the case at universities of technology (UoTs) (Dzansi and Wilkinson 2008:7-8).

1.2.1 International student numbers at a glance: Central University of Technology, Free State (CUT)

In this regard, CUT was no exception, and large numbers of International students enrolled at the institution. CUT is situated in the Free State Province, which is part of a total of 11 provinces within South Africa, and the University is located in the Central part of the country. The University has two campuses, one in Bloemfontein and the other in Welkom.

The large number of International students at CUT was short-lived, according to Dzansi and Wilkinson (2008:7-8), who indicated that the number of the International students at CUT was dropping at an alarming rate. The figures in Table 1.1 below clearly show that there has been no growth in the number of International students (Dzansi and Wilkinson 2008:7-8). The number of International students from Southern Africa Development Countries (SADC) declined considerably, with the exception of students from Lesotho, which still records the highest percentage compared to their counterparts (see tables 1.1 - 1.4).

Table 1.1 Number of current International students enrolled at CUT in 2016, and country of their origin

No. of Countries	Name of Country	Number of Students
1	BELARUS	1
2	BOTSWANA	16
3	CAMEROON	2
4	CONGO	7
5	DEMOCRATIC REPUBLIC OF CONGO	5
6	EGYPT	1
7	GHANA	5
8	INDIA	1
9	KENYA	2
10	LESOTHO	311
11	MALAWI	3
12	MOZAMBIQUE	2
13	NAMIBIA	13
14	NIGERIA	20
15	PAKISTAN	1
16	RWANDA	2
17	SWAZILAND	4
18	UGANDA	2
19	UNITED ARAB EMIRATES	1
20	ZAMBIA	3
21	ZIMBABWE	20
	Total	443

(Source: CUT Statistics, 2016)

The European partners also send students to CUT for short periods of time of about five up to ten months as exchange students. Table 1.2 shows the current sending European countries and the number of exchange students from these countries.

Table 1.2 Exchange students and the country of their origin, starting with the first semester of 2016

	COUNTRY OF ORIGIN OF EXCHANGE STUDENTS	TOTAL
22	BELGIUM	2
23	GERMANY	8
24	NETHERLANDS	6
25	ROMANIA	1
	Total Exchange Students	17
	Grand Total International Students	443

(Source: CUT Statistics, 2016)

With regards to CUT's official statistics from 2003 – 2006 the number of international students at CUT were as follows:

Table 1.3 International student statistics at CUT from 2003 - 2006

YEAR	INTERNATIONAL STUDENTS NUMBERS
2003	1002
2004	918
2005	768
2006	460

Source: (Dzansi and Wilkinson 2008)

From the above statistics, it is clear that the number of international students dropped by 36% between 2003 and 2006. These statistics were easily available for the researcher, and they indicate the declining trend in International student numbers since 2003. The statistics for the period 2014 to 2016 were deliberately requested, as CUT adopted an Internationalisation Strategy in 2014, and since this study was conducted in 2016. The new strategy calls for 10% of the total student population to be International students by the year 2020. It calls for a yearly incremental increase of these students leading up to 2020, thus a further growth of 5,6%, or 0,7% growth on average per annum. In increasing SET enrolments from 43,7% in 2012 to 46% by 2019/2020, 50% of the International student growth should be in these areas.

Similar statistics were also collated from South African UoTs for the period 2014 to 2016 – CUT being one of the UoTs. These figures are indicated in Table 1.4 below.

Table 1.4 International student statistics at universities of technology (UoTs) in South Africa per year from 2014 - 2016

	Cape Peninsula UoT (CPUT)	Central University of Technology, FS (CUT)	Durban UoT (DUT)	Mangosuthu UoT (MUT)	Tshwane UoT (TUT)	Vaal UoT (VUT)
2014	2961	472	706	100	1818	1952
2015	2752	442	751	101	1802	1695
2016	2569	443	647	76	1583	1658

(Source: Institutional Information: International Offices of South African UoTs, 2016)

The above information also indicates that the declining number of International students is neither a new concept, nor unique to CUT.

1.2.2 The importance of universities increasing their number of International students

From the introduction above, there are many benefits associated with internationalisation, and those benefits are the reasons why universities find a need to increase their International student numbers. In this regard, Rizvi (2006) also confirmed some of these benefits when indicating that the internationalisation of Higher Education (IHE) appeared to be driven by economic factors. This fact is evident as more public universities face tremendous financial pressure. For this reason, universities started seeking International students for full degree purposes, to generate an additional income.

Furthermore, Rizvi (2006) confirmed the benefits of internationalisation mentioned earlier in studies of Padlee *et al.* (2010), Wilkins and Huisman (2011), and Forster (2014) as important reasons for universities to internationalise. Moreover, Rizvi (2006) argues that universities should envisage for themselves and their communities the outcomes of internationalisation, as listed below:

- 1) bringing an economic advantage not only for the universities but also for the host country, and the local community in which the host university is situated (Du Plessis and Fourie 2011:465-475);
- 2) international curriculum aspects which students may add to their skills, and which the home institutions can benefit from (Dzansi and Wilkinson 2008:3; IEASA 2006);
- 3) cultural benefits, as the world is globalised; and lastly
- 4) the more International students a university has, the higher its profile ranking is internationally (Gracel-Avila 2005).

1.2.3 Steps taken by CUT towards internationalisation

As a University of the 21st Century, CUT realised the need to be part of internationalisation as far back as 2013, when the CUT Council approved the new Internationalisation Strategy. The reasons for which CUT decided to take firm steps in what is called internationalisation are stated below.

The first reason was that internationalisation is viewed as an academic enterprise to strengthen and add value to the academic programme of CUT. Internationalisation operates at multiple levels within the institution, and CUT's Internationalisation Strategy recognises CUT's specific mission and mandate as a university of technology (CUT Internationalisation Strategy 2013).

Secondly, it is believed that internationalisation will “enhance CUT's reputation nationally and internationally, create an internationalised curriculum, produce globally engaged faculty members with more international exposure, more globally mobile students, and an overall institutional ability to deal with the challenges of globalisation and produce technologically innovative local solutions” (CUT Internationalisation Strategy 2013: 1).

For these reasons, internationalisation at CUT is defined as “the process of integrating an international, intercultural and global dimension into the purpose, functions or delivery of programmes in Science, Technology, Engineering, Mathematics and other key niche areas, that will promote and produce quality social and technological

innovations in socio-economic developments” (CUT Internationalisation Strategy, 2013:1).

1.2.4 Internationalisation at the Central University of Technology, Free State

Although internationalisation has been in existence as far back as 2003 at CUT (Dzansi and Wilkinson 2008), it did not exist in the current format before 2014. This was mainly because there was an inadequate choice of internationalisation activities and no real commitment from the institution at the time, mainly since CUT did not have a clear policy on internationalisation, an International Office, a coherent set of rules for operation, or an organised internationalisation programme (Ellis 2013).

If CUT’s internationalisation goals are realised, the University will have a steady increase in its international students leading up to 2020, with an expected 10% growth in International student numbers. There will also be an increase of academics with international experience and exposure, as well as functioning collaboration agreements. It is envisaged that internationalisation at CUT will increase the flow of both inbound and outbound exchange students. Ultimately, all these would raise CUT’s profile and its rating amongst the best universities in the world (Ellis 2013).

However, statistics from tables 1.3 and 1.4 earlier in this chapter indicate that the tendency of declining International student numbers continues at CUT, even today. This is happening despite the fact that CUT has a focused Internationalisation Strategy, which was implemented at the beginning of 2014, after it was launched in 2013 at the International Education Association of South Africa (IEASA) Conference. Considering that this strategy was meant to be used as a tool to assist CUT and its International Office to achieve its objectives in terms of increasing its international student numbers, the cause for concern is evident (University Internationalisation Committee [UIC] 2016).

The fact that the International student numbers continue to decline at CUT means that, should this tendency continue, CUT will not be able to realise its strategic objective of increasing its international students by 10% in 2020, as stipulated in its *Vision 2020*. CUT has an overall student compliment of approximately 16 000 students. From this

total figure, only 443 were International students in 2016, which is slightly below 3.5% of the total student body (University Internationalisation Committee [UIC] 2016). This represents a serious internationalisation challenge for CUT. Hence, this study investigates the declining numbers of International students at CUT, as well as ways of increasing these numbers.

1.3 PROBLEM STATEMENT

Universities should understand that internationalisation involves continuous and comprehensive re-evaluation and adjustment of the strategy (Ellingboe 1998:199; Schoorman 1999:38-39; Louw and Mayer 2008:615-628). Therefore, if South Africa would like to be transformed into one of the major players of international education, South African HEIs need to embrace internationalisation as part of their mission and strategic focus (Rouhani 2002).

The research problem focuses on identifying the reasons for the declining number of the International students at CUT. From tables 1.3 and 1.4, it is clear that the number of International students has continued to decline from 2014 to 2016, despite the newly launched Internationalisation Strategy. If nothing is done to rectify this problem, the outcome will affect the targets set in CUT's *Vision 2020*, and subsequently leave the strategy to be rendered defective. Furthermore, CUT will also miss out on the many advantages of internationalisation as mentioned by Padlee *et al.* 2010, Wilkins and Huisman 2011 and Forster 2014, which include economic benefits, world knowledge and intercultural awareness. Other benefits that will be forfeited, amongst others, is CUT's profile ranking internationally, and the addition of internationalised curriculum benefits to teaching and learning.

1.4 RESEARCH QUESTIONS

The study aims to answer the following research questions:

- What are the reasons for the continuous decline of International students at CUT?
- Does processes as contained in CUT's Internationalisation Strategy lead to a decline in International student numbers?

1.4.1 Primary objective

The primary objective is to determine the reasons for the continuous decrease in International student numbers at CUT, despite an established Internationalisation Strategy.

1.4.2 Secondary objectives

The secondary objectives of the study are listed below.

- Identify the current global perspectives on the decline in International student numbers at universities.
- Determine whether processes as contained in CUT's Internationalisation Strategy lead to a decline in the number of International students at CUT.
- Argue the implications of the permanent decline in the number of International students at CUT.
- Review existing literature concerning the decline in International student numbers at universities.
- It is envisaged that the outcome from this research would address the issue of declining International student numbers, and lead to an increase in the number of International students, to the benefit of the institution.

1.5 SIGNIFICANCE/CONTRIBUTION OF THE RESEARCH

The researcher would like to make a contribution towards the internationalisation strategies of UoT's in South Africa - and more specifically CUT's – as all the UoTs are experiencing declining numbers of International students. The decline in the number of International students at CUT is a big concern, especially in the light of CUT's new Internationalisation Strategy, particularly when it has been launched recently as a tool to aid internationalisation at the University. In addition, this strategy has set a target of a 10% increase in the number of International students from the total student population at CUT by the year 2020 (Ellis 2013).

This research would assist International Office practitioners of CUT and other UoTs in becoming aware of the problems related to the declining number of International

students, and how to address such problems effectively. Furthermore, it will assist CUT's University Internationalisation Committee, which, under the auspices of Senate, is the highest body that decides on policy and implementation of the Internationalisation Strategy at CUT, without leaving the management of the institution and the International Office to make pronouncements on how to implement the strategy.

1.6 PRELIMINARY SURVEY OF RELEVANT LITERATURE

Through the literature survey, four studies were identified that are closely related to the current study.

The first study investigated the adjustment problems of International students at CUT. The study revealed that students experienced numerous adjustment problems similar to those encountered internationally (Dzansi and Monnapula-Mapesela 2012). Their adjustment problems were grouped into nine areas as follows:

- social/cultural;
- academic;
- emotional/personal;
- financial;
- housing/residence;
- food;
- health;
- immigration; and
- international student advisory service problems.

The second study in this regard, a case study, examined the staff and international students' perceptions of the support services in Higher Education (Roberts and Dunworth 2012:517-528). Internationalisation of Higher Education in Australia has been a success, as can be seen from the growing numbers of International students enrolled in universities in Australia (Baird 2010). This phenomenon has brought a number of benefits to these institutions, including economic benefits, which goes as

far as supporting the financial viability of some of these HEIs (Bradley, Noonan, Nugent and Scales 2008).

The results of this case study rendered proof that International students and support service providers, while sharing perspectives in some respects, had differing views about student service delivery (Roberts and Dunworth 2012:517-528; Carr, McKay, and Rugimbana 1999; Tan and Simpson 2008; Van Hoof and Verbeeten 2005). The study argued that service providers for International students need to align their services with students' expectations. Moreover, they need to be more focused on students' actual requirements if they aim to increase students' levels of satisfaction. (Roberts and Dunworth 2012:517-528).

The third study involved International students in the South African Higher Education system. It entailed a review of some of their demanding challenges (Dominguez-Whitehead and Sing 2015). It concluded that, among the issues that International students were confronted with, were issues such as xenophobia, discrimination, ailing economy, lack of financial resources and work opportunities. South Africa's economy, even though it is considered by many African countries as the hub of Africa's largest economy of scales, is not able to support its own people in terms of offering them job opportunities, and the level of unemployment is very high. Therefore, International students who are coming from ailing economies of their own country in the hope of getting employment are also not able to get work in South Africa (Dominguez-Whitehead and Sing 2015:77-95).

The fourth study investigated the declining foreign enrolment at HEIs in the United States. This was based in a New York institution where a drop of 2.4% was noticed in the International student enrolment in 2003/2004. It was the first definite decline since 1971/1972. This decline was attributed to the 11 September 2001 terror attack on the United States (Naidoo 2007:215-226). Moreover, the high tuition fees in the United States and the improvement of the quality of education from many source countries which includes Asia, Singapore, Malaysia and China were found to be the reasons for the decline in the number of International students in the US. For these reasons, International students preferred to study in their own home countries rather than studying abroad.

1.7 LIMITATIONS OF THE STUDY

Although there are 26 universities in South Africa, which consists of twenty comprehensive universities and six universities of technology, the study was limited to only one university of technology, namely CUT. The ideal would have been to include all universities of technology. However, due to time and financial constraints, the study was limited to CUT.

Furthermore, the investigation comprised of subjects enrolled at CUT at the time of the study. The majority of them comes from Lesotho (see Table 1.1), followed by Botswana, Namibia, Zimbabwe and Nigeria. Therefore, the views of subjects from other countries will not be clearly represented.

1.8 RESEARCH METHODOLOGY

1.8.1 Research design

Research design is defined as a plan of action for carrying out research (refer to Chapter 3, 3.2 for more details). For the purpose of this study, a quantitative research method was selected (also see 3.2.2). Harwell (2011) contends that the quantitative method of research attempts to maximise the objectivity of findings, and it is typically focused on the likelihood of something being true. Integral to this approach is the expectation that researchers will set aside their experiences, perceptions and biases to ensure objectivity in the conduct of the study and the conclusions that are drawn (Harwell 2011:148).

The data for quantitative research is usually gathered by implementing a structured research instrument such as a questionnaire (Cooper and Schindler 2011:144). Quantitative methods highlight objective measurements and the statistical, mathematical, or numerical analysis of data collected through the questionnaires using a computer programme such as SPSS to interpret the data (Babbie 2010; Muijs 2011:4).

1.8.2 Target population

A target population is defined as a group of people to whom the researcher wants the research results to apply, in other words these are people (also known as respondents) from whom data is collected for purposes of the research. Thereafter, a sampling frame is drawn from the target population (Cooper and Schindler 2011:386). In this study, the target population comprised of all 443 international students enrolled at CUT. This included full degree seeking international students and 17 exchange students at enrolled at CUT in 2016. Exchange students are students from other universities, including partner universities of CUT, from outside the South African borders. Hence, they were included in the target population, although they are non-degree seeking students, and are usually studying at CUT for periods ranging from six to 18 months.

1.8.3 Sample

A sample is defined as a small portion or subset from a defined population that a study is based on to gain information or knowledge about. When dealing with people, it can be defined as a set of respondents (people) selected from a larger population for the purpose of analysis (Hajimia, 2014:3).

For this reason, and for purposes of this study, probability sampling was applied, to allow for the inclusion of samples from countries with few students at CUT to participate in the study (Dzansi and Monnapula-Mapesela 2012:36-37).

The researcher included the entire 2016 population of 443 international students, which included the exchange students, at CUT. A response rate of 40% was achieved, and from the questionnaires distributed, 175 were usable for analysis. Chaturvedi (2007) contends that a sample of the entire population can be chosen for any of the following reasons:

- a small population;
- when there are extensive resources; and
- when the researcher is not expecting a very high response rate.

The international student population at CUT is very small, as only 443 students were enrolled in 2016. Hence, the entire population was used. This was done in order to increase the chances of a higher response rate, as students are sometimes unpredictable in terms of their participation in surveys (Chaturvedi 2007:6).

1.8.4 Methods of data collection

1.8.4.1 Questionnaire

According to Monette, Sullivan and Dejong (2011), questionnaires are used to collect research data, as they contain recorded questions that respondents may answer directly without the help of the researcher, or without interviews being conducted (Monette *et al.* 2011:164).

For purpose of this study, an existing questionnaire was used to collect quantitative data. The quantitative study involved a questionnaire similar to the one used by Dzansi and Wilkinson (2008) in their study regarding adjusting to the South African university environment. It is a 70 item questionnaire which measures the nine dimensions of adjustment problems of International students at CUT. Dzansi and Wilkinson (2008) state that the discomfort caused by the problems encountered by International students at CUT is directly responsible for the dwindling number of International students at CUT. These problems were grouped into nine dimensions (Dzansi and Wilkinson 2008:10) (see Table 1.5).

Dzansi and Wilkinson (2008:76) indicate that the nine variables were selected and tested for the South African context, and the method involved identification of the behavioural dimensions, facets or properties of the concept adjustment problems. The method was successfully employed by Dzansi (2004:187) in operationalising the concept of business social responsibility (BSR) for measurement.

Therefore, the adjustment problems of International students were grouped into these nine dimensions (Dzansi and Wilkinson 2008:160). Through this study it was also confirmed that CUT International students seemed to have adjustment problems. It is important to find out if the same adjustment problems are responsible for the continual

decline in International student numbers at CUT almost eight years later, despite the new Internationalisation Strategy which came into effect in 2014. The nine dimensions identified by Dzansi and Wilkinson (2008) are listed in Table 1.5 below.

Table 1.5 Adjustment problems of International students at CUT

ADJUSTMENT PROBLEMS OF INTERNATIONAL STUDENTS AT CUT	
No.	DIMENSION
1	SOCIAL/CULTURAL PROBLEMS
2	ACADEMIC PROBLEMS
3	EMOTIONAL/PERSONAL PROBLEMS
4	FINANCIAL PROBLEMS
5	HOUSING /RESIDENCE PROBLEMS
6	FOOD PROBLEMS
7	HEALTH
8	IMMIGRATION PROBLEMS
9	INTERNATIONAL STUDENT ADVISORY SERVICE

(Dzansi and Wilkinson 2008)

The questionnaire consists of three parts. Part 1 consists of the demographic information, while Part 2 utilised Likert-scale questions based on the literature. In this scale, subjects were given four alternative responses for each question, which ranged from no problem (1) to major problem (4). Part 3 gaged the degree of the subject's agreement concerning the statements of the questionnaire by using completely disagree (1) to completely agree (4).

Prior to administering the questionnaire, permission was sought from the authors of this questionnaire, based on the work of Dzansi and Wilkinson (2008:170), and the authors granted permission to the researcher to use the questionnaire. The choice for utilising this particular questionnaire was because its reliability and validity have already been tested and established by Dzansi and Wilkinson (2008).

1.8.5 Techniques for data collection

The questionnaire was used as a technique to collect quantitative data, and was self-administered. Furthermore, it was administered electronically in order to save time, and to allow respondents the courtesy of completing it at their own leisure and in the comfort of their own personal spaces, offices or homes. However, due to #Fees-Must-Fall campaign at South African HEIs during October 2016, it was difficult for students to respond to the electronic questionnaire, as many students claimed not to have access to computers off campus. The questionnaire was then printed out to be completed by the International students during a mass meeting for International students held, and it was returned to the researcher by the respondents. A total of 300 questionnaires were distributed at the mass meeting, followed by random distribution to respondents who did not attend the mass meeting, and who indicated that they did not obtain the questionnaire. The questionnaires were completed by respondents at their own leisure.

Following Vinger (2005:25), the questionnaire was accompanied by a cover letter that provided the necessary details about the study. In order to ensure maximum return of questionnaires, an incentive was promised, namely that the respondents would be given a pen and a chocolate on return of the questionnaire.

After the deadline, the questionnaires were again sent to those International students who did not respond, mentioning the words “follow up” in bold print at the top of the cover letter.

Once received back from the respondents, the questionnaires were captured immediately using the Excel programme. The data was later exported to SPSS to provide statistical analysis of the scores (Muijs 2011:73-78).

The findings of the research, once completed, will also be shared with CUT’s Internationalisation Committee, Management and the International Office.

1.9 Ethical considerations

Cooper and Schindler (2011:32) defined ethics as “norms or standards of behaviour that guide moral choices about our behaviour and our relationship with others”. Therefore, Blumberg, Cooper and Schindler (2008:156) suggest that, when conducting research, it must be conducted in such a way that it does not cause harm, discomfort, pain, embarrassment or loss of privacy to the respondents.

In this study, integrity and credibility were applied by ensuring that the rights of respondents were by no means violated. In order to adhere to the ethical considerations, respondents remained anonymous, and they were not coerced nor misled to participate in this study. Furthermore, all participants voluntarily participated in the study. Approval was acquired from CUT to conduct this study, and permission was also sought from CUT to administer the questionnaire to the students. As proposed by Dunn (2014), a declaration was made in writing that the information obtained from CUT will be used solely for purposes of this study.

1.10 LAYOUT OF CHAPTERS

Table 1.7 Layout of chapters

CHAPTERS		DESCRIPTION
1.10.1	Chapter One: Introduction to the study	This chapter provides a scientific orientation to the study. It defines and provides background to the notion of the decline in International student numbers at CUT. It provides a broad overview of the study, and introduces what the subsequent chapters will be dealing with.
1.10.2	Chapter Two: Literature review	This chapter reviews literature relevant to this study. It contextualises the study within a particular theoretical framework.
1.10.3	Chapter Three: Research methodology	This chapter describes the research methodology adopted in this study. The research design, which included a questionnaire as data gathering instrument, is discussed in this chapter.
1.10.4	Chapter Four: Data analysis and results	This chapter provides a statistical analysis of the quantitative data. The results from the data analysis are provided and interpreted.
1.10.5	Chapter Five: Conclusion, limitations and recommendations	This chapter brings conclusions based on the results obtained. In essence, it provides the contribution that the study has made to this area of scientific enquiry. The limitations of the study are acknowledged and provided. Recommendations for future research are made.

1.11 CONCLUSION

In conclusion, this chapter started off by providing an introduction and background to the study. Furthermore, the problem that resulted in the formulation of the research questions, was explained, and the objectives of the research were highlighted. The methodology used by the researcher to conduct the study, and to identify the reasons for the decline in the number of International students at CUT, and how this can be prevented, were made clear.

The next chapter will focus on the literature review in terms of the concept of internationalisation in HEIs and the declining numbers of International students, both at South African HEIs and some global universities.

CHAPTER 2

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter examines the literature findings in terms of decreasing international student numbers. It also seeks to determine the current global perspectives on the decline in international student numbers at universities, with a focus on South Africa. It will be further investigated whether processes as contained in CUT's Internationalisation Strategy lead to a decline in the number of international students, and if so, what processes are causing the decline. Lastly, the implications of the permanent decline in the number of international students at universities will be researched. The concept of internationalisation shall be explored first.

Internationalisation is a concept in continuous development. As a result, many different definitions have been suggested over the past five decades. Nevertheless, the concept of internationalisation, as we know it today, developed primarily on the basis of globalisation. In Aloyo and Wentzel's (2011) opinion, having a proper understanding of the concept of internationalisation should be a first and serious approach (Aloyo and Wentzel 2011:391-406).

In the section below, the different definitions of the concept 'internationalisation' is discussed.

2.2 DEFINITION OF INTERNATIONALISATION

Knight and De Wit (1997) defined Internationalisation of Higher Education as a process of integrating an international and intercultural dimension into the teaching, research and service functions of the institution.

In 2003, Knight modified internationalisation and added the national sector and institutional levels, and by doing so, defined it as the process of integrating an

international, inter-cultural or global dimension into the purpose, functions or delivery of postsecondary education (Knight, 2003).

In addition, Huang and Lin (2007) identified the purpose of internationalisation in Higher Education as enhancing students' ability to engage in job-related problem solving and decision making in ways that reflect knowledge and respect for other cultures (Huang and Lin 2007:69).

Knight (2008a) further amended her previous definitions and defined internationalisation as a process of integrating an international, intercultural and global dimension into the purpose, functions i.e. (teaching, research and services) and delivery of Higher Education at both institutional and national level (Knight 2008b).

Another suitable term which links to Knight's (2003; 2008a) definitions is related to Hans De Wit's (2015) new definition of internationalisation. De Wit (2015) defined internationalisation as the intentional process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education, in order to enhance the quality of education and research for all students and staff, to make a meaningful contribution to society (De Wit 2015).

Furthermore, these definitions also relate to research, patents and innovation; graduate studies, joint degree programmes, supervision of Master's and Doctorate thesis; student and staff mobility; partnerships with other HEIs and business; regional and international association, as well as cross-border education (Msweli 2013:45-46).

All of the above definitions indicate that internationalisation is an ongoing process rather than a static state which implies curriculum design and implementation through content, delivery, evaluation and modification (Msweli 2013:47).

From the above, it is evident that internationalisation is a clear construct in terms of what it means, and what it aims to achieve, and this is how it has been understood by most parts of the world, including South Africa. This was the case, despite internationalisation not being a part of the South African Higher Education landscape

for many decades prior to the new South African government's dispensation, that is prior to 1994 (Dominguez-Whitehead and Sing 2015:78).

In conclusion, taking all of the above definitions, as well as Msweli's (2013:47) argument on page 22 of this chapter into account, internationalisation is about incorporating global cultures, different languages, teaching, learning and research methods of Higher Education for advancing the world as a global village, and the effects of globalisation, which amongst others, entails its revolving nature to accommodate new ways of doing things.

2.3 INTERNATIONALISATION IN SOUTH AFRICA

Dominguez-Whitehead and Sing (2015) agree with Jooste (2015) that there was no planned internationalisation of the South African Higher Education system and its universities in the period 1948 to 1994. This was due to the fact that the South African apartheid system was rejected globally. Furthermore, Jooste (2015) argues that internationalisation activities in South Africa were neither subscribing nor adhering to any of the definitions of internationalisation as practiced in Europe, the USA or anywhere in the world. International mobility was mainly on scholars leaving South Africa to escape the apartheid political system to study and work outside of the country. Moreover, these scholars were excluded from attending the top tier universities because of the same apartheid system which the country practiced prior to 1994 (Jooste 2015:258).

However, since 1994, internationalisation in South Africa is said to have grown immensely, and South African Higher Education (SAHE) shows great signs of being in touch with global realities and internationalisation trends. Many of the changes that are seen today in South African internationalisation were driven by government's local priorities, one of which was to increase access to university education for the majority of the people of South Africa who are underprivileged. It was equally important for SAHE post 1994 to incorporate global and national priorities that take into account local concerns and opportunities which internationalisation presented. These helped to build the SAHE internationalisation that is seen today. This is evident considering

the number of international students enrolled in the country's HEIs (Dominguez-Whitehead and Sing 2015:78; Hall 2010; Dunn and Nilan 2007:50).

This increase in the number of international students can also be credited to the high calibre educational institutions in South Africa. Furthermore, it is noted that students' demand for higher education is increasingly being shaped by the knowledge and skills requirements of global firms. It is also true that employers all over the world require technical and professional employees to have sound technical knowledge, foreign language skills, information technology skills and knowledge of modern business practices (Kwaramba 2012:5).

It is for this reason that the presence of international students is obviously of interest to the universities that host them, but it is also increasingly of interest for governments, cities and a range of other organisations connected to the 'business of higher education'. That is why internationalisation abroad and at home needs to be harnessed and grown further (Dominguez-Whitehead and Sing 2015:78).

2.3.1 Internationalisation abroad

Internationalisation abroad was defined as cross-border international activity, which includes higher education inbound student mobility, programmes and institutions. Although these activities are categorised as internationalisation abroad, they also enhance the international dimension of home provision; hence they are also summarised as 'internationalisation at home' (Knight 2004:2-31).

2.3.2 Internationalisation at Home (IaH)

Internationalisation at Home was originally defined as "any internationally related activity, with the exception of outbound student and staff mobility happening at the home institution" (Crowther, Joris, Otten, Nilsson, Teekens and Wächter 2001:8). This definition was later modified to a set of instruments and activities "at home" that focuses on developing international and intercultural proficiencies in all students (Beelen and Leask 2011). A recent revisiting of the term has led to another revised definition of Internationalisation at Home as "the purposeful integration of international

and intercultural dimensions into the formal and informal curriculum for all students within domestic learning environments” (Beelen and Jones 2015).

Therefore, both Internationalisation at Home and abroad are an integral part of the activities of international students (Beelen and Jones 2015). In the next section, international students are defined in terms of who they are. The different types of international students, and the activities they engage in, are discussed, as well as why is it important for them to engage in internationalisation. Finally, the challenges they face are looked into.

2.4 INTERNATIONAL STUDENTS

2.4.1 Definition of international students

According to the Oxford Dictionary (2016), an international student refers to any person who is either studying towards a formal qualification, or for non-qualification purposes, in a country that is not his or hers. Furthermore, in the 2006 edition of Education at a Glance, the OECD defines ‘international students’ as those who deliberately cross borders with the intention to study. Consequently, it is also argued that this arrangement of studying in a foreign country also brought about the term ‘internationalisation’. Although there is a distinction between the types of international students, in South African HEIs, internationalisation involves enrolment of different types of international students, currently predominantly from other African countries, including SADC countries (Dominguez-Whitehead and Sing 2015:78).

2.4.2 Types of international students

Internationalisation has become a broad umbrella term that covers many dimensions, components, approaches and activities. It includes credit and degree mobility for students, academic exchange and the search for global talent, curriculum development and learning outcomes, franchise operations and branch campuses, for both cooperation and competition. It is for this reason that international students are categorised according to the activities they are involved in, such as full degree seeking students, exchange students, and free movers, to mention but a few.

2.4.2.1 Full degree seeking students

Full degree seeking international students are individuals who plan to receive a qualification at an institution where an admission for qualification has been granted. These students study at this institution for the duration of a full course and obtain a qualification upon completion. In the case of the South African context where an undergraduate degree takes a minimum of three years to obtain, it means these students will stay in South Africa at the specific institution until a qualification is obtained.

2.4.2.2 Non-degree seeking international students

According to the University of Johannesburg (UJ)'s website, (2016) non-degree seeking international students are individuals who do not plan to receive a qualification at a host institution. They are usually studying for short periods of time, which can be for three, six or up to 18 months, and at an institution other than their home institution. These students could either be exchange or free mover students.

2.4.2.3 Exchange students

There is also another category of international students under university education exchange programmes which are facilitated by inter-institutional agreements between a host and sending institution. Exchange agreements are unique in that there is a two-way movement of students based on mutual benefit, balancing the numbers of outbound and inbound students (McInnis, Coates, Hooper, Jensz and Bu 2004). These students are called exchange students. The students undertake a course of study at an overseas university, or, in the South African perspective, come to South African universities from overseas or any other African country, for periods of one semester or one year. Tuition fees are paid by the home university, and the focus is on formal academic study with transfer of credit to the home degree, for which the student undertakes assessment in the host institution (Ritchie 2003; Llewellyn-Smith and McCabe 2008:594).

2.4.2.4 Free movers

This category of students forms the biggest part of students from abroad studying in South Africa. Students find opportunities on their own or through their universities. This is seen as the 'cheapest' way for students to pursue a study abroad opportunity, as there is no middle man. These students can be attracted through direct media on their campuses, or through recruitment fairs (University of Johannesburg 2016). Therefore, mobility trends of these students will be explored next.

2.5 TRENDS IN INTERNATIONAL STUDENTS' MOBILITY

For the past decades, international students have largely travelled to the United States (US), the United Kingdom (UK) or Australia for purposes of studying (Verbik and Lasanowski 2007:4). However, in recent times, Germany, France, and Canada seems to also host quite a sizeable number of these students (Mello 2013:407).

In fact, Pan (2013:251-253) agreed that six developed countries host 67 % of the world's mobile students, whilst the US holds 23 %, the UK 12 %, Germany 11 %, France 10 %, Australia 7 % and Japan 5 %; and China continued to be the largest source country for internationally mobile students, accounting for one-seventh (15 %) of the total student mobility (UNESCO Institute for Statistics 2007). However, this situation has changed dramatically and fast, as these student numbers have dropped from 67 % to 62 % in 2010 (UNESCO Institute of Statistics 2010). At the same time, three countries emerged as new popular destinations: China, the Republic of Korea and New Zealand.

On the other hand, the OECD (2013:307) reported that South Africa has a 1.9 % share of foreign students, and despite the low percentage, South Africa has been the only African country to be mentioned in the OECD 2013 report. Furthermore, agencies reporting on the movement of students, agreed unanimously that South Africa is the eighth most popular destination for international students in the world (Mello 2013: 409). This report was supported by Kwaramba (2012), indicating that Study South Africa also confirmed that it considers the dominance of South Africa as the hub for

Higher Education not only in Southern Africa, but also in the African continent (Kwaramba 2012:7).

Additionally, South Africa has the highest number of universities amongst the SADC countries, which are publicly funded as indicated in Table 9 below. The funding issue implies affordability for students, compared to the private universities' funding. This may be central to the internationalisation of higher education, especially in the SADC region, as it also indicates the general direction of government policy (Mello 2013:407).

From the table below, it can be seen that South Africa has the highest number of public universities. This has resulted in South Africa emerging as a major exporter of higher education in the region. Currently, of all the SADC foreign students enrolled in SADC countries' universities, South Africa accounts for about 70 percent of this enrolment in the region (SARUA 2009).

Table 2.1: SADC countries and the number of public universities in 2016 in each country

SADC countries	Number of public universities in 2016
Angola	1
Botswana	2
Democratic Republic of Congo	5
Lesotho	1
Madagascar	6
Malawi	2
Mauritius	2
Mozambique	4
Namibia	1
Seychelles	1
South Africa	25
Swaziland	1
Tanzania	8
Zambia	3
Zimbabwe	9

Source: SARUA (2016)

Table 2.2 below also confirms the SARUA (2009) statement above that South Africa is the biggest exporter of Higher Education. This is also confirmed by IEASA (2012)

in the below table regarding the total numbers of international students enrolled in South African HEIs, which were 40 270, excluding short-term mobility. The table below indicates the top 10 sending countries and the number of international students sent to South Africa.

Table 2.2: Top 10 sending places of origin and percentage of total international student enrolment

	Place of Origin	Number of Students	Percentage of Total
1	Zimbabwe	10,846	26.9%
2	Namibia	2,638	6.6%
3	Lesotho	2,587	6.4%
4	Democratic Republic of Congo	2,533	6.3%
5	Seychelles	2,204	5.5%
6	Botswana	1,743	4.3%
7	Zambia	1,015	2.5%
8	Angola	788	2.0%
9	Malawi	600	1.5%
10	Tanzania	456	1.1%
	All Others	14,860	36.9%

Source: International Education Association of South Africa (IEASA), 2012

The above table shows the international student mobility trend and the sending SADC countries to South Africa as a host country in 2012. On the other hand, Table 2.3 gives a comparison on the number of South African students sent outside of its borders for study purposes, therefore also becoming international students in foreign countries. UNESCO (2014) indicated that there were 6 378 South Africans studying abroad in 2014. Table 2.3 below categorised these students according to their top 10 receiving countries outside of South Africa.

Table 2.3: Top 10 destinations and number of students from South Africa studying abroad

Rank	Place of Destination	Number of Students	Percentage of Total
1	United States	1,159	18.2%
2	United Kingdom	1,339	21.0%
3	Australia	787	12.3%
4	Cuba	426	6.7%
5	Bahrain	184	2.9%
6	Mauritius	177	2.8%
7	Saudi Arabia	173	2.7%
8	Germany	164	2.6%
9	Canada	150	2.4%
10	Brazil	138	2.2%
	All Others	1,681	26.4%

Source: UNESCO Institute for Statistics. (2014). Global flow of tertiary-level students 2014.

From the above, it is clear that the issue of student mobility is a world phenomenon, as many countries seem to host quite a sizeable number of these students. South African students also become international students and are hosted at universities in other countries (Mello 2013:407).

2.6 REASONS FOR INTERNATIONAL STUDENTS TO STUDY IN A FOREIGN COUNTRY

According to Forster (2014), there is a *push-pull* model, which refers to an obstacles and enablers model that international students base their choice to study in a foreign country on (Forster 2014:150). These students are compelled by the push factors not to study in their home country, but to instead seek another country as a study destination choice. Such factors include lack of capacity and opportunities to study in students' home countries, lower quality of education, and employer preference for foreign education or political and economic problems in the home countries. On the other hand, there are also pull factors that draws students to foreign universities. These pull factors include the quality of education, reputation of the country/institution, improved employment prospects and opportunity to experience a different culture (Wilkins *et al.* 2012).

Mello (2013) contends that the dominance of the US, UK and Australia in hosting international students is due to competitive programmes and research outputs. Globally, the US has the highest research outputs. For example, in 2010, the US produced 33 8784 articles, while South Africa improved its articles from 3 617 in 2000 to producing 7 468 in the year 2010. The importance of research outputs can be seen in the fact that higher research outputs influences universities' ranking. Consequently, it also serves as a pull factor for those countries with high research outputs (Mello 2013:409).

Mello (2013) further argues that other pull factors such as the following draw many international students to a foreign country:

- geography, which refers to the location of a foreign country, its climatic conditions and scenery, as well as tourist attractions;
- language is also another factor, especially if potential students are interested to learn English, or where the medium of instruction is English, as many countries consider English as an international language that is used in most countries;
- historical connections also seem to influence students' choice of a foreign country to study in. For example, many students whose countries were colonised by other European countries prefer to study in their colonial master's countries because of the history and language they share;
- political climate as also argued by Forster (2014) above, is another factor which can influence students' choice of a foreign country to study in, as students prefer to study in a country that is politically stable, and that would not be disrupted by wars and political tensions, allowing students to finish their studies; and
- students' fees and cost of living also makes for compelling reasons for students to choose a foreign country as a study destination (Mello 2013:410).

Although South Africa is continually working to increase its research outputs, there is a number of other significant *pull* factors that international students may consider, and that will influence their choice of a study destination. South Africa is ranked high compared to other African countries due to the fact that its level of development is close to that of European countries, and that fact that it offers interesting professional prospects for students. In South Africa, the public universities are of high quality and

are recognised globally. Furthermore, the University of South Africa (UNISA) has massive online, open courses and distance education programmes which represent 40% of the education dispensed by South African universities (University World News 2016).

However, as much as the above pull factors make compelling reasons for students to choose to study in a foreign country, there are also other reasons or barriers that cause these students to choose not to study in foreign countries. These barriers are discussed in the next section.

2.7 BARRIERS TO STUDYING IN A FOREIGN COUNTRY

Despite the many *push-pull* factors, there are also numerous studies into specific barriers that surface in terms of students' choices to study in foreign countries. Some of these barriers were also cited as push-pull factors earlier in this study, which indicates that as much as students may seem to choose their destinations based on those factors, the very same factors could also be barriers for not choosing to study in a foreign country. These barriers were grouped into four categories, namely costs, past social relationship, language and homesickness (Foster 2014:150-152).

2.7.1 Costs

Cost is the most cited barrier by students to study in foreign countries. This barrier was cited by cohorts of African American (Brux and Fry 2010), Asian (Mazzarol and Soutar 2002) and US students (Evans, Finch and Toncar 2008). This was supported by a recent study done by Doyle, Gendall and Meyer (2010) amongst students from New Zealand, which indicated that 60% of these students also specified that their biggest barrier to study abroad was cost.

2.7.2 Past social relationship

The other barrier could come as a result of negative historical patterns, which in turn has a negative influence on students' perceptions of certain destinations. As a result,

students may come to a conclusion that studying in a foreign country is not what they would want to do (Foster 2014:150).

2.7.3 Language

Language proficiency can be a barrier, especially for those students who never had an opportunity to learn a foreign language in their home country, and would be experiencing a foreign language for the first time outside of their country. Choosing a country whose official language is different from what the student speaks is considered daunting by many students (*Doyle et al. 2010*).

2.7.4 Homesickness

Furthermore, according to the study of *Doyle et al. (2010)*, homesickness is still ranked high as a barrier for students to choose a foreign destination for purposes of study. This is happening despite much improved communication methods which includes, amongst others, social media. The study indicates that leaving family and friends behind and moving to a new area for purposes of study still remains a major barrier to students' participation in studying abroad. Moreover, *Rodriguez and Roberts (2011)* confirm that from a psychological perspective, if students are not in the appropriate frame of mind and aware of potential emotions associated with homesickness, they are less likely to be receptive to learning, and negative feelings of homesickness are likely to be exacerbated (*Forster 2014:151-152*).

Whilst there are push-pull factors affecting these students to either study or not study in a foreign country, the recent trends show that the number of international students are declining.

2.8 DECLINE IN INTERNATIONAL STUDENT MOBILITY

The US claimed 20% of the world's 3.4 million international students in 2009, putting the US in the lead ahead of the UK (*Lillyman and Bennet 2014:63*). Despite the continued growth of international enrolments in the US post-secondary education,

these countries' share of globally mobile students has been steadily declining over the past decades (Forster 2014:152).

According to Forster (2014), this has been evident in the last decade, as students have begun to move to new destinations. This suggests that all the previously preferred foreign country destinations are also experiencing a decline in the number of international students coming to these countries for study purposes. If the chunk of these students are opting to go elsewhere (other than the US and UK), the question is where that leaves the rest of the popular destination of the past (Forster 2014:152).

Furthermore, in recent years a growing number of Asian students have decided to stay within the Asian region for their higher education. The new trend in international students' mobility has increased the number of international students in certain countries of East Asia, and the Pacific. This again implies that the number of international students in the US and UK have declined (Pan 2013:250).

Chen and Lo (2013:33) contend that attracting international students is an attempt to increase national income through universities for their survival. Universities increase their income through the fees which international students pay, in other words they make their profit, without declaring that the intention is to increase their income. This motive has forced universities to recruit international students, more especially in countries where universities are not able to meet their student quotas within their own countries, and have had to look elsewhere (internationally) to recruit these students.

Tsuruta (2013:141) also agrees with Chen that, for example, Japan's birth rate is said to have declined from 205 million in 1992 to 120 million in 2011, making it difficult for the country to meet its quota in universities, therefore forcing it to look elsewhere for recruitment of international students, in order to increase its income and survival (Mello 2013:406).

However, the issue of declining numbers of international students has not been the case in South Africa. The number of international students has in fact grown dramatically since 1994 from 12 600 to more than 64 784 in 2010, out of a total of 893 024 students at South Africa's 23 public universities. This is according to

provisional Department of Higher Education and Training (DHET) (2012) figures. It is also estimated that 70% of all international students in South African universities are from the neighbouring SADC countries (Maringe and Sing 2014:767).

Although the number of international students is increasing in South Africa, not all universities have been experiencing an increase of these students, let alone a substantial increase in these numbers. For example, amongst the six universities of technology, many of them have reported a decline in international student numbers. CUT ranks number five in terms of the number of international students, as it recorded 443, ahead of Mangosuthu University of Technology (MUT), which recorded only 76 students in 2016 (see Chapter 1, Table 1.4). This brings to conclusion that there must be an underlying reason for this decline, considering that South African universities were admitting quite a large number of these students. Therefore, the section below looks at the possible explanation of this decline (Dzansi and Wilkinson 2008:32).

2.9 POSSIBLE EXPLANATION FOR THE DECLINE IN INTERNATIONAL STUDENT NUMBERS

Services literature demonstrates that there is strong support for the argument that it is customer satisfaction, rather than service quality, which leads to increased market share, profitability, positive word of mouth and customer retention for service providers (Kursunluoglu, 2014: 528-548). Therefore, HEIs are increasingly realising the importance of putting greater emphasis on meeting the expectations and needs of international students as customers in order to meet students' satisfaction levels. This satisfaction is more likely to have a positive influence on students' motivation to study in a foreign country, recruitment, retention, institutional reputation as well as fundraising (Bianchi 2013:396-397). It is for this reason that institutions highlight the decline in international student numbers, because it is a well-known fact that attracting international students has become a priority for HEIs everywhere in the world. Therefore, sections 2.9.1 to 2.9.5 below provide the reasons for the decline in international student numbers.

2.9.1 Competition amongst the institutions

The first possible explanation has to do with the fact that attracting international students has become a challenge in recent times, considering how universities are competing against each other in an attempt to attract international students to study at their universities (Forster 2014:152). In addition, the establishment of more western-style HEIs globally is putting the recruitment of international students to other destinations under threat. Therefore, this has the potential of damaging the richness afforded by true internationalisation of the curriculum in internationalised institutions (Lillyman and Bennett 2014:64).

2.9.2 Improvement in education of the source countries

Moreover, the domestic education opportunities which have improved in the source countries of foreign students entice these students to study in their own home countries as opposed to overseas, including the United States. This is evident from the subjective evidence from countries like China and Singapore whose international student numbers have dropped to the US (Naidoo 2007a:216).

2.9.3 Good Governance

However, according to OECD (2013), South Africa recorded a 1.9% share of foreign students in 2013 (OECD 2013:307). This indicates that the country has the potential of having a 2% share of these foreign students, more so, after two additional universities were established, i.e. Northern Cape and Mpumalanga. Nonetheless, Mello (2013) points out that South African universities need to be stable in order to attract a significant number of international students. Stable refers to universities that are able to manage their finances effectively and efficiently, and that have an amiable relation with their staff and students. Mello (2013) goes further and contents that the appointment of administrators for some universities in South Africa shows a challenge in governance. Staff and student unrest attract bad publicity. Furthermore, international students will be hesitant to study at a university where staff, students and management are in constant disagreements, and where such disagreements also escalate into violence (Mello 2013:406-408).

Furthermore, factors such as cost, distance, visa complexity, and competition from other popular destinations, perceived as negative influencers, threaten the ability of all South African universities to attract international students (Mello 2013:409).

2.9.4 International students' adjustment problems

In addition to the above, Dzansi and Wilkinson (2008) confirmed that host institutions should do everything in their power to ensure that international students do not have adjustments problems. They contend that negative experiences such as xenophobia, very strict immigration laws and inadequate integration programmes could have dire consequences on internationalisation, which could include declining numbers of these students. The numbers could be affected, as these international students may not want to return or encourage others from their home countries to study in their host countries/institutions (Dzansi and Wilkinson 2008:1-173).

2.9.5 Disparity in university entry level minimum requirements

The other reason is that disparity between the Cambridge O Level School Certificate, which is offered by many of the SADC countries, and the South African Matric exit level seems to have an influence on the number of international students who eventually come to study in South Africa. According to the South African Authority Qualification (SAQA), the Cambridge O Level School Certificate is not equivalent to the South African Matric, and therefore it cannot be used to apply for entry at an institute of higher learning in South Africa. However, Higher Education South Africa (HESA) gives students who passed their Cambridge O Level School Certificate an exemption to enrol in SA institutions, provided the institutions approach HESA in this regard, and provided that it is supported by an institution's Senate. Each university has a policy guiding the admission of Cambridge O Level School Certificate students (Kwaramba 2012:19). For example, the University of Johannesburg admits students with Cambridge O Level School Certificate to Diploma programmes, before they can proceed to full degree programmes. In CUT, SAQA evaluation is used in this regard, which often means that these students have to enrol at a Technical and Vocational Education and Training college (TVET) for a year or two before enrolling at CUT (CUT Admission Policy for international students, 2016).

All of the above factors have to be taken into account when looking at remedial action to increase international student numbers.

2.10 REMEDIAL ACTIONS FOR DECLINING INTERNATIONAL STUDENT NUMBERS

There are, however, some remedial actions that could be looked into to encourage the acceptable numbers of international students to a particular country. For instance, the United States reviewed its immigration laws, even though there were no empirical evidence that indicated that the declining numbers of international students in the US were a subsequent result of strict immigration laws, especially after the 11 September 2001 attacks (Naidoo 2007:215-226).

In South Africa, the implementation of the SADC protocol in HEIs has the potential of putting South Africa in good stead, considering that the country's Higher Education is already considered in high standing compared to other first world countries. The protocol's intention is to internationalise education, especially amongst member states, where it is prescribed that 5% of admissions should be reserved for foreign students. It also indicates that member states must eventually eliminate immigration formalities for staff and students, even though this has not been implemented as yet (Mello 2013:405).

Furthermore, South Africa being a big importer of education especially in Africa, should consider taking education to Africa - especially to those that cannot come to study in South Africa due to cost issues. By doing so, it can bring about the cash injection which South African institutions currently need (Mello 2014:407).

Lastly, the remedial actions would call upon institutions of higher learning in South Africa to pursue intentionally and very vigorously internationalisation strategies such as curriculum innovation, study abroad programmes, faculty/student exchanges, areas studies/centres, foreign language study, joint international research initiatives, and cross-cultural training. These strategies should not be a once-off exercise, but should rather form part of the ongoing internationalisation process. If South African HEIs are to increase their internationalisation footprints, they have to continually

engage their strategies, implement, evaluate and change accordingly as required by the global changes in internationalisation (Jooste 2015:257). In the next section, the concept of an internationalisation strategy is explored.

2.11 INTERNATIONALISATION STRATEGY

2.11.1 Definition of strategy

The concept of strategy has been in existence for many years. It first emerged being used in the military, and was subsequently adopted by business, including institutions of higher learning. Many authors such as Mintzberg (1994), Andrews (1980) and Porter (1986), to mention but a few, have since given their own definition and interpretation of strategy. For instance, Mintzberg (1994:23-27) referred to strategy based on four elements, namely Plan, Pattern, Position and Perspective. This was supported by Andrews (1980:18), stating that a corporate strategy is a *pattern* of decisions in a company, while Porter (1986:64) is of the opinion that strategy is about competitive position, which embraces both plan and position (Nikols 2016:1-14).

2.11.2 Internationalisation strategy for universities

From the definitions above on strategy, it is clear that strategy is everything, as it starts with the plan, which is the how part of it. Pattern is the action that needs to be engaged over time. Position reflects the decision undertaken for offering a particular service, and, lastly, Perspective is the vision and direction. The other dimension is that of being competitive (Nikols 2016:1-14).

Therefore, internationalisation is a key institutional strategy for universities seeking to brand and position themselves in a competitive market (Ilieva *et al.* 2014:876). Pan (2013) indicated that internationalisation strategies start with countries' governments, and cascade to institutions within the countries. This was evident in the People's Republic of China (PRC) government in its *National Outline for Medium and Long-term Education Reform and Development (2010 - 2020)*, which called for the establishment of joint academic programmes with world-renowned universities, research institutes and companies in an effort to increase its internationalisation

strategy footprint, and to improve the international image and reputation of Chinese Higher Education (Pan 2013:258).

Subsequently, this would assist the PRC international student recruitment strategy, which was understood to assist China in terms of enhancing its international political and diplomatic relations with other developing countries in a variety of influential ways. For instance, it was hoped that international students who have received their higher education in China would become China's future political and business partners (Zhou 2006).

However, Lanvankura (2013:663-676) believed that each country responds to internationalisation differently, and offers various interpretations of the concept. This is true in South Africa, because first of all, South African universities are managed as business entities, even though there are no declared profit motive. It means if there is a significant decrease in student numbers, South African universities would have to look beyond their borders in order to reach their recruitment targets. However, in South Africa, recruitment has not reached a stage where it is regarded as a problem. Furthermore, the SADC protocol prescribe that at least 5% of spaces within SA HEIs should be reserved for students from the SADC countries (Mello 2013:405).

2.12 SOUTH AFRICAN GOVERNMENT INTERNATIONALISATION STRATEGY

The issue of countries responding differently to internationalisation is also confirmed by Jooste (2015). The South African higher education system post 1994 is governed by a legal framework, which was initiated by the national government. This subsequently produced the South African Higher Education Act, Act 101 of 1997. This Act gives the HEIs the autonomy to govern themselves, within the prescripts of the law. Part of being autonomous is that government will fund institutions partly and give institutions the right to supplement their income through student fees. Hence, internationalisation is funded through this mechanism as well in South Africa. In the section below, the responses of bodies such as the CHE, DHET, HESA and IEASA that are linked to Higher Education in South Africa (Jooste 2015:254) are discussed.

2.12.1 Council on Higher Education (CHE)

Both the National Commission on Higher Education (NCHE) and the Higher Education Act (Act 101 of 1997) called for South Africa to address the nation's reconstruction and developmental needs, and to position itself in order to respond to the challenges of globalisation. However, neither the NCHE nor the Act is specific on the vision, goals or strategies for the internationalisation of higher education in South Africa (Council on Higher Education 2004:213).

2.12.2 Department of Higher Education and Training (DHET)

The lack of an internationalisation strategy provided by the South African government was further confirmed by the Department of Higher Education and Training (DHET), which stated that there is indeed no policy framework, and that the Department was still in the process of formulating one. When the policy framework is developed, it will serve as a guide only. Meanwhile, each institution should formulate its own strategy to advance internationalisation within the specific institution. This policy will, first and foremost, seek to benefit South African Higher Education (SAHE) and the economy, without necessarily being commercial. Amongst other things, it will incorporate the SADC Protocol on Higher Education and Training (HE and T). It is hoped that this policy will be ready and published in the Government Gazette in 2017 (Mabizela 2016).

2.12.3 Higher Education South Africa (HESA)

Higher Education South Africa (HESA), now known as Universities South Africa (USAf) also indicated that, although South Africa's universities are internationalising to improve their scholarship, research and innovation efforts; the absence of a national macro policy framework limits their growth potential in this regard (Universities South Africa Strategic Framework 2015 - 2019).

2.12.4 International Education Association of South Africa (IEASA)

As a result of the non-existence of national government strategies for internationalisation of Higher Education in South Africa, it was up to the South African

HEIs themselves to develop these strategies. For this reason, the International Education Association of South Africa (IEASA) was established in 1997, and individual institutions started implementing internationalisation initiatives at institutional level. Jooste (2015) states that IEASA should be credited for the internationalisation of South African HEIs initiatives. For example, a task team was established during the Cape Town IEASA Annual Conference in 2012, to focus on internationalisation of the curriculum as the key component of Internationalisation at Home (IaH) (Jooste 2015:259).

From all of the above-mentioned, it is clear that internationalisation has been happening in South Africa since 1994, although it is occurring in terms of individual institutions' prescripts because of the lack of an overarching policy to guide these institutions on internationalisation, and according to USAf, would therefore have limitations.

2.13 CENTRAL UNIVERSITY OF TECHNOLOGY (CUT) INTERNATIONALISATION STRATEGY

It was for this reason that CUT realised that, as a South African institution in the 21 century, it also needs to develop its own internationalisation strategy. Therefore, a strategy was developed and launched at the International Education Association of South Africa (IEASA) Annual Conference in 2013. CUT's Internationalisation Strategy's objectives are to be an academic enterprise which has to strengthen and add value to the academic programme, with a strong focus on Science, Technology, Engineering and Mathematics (STEM). Focusing on internationalisation in institutional niche areas will contribute to cooperation that will promote and enhance productive and sustainable academic collaboration beyond mere paper agreements (CUT Internationalisation Strategy 2013).

2.13.1 What Internationalisation Strategy means for CUT in terms of the curriculum, academic staff and the student population

Furthermore, CUT realised that having a strategy for internationalisation brings with it advantages for faculty members for an increased international exposure and increased research and postgraduate outputs. For students it means increased

international exposure and mobility, and better preparation for the global work market. Lastly, for CUT as an institution, it means an enhanced international recognition and reputation, and the ability to meet institutional needs, challenges and demands to address global challenges (Ellis 2013). Examples of internationalisation strategies will be discussed next.

2.13.2 Internationalisation strategies

2.13.2.1 Internationalisation of the curriculum (IoC)

Internationalisation of the curriculum in Higher Education is one of the core strategies that universities increasingly cite in their internationalisation strategies. This strategy is seen as a means of preparing graduates to live and work in a globalised world. While growing importance is being attached to incorporating an international dimension into the curriculum, which is also reflected in the European Commission's European Higher Education in the World strategy, operationalisation within the institutions remains a challenge. Academic staff may not always understand the meaning of the term, or have the ability (or the desire) to design and deliver internationalised curricula (Green and Whitsed 2015).

2.13.2.2 Partnerships

Partnerships is another strategy which universities should explore - whether internationalisation abroad or at home, for cooperation or competition - it is evident that academic partnerships have become a defining feature of Higher Education, and an essential part of an internationalisation strategy. When universities work together internationally, the activities are likely to cover one or more of the following: student and/or staff exchange, research co-operation, joint curriculum development, joint or double degrees, short course programmes, benchmarking, delivery of transnational education, joint bids for international projects, and development projects, which may be covered under partnerships (Stockley and De Wit 2011).

2.13.2.3 International student recruitment

Attracting international students is an attempt to increase national income, and to survive in an environment where the home market does not have enough students (Chen and Lo 2013:33).

South African universities are no exception, as they are actively recruiting international students. For example, the University of the Witwatersrand (WITS) has recently launched its international recruitment strategy in an effort to increase its number of international graduate students to 18% of the total student body. The strategy is focusing its target on students from the SADC, as well as those hailing from Ghana, Nigeria, Kenya and other African nations (University World News 2016).

As a result, WITS developed a focused recruitment strategy as part of its efforts to attract top African graduate students. For example, the strategy advocates offering affordable accommodation, a special fund to support international students, better service delivery from its international office, and a “fee rebate system,” which would see fees refunded if a degree is obtained within the minimum time. Perhaps most importantly, it is also reviewing its financial aid system, and has set aside R90 million (US \$8.7 million) for graduate bursaries (University World News 2016).

On the other hand, CUT’s Internationalisation Strategy, derived from its Vision 2020, states that, if CUT wants to be a globalised African University, it has to increase the number of international students by 10% of the total student body. Vision 2020 advocates that at least 10% of the total student body by 2020 should be international students, which means this would be a growth of 5,6%, or a yearly growth of 0,7%, leading up to 2020. CUT is also targeting students from the SADC countries. As indicated above, many of the strategies mentioned above form part of CUT’s Internationalisation Strategy. However, with regard to an international student recruitment strategy, CUT is still in the process of developing such a strategy (CUT International Office, 2016).

2.13.2.4 International student integration

South Africa may be courting international students, but some reports claim we can do better at integrating them well once they are enrolled at university. Conceptual research undertaken by the University of Witwatersrand reveals that “South African universities typically did not provide sufficient support for international students and were trapped by a discriminatory policy that differentiated between African students and those from the rest of the world...” (Dominguez-Whitehead and Sing, 2015). Indeed, these researchers found that “non-academic challenges” such as prejudice, discrimination, homesickness and financial assistance were not receiving adequate attention (Dominguez-Whitehead and Sing 2015).

2.14 IMPLICATIONS OF THE INTERNATIONALISATION STRATEGY

Many strategies for internationalisation are introduced on a trial-and-error basis, with varying degrees of success. There is much to learn from the experiences across a broad range of national and institutional contexts to help universities (and governments) identify and develop a successful and sustainable international dimension (De Wit 2015:273).

In order to be global players and beneficiaries of internationalisation, South African HEIs in the 21st century need to be part of the role players, by making sure that their institutions are internationalised. Jooste (2015) contends that, firstly, South African universities can become true 21st century universities by improving their academic offerings and research, and by becoming more innovative. Secondly, they can do so by increasing the number of their international students, and thirdly, by increasing the number of international staff in internationalisation. Lastly, strategy is everything, and without these strategies implemented and evaluated from time to time, institutions in South Africa would not be internationalised (Jooste 2015:258-259).

2.15 CONCLUSION

In conclusion, literature, indicates that the declining number of international students is not a new phenomenon, as major countries like the US and UK have also started experiencing it. There could be several reasons for this decline in international student numbers, such as immigration rules, adjustment problems, finances and social problems, to mention a few. However, it also indicates that there has been significant growth in the number of international students seeking access to South African HEIs, although this has not been the case for all universities. Associated with this growth should be management of the internationalisation process at HEIs by ensuring that these students are not neglected, and in fact universities should ensure that they put in more effort to integrate international students. Processes that these students have to follow before being admitted to South African HEIs are lengthy. A synergistic approach between all stakeholders such as the Department of Home Affairs and the South African Qualification Authority would go a long way in assisting these students.

Universities in South Africa operate on autonomy. This means that each one has its own policies and procedures, and a lack of an overarching policy on internationalisation in South Africa allows for very little uniformity in such policies and procedures. This is also evident in the way that international students are admitted. Hence there are universities that will have more international students than others. The geographical areas of these universities in South Africa also play a major role. However, IEASA still has to be commended for their role to encourage universities towards a coordinated approach towards internationalisation.

Moreover, South African government policy on internationalisation would be able to give a guide in terms of strategy which universities can draw from, even though universities are aware that these strategies have to be within the precepts of the law; and that internationalisation includes the policies and procedures undertaken by academic systems and institutions. Without this policy, internationalisation is still fragmented in South Africa. Furthermore, strategies for internationalisation of Higher Education systems usually require organisational actions such as modification of existing structures and management processes to deal with the changes. This calls

for policy and dedicated leadership to drive internationalisation within the Higher Education sector.

Furthermore, universities can do more to ensure that they continue to enjoy the positive internationalisation ranking status of rising numbers of international students, by ensuring that special attention is given to problems that these students experience while studying. Further attention should be given to the internationalisation of the curriculum, as well as internationalisation at home, which would go a long way in improving overall internationalisation at institutions.

Lastly, this Chapter has discussed pertinent issues in internationalisation of South African HEIs in the 21st century. This included the literature reviewed in terms of issues such as the declining numbers of international students, remedies to address this decline, and strategies that can be employed in order to see growth. Nolan and Hunter (2012) point out that every successfully internationalised university succeeds in its own particular way, while universities that fail to internationalise tend to do so in remarkably similar ways. This implies that it would be beneficial to any policymaker or institution to become more informed about the fundamental factors, elements and conditions that promote or discourage internationalisation efforts before embarking on a strategic initiative towards internationalisation.

CHAPTER 3

RESEARCH METHODOLOGY

3.1 INTRODUCTION

Chapter three seeks to explain the research methodology employed in this study to pursue both the primary and secondary research objectives of the investigation into the declining number of international students at the Central University of Technology, Free State (CUT). Furthermore, the various stages of the analysis relating to the research objectives are explained, and the use of the questionnaire as an optimum measurement tool is also interpreted.

In this study, the total population consists of 443 international students that were registered at CUT for the year 2016, which is 3% of the total student body of 16 000 registered in that year. The reference to the study population in this research refers to the international students defined as respondents whom the research measurements are based on, their views, and how they reported the results, findings and inferences (Rubin and Babbie 2011:359-361).

Therefore, for any research to be conducted, the researcher has to have a strategy which is chosen to integrate the different components of the study in a coherent and logical way, in order to ensure that the research problem is adequately addressed. This strategy is called research design, and it is very important to understand and choose the correct strategy (Creswell 2014:146).

This view is also supported by Yimaz (2013), stating that every researcher needs to be cognisant of alternative research traditions in order to choose which research method to use for the study. Hence, there are a few methods which researchers can choose from. However, there are two major approaches which are often used in social and individual studies, namely qualitative and quantitative research methods (Yimaz 2013:311).

3.2 RESEARCH DESIGN

Research design is defined as a plan of action in carrying out research. Sometimes the terms “research design” or “research methodology” are used interchangeably to describe the entire process of research, from concept to the final product. However, for the purpose of this study, research design refers only to the methodology of the study (e.g. data collection and analysis). The research design could be either qualitative, quantitative or mixed method, meaning a combination of both qualitative and quantitative methods. For this reason, it is important to identify a study’s research design, as it communicates information about key features of the study, which can differ for qualitative, quantitative, and mixed methods (Harwell 2011:148).

Furthermore, Creswell (2014) approves that the research design constitutes the blueprint for the collection, measurement and analysis of data, and that qualitative and quantitative approaches are the two main approaches to research design. However, there are some differences in terms of these two major approaches which the researcher needs to understand before choosing a research design.

3.2.1 Qualitative research design

Qualitative research is any type of research that produces findings not arrived at by statistical procedures or other means of quantification. It studies behaviour in natural settings, or uses people’s accounts as data, with usually no manipulation of variables. In other words, this method also focuses on reports of experience or on data which cannot be adequately expressed numerically, and are therefore described and interpreted, which may lead to the development of new concepts or theory (Yilmaz 2013:313).

3.2.2 Quantitative research design

On the other hand, a quantitative research approach is defined as research that explains phenomena according to numerical data which are analysed by means of mathematically based methods, especially statistics. It is also known as a type of

empirical research into a social phenomenon or human problem, testing theory consisting of variables which are measured with numbers and analysed with statistics in order to determine if the theory explains the phenomena of interest. It also tries to exclude the biasness from the researcher's point of view (Muijs 2011:4).

This method also requires the researcher to use a pre-constructed standardised instrument or pre-determined response categories into which the participants' varying perspectives and experiences are expected to fit. Normally, the quantitative method uses a questionnaire, which means it also involves the numerical analysis of data gathered by means of a structured questionnaire (Cooper and Schindler 2011:161).

It is for this reason that, after careful consideration and understanding, the researcher decided that for purposes of this study, a quantitative approach would be employed. This is because this method uses statistical techniques that allows the researcher to analyse the likelihood that something is "true" for a given population in an impartial or measurable sense (Rubin and Babbie 2011:404).

3.2.3 Sampling

Sampling refers to the process of selecting a sample as a small portion or subset from a defined population. Therefore, obtaining an adequate sample is one of the most important factors in conducting quantitative research. If the population is too large and diverse, it is impossible to question every member of the population. That is why a researcher chooses which sampling technique to use based on the size of the study population (Graziano and Raulin 2013:313).

There are two approaches to sampling, namely probability sampling and non-probability sampling (Graziano and Raulin 2013:313).

Furthermore, Cooper and Schindler (2011:387) contend that probability sampling is a controlled procedure that ensures that each population element is given a known non-zero chance of selection. On the other hand, non-probability is the opposite of probability. However, non-probability has a major advantage over probability because of its cost- and time-effectiveness, and ease of use. This is more so, especially in

cases when it is impossible to conduct probability sampling, for instance when the study population is small. However, its disadvantage is that it is impossible to know how well a population is being represented.

Therefore, probability sampling was used for purposes of this study. In a known population of all 443 international students, the entire group was used as a sample, since it is relatively a small group out of the total CUT student population of approximately 16 000. This group may differ in terms of biographic information, but share a common characteristic, namely that they are all international students (Graziano and Raulin 2004:313).

3.2.4 Methods of data collection

The quantitative data was collected by means of a structured questionnaire.

3.2.4.1 Questionnaire as measurement instrument

A questionnaire is a measurement tool that is used to gather data for the study from the population (Bryman and Bell 2007:241-242). In this study, a questionnaire was used to measure the objectives of the study, namely an investigation into the declining number of international students, and whether international strategies contribute to this decline.

Muijs (2011) points out that, while a questionnaire is a good method for collecting data during a quantitative study, there are some definite advantages as well as disadvantages (see Table 3.1 below) that the researcher needs to be aware of before embarking on using a questionnaire (Muijs 2011:39).

Table 3.1: Advantages and disadvantages of questionnaires

Advantages	Disadvantages
It is a commonly used method to respondents, and allows them to complete questionnaires at their own convenient time, giving them time to think about their responses.	Questionnaires often provide a low response rate, and they are time-consuming in terms of follow-up and data entry.
Questionnaires facilitate the collection of large amounts of data with minimal effort.	Ease of production and distribution can result in the collection of far more data than can be effectively used.
The availability of a number of participants in one place saves time and expenses, whilst providing a high proportion of useable responses.	Questionnaires are commonly used and distributed, and hence there could be competition for respondents' time.
Questionnaires could be used many times to measure the difference between groups of people, making them reliable data gathering tools.	Lack of adequate time to complete the questionnaire may result in the return of superficial data.
The researcher may have an opportunity to establish rapport with respondents by explaining in person the purpose of the study, and by providing an explanation, if and when required.	Lack of personal contact if questionnaire is sent via e-mail. This might mean that the response rate suffers necessitating the expense of follow-up letters, telephone calls and other means of chasing respondents.
Well-designed questionnaires can allow relationships between data to be identified. They are particularly useful to showing relationships with data that are easily quantifiable.	

Muijs (2011:38)

3.2.4.2 The design of the questionnaire

The dimensions that this study hopes to investigate involved a questionnaire similar to the one used by Dzansi and Wilkinson (2008) in their study regarding adjusting to the South African university environment. It is a 70 items questionnaire which measured the 10 dimensions of adjustment problems of international students at CUT, already indicated in Table 1.5 of Chapter one, page 16 of this study (Dzansi and Wilkinson 2008:170-172).

The content of the questionnaire in section A was based on demographic information of the respondent. It is followed by section B to J questions which were statement questions supposed to be answered on a four-point Likert Scale.

3.2.5 Likert Scale

The Likert Rating Scale requires an indication of the extent of the respondents' experience or opinions in relation to a particular question item on a given continuum, that is (1) **No Problem**, (2) **Minor Problem**, (3) **Moderate Problem**, (4) **Major Problem**. At the same time questions 69 and 70 were also designed in a simple questionnaire statement format, where respondents were asked to indicate their level of agreement with the statements, that is **1=completely disagree; 2=disagree; 3=agree; 4=completely agree**. However, scholars and researchers are unanimous in their view that the Likert Rating Scale is particularly useful for the purpose of evaluation of data as part of a research survey. At the same time the validity of the Likert Scale can be compromised due to social desirability, as respondents may lie to put themselves in a positive light (Neuman 2011:226).

However, the rationale for using a four-point scale apart from the reasons stated in an earlier paragraph, was also to eliminate any easy (neutral) responses in case of tiredness, laziness and time constraints on the part of the respondents (Muijs 2011:42; Gravetter and Forzano 2012:209). This also gave an indication of the level of importance of the identified factors to the respondent. It also indicated how satisfied respondents were about existing internationalisation at the CUT, which would in turn

indicate if there are areas that need improvement for future international students in order to increase their numbers.

3.2.6 Reliability and validity

Reliability refers to dependability, consistency, stability, trustworthiness, predictability and faithfulness as synonyms for reliability. Therefore, reliability in research refers to the extent to which test scores are free of measurement error (Mujis 2011:61).

On the other hand, validity is also seen as the primary concern of all researchers who gather research data. Validity refers to the extent to which an empirical measure accurately reflects the concept it is intended to measure, yielding scores that reflect the true variables being measured (Salkind 2012:118; Neuman 2011:211).

However, in this study, due to the fact that this questionnaire has been used before, its reliability and validity have already been tested, and issues that naturally emerged with this instrument were thoroughly dealt with (Dzansi and Monnapula-Mapesela 2012:37).

3.2.7 Statistical analysis

The raw data was captured by the researcher using the Microsoft Excel programme, which was then exported to the SPSS computer software programme of the University of the Free State, Bloemfontein campus, for purposes of quantitative interpretation (Mujis 2011:73-77). Furthermore, the SPSS data provided all mean scores per question. For practical purposes the mean scores were converted to mean percentages. The mean percentage then provided the average values per question.

The data provided for descriptive statistics in graphical and numerical ways to present and analyse the research data. It also made a possibility for frequency tables or cross tabulations to find out the response patterns of different groups as well as describing the spread distribution like standard deviation.

In the next section, the ethical considerations and ethical aspects relevant to the research are discussed (Muijs 2011:94-101).

3.2.8 Ethical considerations

The word “ethics” is a term derived from the Greek word “ethos”, which originally meant customs, expected conduct, and later character. Therefore, ethics has to do with social codes that convey moral integrity and consistent values (Erwin, 2011: 535 - 548). Mouton (2001:238) also agreed that it is important that researchers know the ethics of science when conducting research, as it has to do with what is wrong and right when conducting research. Therefore, the researcher adhered to the following ethical aspects when doing this research:

- permission was requested from CUT to conduct the research;
- respondents were not subjected to any risk or unusual stress, embarrassment or loss of self-esteem;
- the researcher ensured that respondents remained anonymous;
- confidentiality of information obtained from CUT and respondents was guaranteed by the researcher before, during and after the research;
- the outcome of the study will be shared with CUT’s International Office to enhance international recruitment in an effort to increase the number of international students, to the benefit of CUT; and
- permission was also obtained from the author (Prof. Dzansi) for the use of the pre-existing questionnaire.

3.3 CONCLUSION

In conclusion, this chapter provides the research methodology and the design used for data collection that is administered and reported on in Chapter 4. It starts by giving a summary, stating the research objectives and providing the research methodology, which describes the research design, followed by the sampling strategy. The data collection method includes a description of the questionnaire, and the chapter ends with the ethical considerations. This chapter is very important for the outcome of the study, which ultimately seeks to investigate the declining number of international

students at CUT. Chapter 4 will analyse the research findings obtained from the questionnaire.

CHAPTER FOUR
PRESENTATION, ANALYSIS AND INTERPRETATION
OF RESEARCH RESULTS

4.1 INTRODUCTION

This chapter presents the results gathered from the questionnaires, as well as the analysis and interpretation thereof. It also seeks to provide a perspective on the research methodology as explained in Chapter 3, based on the data collected from the CUT international students. The total population of international students at CUT during 2016 amounted to 443. Therefore, the entire population was selected, and probability sampling was used for all 443 students in order to allow samples from countries with few students to participate. However, due to the Fees-Must-Fall campaign across the country - which resulted in violent strikes during the time of the distribution of the study questionnaire - a sample of 300 respondents was selected to participate in the study. Responses were obtained by means of a four-point Likert Scale approach. However, only 175 valid responses were collected, representing 58,3% of the sample respondents.

The chapter is structured in ten sections, as it was divided in the questionnaire from A to J, namely:

- demographic (background information) – Section A;
- social/cultural – Section B;
- academic – Section C;
- emotional/personal – Section D;
- financial – Section E;
- housing/residence – Section F;
- food – Section G;
- health – Section H;
- immigration – Section I; and
- international student advisory service – Section J.

4.1.1 Response rate

The questionnaire was completed during Fees-Must-Fall protests all over the country. The sample size of all 443 students was used, and an e-mail messages were sent to all 443 students inviting them to participate in the study. However, due to the student protests at the time, no responses were obtained and students cited they had no access to internet due to their stay away from campus. Once the students returned to campus and were able to access the internet, it was time for them to prepare for their assessments. This made it difficult to access the students in order to administer the questionnaire. The researcher then had to distribute these questionnaires at a mass meeting of international students held in November 2016. Consequently, 300 questionnaires were distributed. Only 175 questionnaires were returned, representing a 58,3% of the sample population.

The findings from the questionnaire will be analysed and interpreted in the following sections.

4.2 ANALYSIS AND INTERPRETATION OF DEMOGRAPHIC INFORMATION OF SECTION A

4.2.1 Respondents' type of residence while studying at the Central University of Technology, Free State

Figure 4.1: Residence of respondents studying at CUT

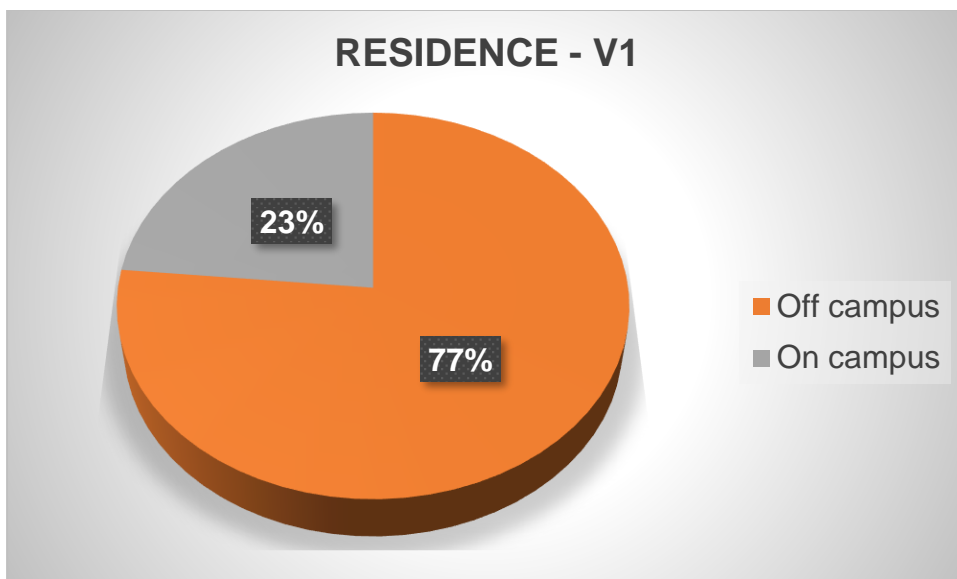


Figure 4.1 indicates the international students living on and off campus at CUT. From a total of 175 respondents, 127 respondents (76,5%) indicated that they live off campus, while 39 respondents (23.5%) indicated that they live on campus.

This is an indication of student housing problems at institutions of higher learning in South Africa, CUT included. Furthermore, this is a deficiency on the part of South African government and its institutions of higher learning, which should have been taken into account as far back as the time when the SADC protocol was signed (SADC Treaty and Declaration, 1994), which calls for 5% of the space in SA HEI residences to be occupied by international students. Hence, more student housing should have been made available. Moreover, Universities in South Africa have been increasing their local student numbers. The issue of student accommodation therefore requires serious intervention from both Government, institutions of higher learning as well as South African businesses.

4.2.2 Country/region of origin

Table 4.1: Country of origin

Country of origin V2

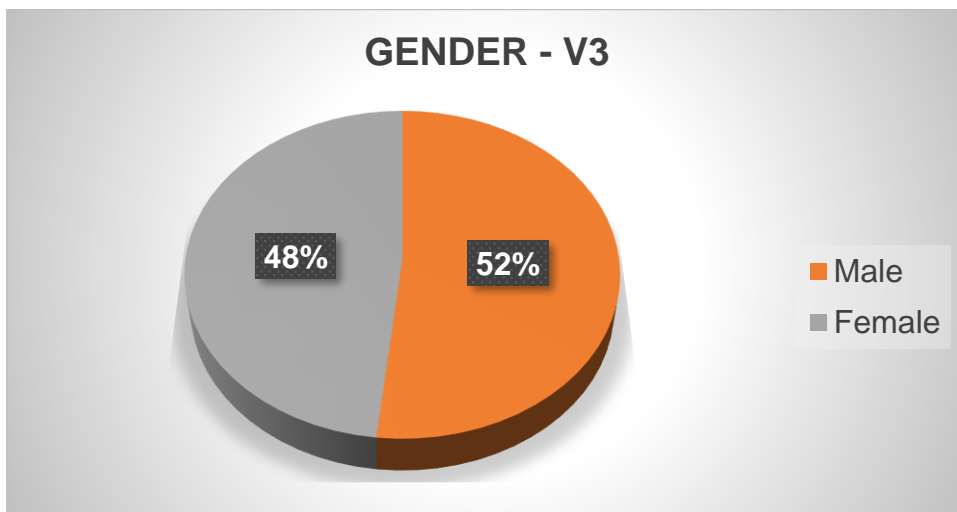
	Frequency	Percentage
Valid Lesotho	103	58,9%
Namibia	7	4,0%
Botswana	13	7,4%
Other SADCC	17	9,7%
Other African	20	11,4%
Asia	2	1,1%
Europe	12	6,9%
Rest of the world	1	0,6%
Total	175	100,0%

Table 4.1 depicts the countries of origin of the respondents. From table 4.1 it is clear that there were 103 respondents from Lesotho, which is 58,9%, 7 from Namibia (4,0%); 13 from Botswana (7,4%); 17 from other SADC countries (9,7%); 20 (11,4%) from other African countries; 2 (1,1%) from Asia; 12 (6,9%) from Europe); and 1 (6%) from the rest of the world.

Furthermore, Table 4.1 validates the problem of the declining number of international students at CUT. It is also in line with Table 1.1 in Chapter 1, page 5, which shows that the majority of international students are from the SADC region, with the majority coming from Lesotho. This highlights the pressing issues around the declining numbers, and how CUT needs to increase its international student numbers. It also highlights the deficiency in terms of the strategy on student recruitment. Perhaps a clear, dedicated and more focused strategy of international recruitment could go a long way in alleviating the problem.

4.2.3 Respondents' gender

Figure 4.2: Respondents' gender



From the 175 respondents, 89 were male (52%), while 83 (48%) were female. This depicts that 52% of the respondents were male, while 48% were female, indicating that there were slightly more male respondents than females.

The overall statistics in CUT for international students reveal that females are in the majority, with percentages ranging from 60% for females, to 55% for male students. This indicates that more male students than female students attended the mass meeting when the questionnaires were handed out. The other reason could be because the questionnaires were handed out during the strike action as a result of the Fees-Must-Fall campaign, and most female students stayed away from the CUT campus during this time.

4.2.4 Age

Table 4.2: Age categories of respondents

Age V4

	Frequency	Percentage
Valid 16 - 19	4	2,3%
20 - 25	89	50,9%
26 - 29	52	29,7%
30 - 35	20	11,4%
36 - 39	3	1,7%
40 - 44	2	1,1%
45 - 49	5	2,9%
Total	175	100,0%

Table 4.2 indicates the age group of the respondents. This shows that the number of respondents' who participated in this study between the ages of 16 to 19 were 4; ages 20 to 25 were 89; ages 26 to 29 were 52; ages 30 to 35 were 20; ages 36 to 39 were 3; ages 40 to 44 were 2; and lastly age 45 to 49 were 5. These were then converted to percentages of 2,3%; 50,9%; 29,7%; 11,4%, 1,7%, 1,1% and 2,9% respectively.

This shows that the majority of international students at CUT are between the ages of 20 to 25 years. This makes sense, because the general age of high school exit is 18 years in South Africa, whilst international students at CUT could start to enrol from age 19 onwards because of the high school exit level disparity, and sometimes a year difference, which these students often spend at TVET colleges before coming to study at CUT.

4.2.5 Marital status

Figure 4.3: Marital status of respondents

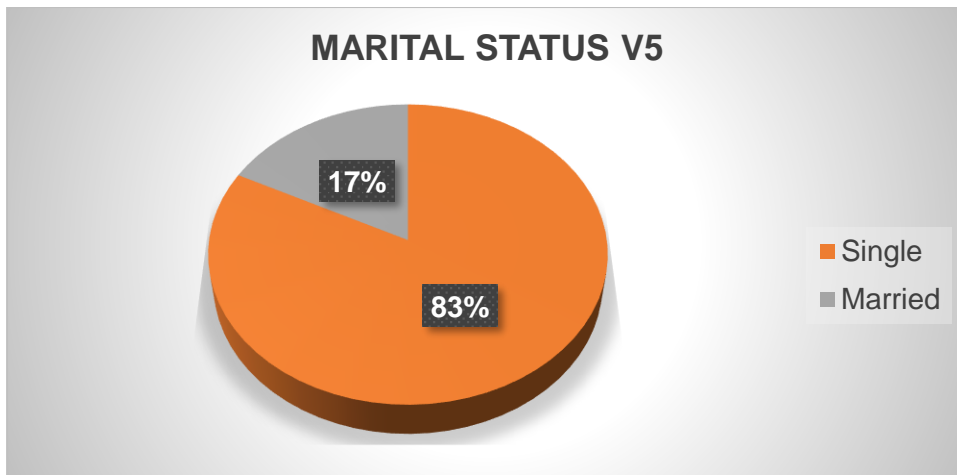


Figure 4.3 indicates the marital status of the respondents from question 5. From the 175 respondents, 137 (83%) were single, whilst 29 (17%) were married. Thus, the majority of respondents were single. This result correlates with the age categories of these students, in that the majority were between the ages of 20 to 25 years, and were single. These results are proof to the fact that single students do not have to contend with issues of married life, and that they can fully concentrate on their studies.

4.2.6 Academic level

Table 4.3: Academic level

Academic level V6

	Frequency	Percentage
Valid NC	3	1,7%
NHC	14	8,0%
Diploma	77	44,0%
BTech	55	31,4%
MTech	9	5,1%
DTech	6	3,4%
Exchange student	11	6,3%
Total	175	100,0%

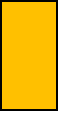
Table 4.3 shows the academic levels of the respondents. It depicts that 3 respondents (1,7%) are at National Certificate level; 14 respondents (8,0%) were at National Higher Certificate level; 77 respondents (44%) were at Diploma level; 55 respondents (31,4%) were at BTech level; 9 respondents (5,1%) were at MTech level; 6 respondents (3,4%)


were at DTech level; and 11 respondents (6,3%) were exchange students. These results indicate that the majority of respondents were enrolled for Diploma and lower academic level programmes at CUT.

Based on these results, CUT international students enrolling for lower level academic programmes is not a major concern. However, more effort could be made to recruit international students at postgraduate level.

4.3 INTERPRETATION OF RESULTS FROM SECTIONS B TO J

The questions of section B to J aimed to measure problems that international students are likely to encounter while studying at CUT, and the severity of the problems. A four point Likert Scale was used for respondents to choose a more likely answer with 1 = No problem; 2 = Minor problem; 3 = Moderate problem; 4 = Major problem. These sections also depict individual questions as answered by each respondent, and the results are grouped together per section and interpreted. A colour coding system was used to indicate the highest score, and where scores were equal, as indicated below.

 Indicative of the highest percentage in relation to the response of a particular question and category.

 Indicating the same percentage

 Indicative of the highest total percentage of problem

Some sections had more questions than others. Only the three highest scores were recorded per section mentioned. This was done because the results would be too lengthy if individual questions were to be interpreted. In the end, results were interpreted based on the percentages reflected within each section from B – J, and colour codes were given as explained. Where respondents indicated problems - whether minor, moderate or major - the results were added together per question/statement, and a total percentage was given. This was done, as both minor and major problems would have to be attended to, regardless of whether they were experienced by only a few, or by many students. Therefore, the colour red was used

to code the first three highest total percentages of problems within each section. The first three highest scores for no problems experienced were colour coded in yellow. Where there was more than one of the same percentage as the highest scores, the colour green was used to indicate that the percentage was the same.

4.3.1 Interpretation of Section B: social/cultural problems

Section B of the questionnaire aimed to measure problems (either socially or culturally) that the international students are likely to encounter while studying at CUT, and the severity of the problems. This section also depicts individual questions as answered by each respondent, and the results are grouped together and interpreted.

Table 4.4: Responses to questions 7 to 15: Section B - social/cultural problems

			PROBLEM				
Social problems		No problem	Minor problem	Moderate problem	Major problem	Total Problem	Total
B7 - Suffering from prejudice	%	61,5%	22,5%	11,2%	4,7%	38,4%	100,0%
B8 - Racial discrimination	%	56,1%	22,2%	19,3%	2,3%	43,80%	100,0%
B9 - Making friends with South African students	%	64,7%	19,4%	11,2%	4,7%	35,30%	100,0%
B10 - Interaction with South African students	%	58,0%	29,3%	9,2%	3,4%	41,90%	100,0%
B11 - Finding suitable student activities	%	54,6%	26,4%	17,2%	1,7%	45,30%	100,0%
B12 - Finding my way around campus	%	60,2%	24,1%	12,0%	3,6%	39,70%	100,0%
B13 - Opportunities for social interaction with South African students	%	57,6%	25,6%	11,6%	5,2%	42,40%	100,0%
B14 - Experience of being called a foreigner	%	53,7%	26,3%	13,1%	6,9%	46,30%	100,0%
B15 - Finding worship place of my choice	%	56,7%	32,2%	8,8%	2,3%	43,30%	100,0%

Questions 7 to 15 (a total of 9 questions) tested whether respondents are experiencing any social and cultural problems while studying at CUT, which could have a negative

influence on these respondents, and which could perhaps contribute to the decline in international student numbers at CUT. This in turn could establish if these problems are clearly articulated in the CUT strategy implementation plan.

According to table 4.4 above, the results indicate that the respondents had varying responses, with the majority of respondents indicating that they did not experience any social and cultural problems overall.

However, there is varying percentages from minor problems, moderate problems and major problems also recorded in this regard. As indicated above, for purposes of this study, only the questions that recorded the three highest scores are highlighted in yellow. At a glance, it can be noted in Table 4.4 that the respondents significantly indicated no problem in column one (1) by their response rate to suffering from prejudice (61,5%); making friends with South African students (64,7%); and finding way around campus (60,2%). However, the problem columns were summed together for a total percentage which showed slightly lower percentages to no problems. The three highest percentages indicate that respondents had somewhat problems with regard to racial discrimination which recorded overall total of (43,80%); while problem with regard to finding student activities was (45,30%) and lastly (46,40%) experienced being called a foreigner.

This is an indication that the questions in this section are in line with Table 1.1 of Chapter one, which shows that the majority of international students are from the SADC region, with Lesotho being closest and South Africa locked. It indicates that the cultures may not be that different, since South Africa is geographically close to many of the Sub-Saharan countries and their shared languages. Mello (2013) argues that colonial borders have separated relatives and closely knit clans. However, these borders have not succeeded to cut bloodlines. For instance, it is common to find South Africans in North West Province having relatives in Botswana or the Free State Province in Lesotho. Besides, South Africans marry people of other nationalities. Hence, the results in this section demonstrate that there is no real problem in terms of social/cultural problems (Mello 2013:410). However, this does not mean that highlighted problems should be left unresolved. Every international student is

important to CUT and everything possible should be done to make their experience in CUT memorable.

4.3.2 Interpretation of Section C: academic problems

Table 4.5: Results of questions 16 – 27

Academic problem		No problem	PROBLEM				Total
			Minor problem	Moderate problem	Major problem	Total Problem	
C16 - Getting sufficient personal help from my lecturers	%	61,1%	25,7%	10,9%	2,3%	38,90%	100,0%
C17 - Coping with the volume of assignments	%	50,0%	31,4%	16,9%	1,7%	50,00%	100,0%
C18 - Coping with assessment methods	%	51,5%	31,6%	11,7%	5,3%	48,60%	100,0%
C19 - Participation in class	%	58,0%	26,0%	11,2%	4,7%	41,90%	100,0%
C20 - Expressing yourself in English	%	63,6%	18,5%	12,7%	5,2%	36,40%	100,0%
C21 - Working in cooperation with South African students	%	64,4%	20,7%	10,9%	4,0%	35,60%	100,0%
C22 - Academic advising	%	53,2%	24,9%	17,9%	4,0%	46,80%	100,0%
C23 - Grading system	%	55,0%	29,8%	10,5%	4,7%	45,00%	100,0%
C24 - Comprehending lecturers	%	59,2%	24,9%	9,5%	6,5%	40,90%	100,0%
C25 - Getting courses I like	%	62,9%	19,4%	12,6%	5,1%	37,10%	100,0%
C26 - Class attendance requirements	%	69,4%	20,2%	5,8%	4,6%	30,60%	100,0%
C27 - Library use	%	69,5%	17,8%	8,0%	4,6%	30,40%	100,0%

Section C of the questionnaire tested if respondents had any problems in terms of their academic work while studying at CUT that could have an influence in how CUT is perceived, and ultimately affect the number of international students coming to study at CUT. Although the results indicate that there are no issues with academic problems, there are still a number of students that indicate some degree of problems, including

major problems, experienced, even though they are not a majority, as can be noted from columns 1 to 4 from the 12 questions asked in this section respectively. From the above Table 4.5, the first three highest percentages are: Working in cooperation with South African students (64,4%); class attendance requirements (69,4%) and library usage (69,5%). The other three highest scores on respondents having some type of problem were indicated by a total percentage of problems which respondents indicated that having problems coping with the volume of assignment (50,00%) while coping with assessments methods (48,60%); and academic advising (46,80%). These problems when grouped together represent quite a significant number even though they are not the majority and therefore cannot be ignored.

On the question of students not being able to cope with the volume of assignments, it is not clear why students would not be able to do so. This could be as a result of a lack of planning and time management skills on the part of the students. With regard to assessment methods, the #Fees-Must-Fall campaign may have contributed to students not being able to cope, as, in most instances, the syllabi were not completed. In fact, it is possible that some of the work lost as a result of this campaign would never be quantified.

4.3.3 Section D: emotional/personal problems

Table 4.6 Questions 28 – 32

			PROBLEM				
Emotional/personal problems		No problem	Minor problem	Moderate problem	Major problem	Total Problem	Total
D28 - Feel a sense of helplessness	%	54,0%	25,3%	15,5%	5,25	46,05%	100%
D29 - Feeling of alienation (distant from others)	%	49,7%	25,7%	20,0%	4,6%	50,30%	100%
D30 - Experiencing loneliness	%	49,7%	26,0%	19,1%	5,2%	50.30%	100%
D31 - Feeling homesick	%	41,2%	28,8%	21,8%	8,2%	58,80%	100%
D32 - Dating	%	58,4%	17,3%	8,7%	15,6%	41,60%	100%

Section D covers questions 28 to 32. Table 4.6 indicates the results of the respondents with regard to emotional or personal problems, which these respondents could be experiencing while studying at CUT, and which could have an influence on the decline in international student numbers at CUT.

From Table 4.6 above, it is clear that the results are varying across all five questions, with a majority of respondents indicating no problem being experienced, whilst a substantial number of respondents indicated some level of problems (including major problems) experienced.

Only the three highest percentages in this section will be mentioned. The following responses were recorded: feeling a sense of helplessness (54,0%) = no problem experienced; feeling of alienation that is distant from others, as well as feeling of loneliness had a tie at 49,7% = no problem experienced. Lastly, 58,4% of the respondents indicated that they did not experience any problems. On the other hand, respondents indicated substantial problems with regard to feeling a sense of helplessness (46,05%); both problems of feeling alienated or distant from others, as well as feeling lonely scored 50,00 %, while 58,80 % of respondents indicated that they experience some problems with feeling homesick.

Although the majority of respondents indicated that they do not experience any problems on an individual scale, significant problems were experienced when combining the problem scales. This section is in line with what the literature indicates in the studies done by Doyle *et al.* (2010) and Rodriguez and Roberts (2011) respectively. These authors emphasise that homesickness is still ranked high amongst international students as a barrier for choosing a study destination. This implies that these students still feel homesick, despite improved social media in the 21st century world. It would even be more difficult if they do not know anyone. That is why integration should play a major role to ensure that these students are integrated. The other issue has to do with the fact that most of these students come from poor backgrounds and do not have money, because many amenities, including social media, costs money. Moreover, as emphasised in the study done on psychological perspectives, Rodriguez and Roberts (2011) confirm that, if students are not in the appropriate frame of mind, and are also

not aware of potential emotions, homesickness may be exacerbated (Forster 2014:151-152).

4.3.4 Section E: financial problems

Table 4.7 Questions 16 – 27

		PROBLEM					
Financial Problems		No problem	Minor problem	Moderate problem	Major problem	Total Problem	Total
E33 - Sufficiency of funds to support/meet expenses	%	33,75	25,7%	24,6%	16,0%	66,30%	100%
E34 - Receiving money from home	%	35,7%	25,1%	26,9%	12,3%	64,30%	100%
E35 - Unexpected financial needs	%	32,9%	27,7%	26,0%	13,3%	67,00%	100%
E36 - Knowing where to get financial assistance	%	37,4%	25,7%	23,4%	13,4%	62,50%	100%
E37 - Managing finances	%	38,0%	35,1%	15,2%	11,1%	61,40%	100%
E38 - High cost of living in South Africa	%	34,1%	19,7%	23,7%	22,5%	65,90%	100%

With regard to Section E, the questions asked were measuring the severity of financial problems encountered by international students, which could be one of the factors hindering some international students from coming to study at CUT.

At a glance, it is to be noted that percentages are not as high as on the other previous sections, especially when it comes to “no problem”. The highest recorded percentages on column one (1) from top down in the “no problem” column for all questions are receiving money from home (35,7%); knowing where to get financial assistance (37,4%); and managing finances (38,0%). Lastly the problems grouped together indicated some serious challenges on all questions. The highest scores were (4) column indicated sufficiency of funds to support/meet expenses (66,30%); Unexpected financial needs (67,00%) and high cost of living in South Africa (65,90%).

This section indicates that the issue of financial problems is very real. The indication specifically with sufficiency of funds to support/meet expenses could be as a result of institutions of higher learning in South Africa charging international students more money than domestic students. However, in terms of a protocol signed between South Africa and the SADC countries, SADC students pay the same fees as domestic students. The South African Higher Education system is also facing financial problems, and as a result it has to generate third-stream income for sustainability purposes. These fees are also not structured, as each institution request higher fees for international students, which could be 50% to 100% higher, depending on each institution (Dominguez-Whitehead and Sing 2015:88).

Du Plessis and Fourie (2011) argue that international students are not a homogenous group, as they come from different parts of the world with different monetary resources. This is even more true for international students hailing from Africa, due to economic disparities between South Africa and these other African countries. These students may only be depending on their scholarship money. The financial assistance offered by SA HEIs to students is for domestic students, especially at undergraduate level. Moreover, these students may experience problems in managing their finances, as they receive a meagre amount as part of their scholarship and, coupled with the high inflation in South Africa, this attributes to the high cost of living in South Africa.

4.3.5 Section F: housing/residence problems

Table 4.8: Question 39 – 43

Housing/residence problems		PROBLEM					Total Problem	Total
		No problem	Minor problem	Moderate problem	Major problem			
F39 - Finding a place to live during college term	%	33,3%	39,2%	16,4%	11,1%	66,70%	100%	
F40 - Finding suitable place to live during holidays	%	31,2%	27,7%	19,7%	21,4%	68,80%	100%	
F41 - Rooming with students of other nationalities	%	30,8%	37,8%	17,4%	14,0%	69,20%	100%	
F42 - University Accommodation	%	35,3%	28,3%	20,8%	15,6%	64,70%	100%	
F43 - Distance from residence to class	%	41,1%	28,6%	15,4%	14,9%	58,90%	100%	

Section F measures the housing or residence problems that international students experience when studying at CUT.

According to Table 4.8, the highest scores were recorded for finding a place to live during college term, as 33,3% of the respondents indicated that they did not experience any problems in this regard, whilst 66,70% of respondents indicated that they had experienced some level of problems (differentiating between minor and major problems) in this regard. Furthermore, 35,3% indicated that they had no problem to make use of University accommodation, whilst 41,1 % indicated that they did not have any problem with the distance from residence to class. However, the highest problems grouped together also indicated that respondents had problems with finding a suitable place to live (68,80%), and rooming with students of other nationalities (69,20%).

The problems related to university accommodation pose a challenge, as there is a real shortage of accommodation, even for local students. This means that international students have to face sometimes unscrupulous landlords who charge exorbitant fees to house these students - more so after establishing that they are from other parts of

the world, especially sub-Saharan Africa. This is confirmed by a study done by Rivers (2010), which indicates that in South Africa and other parts of the world, there is always a possibility of a psychological intolerance when interacting with and accepting foreign nationals who speak different languages, have different cultures and behaviour (Rivers 2010:441). Besides, CUT also closes during recess periods, and international students then have to vacate the University residences. This poses a major challenge for international students.

4.3.6 Section G: food problems

Table 4.9: Question 44 - 48

Food problems		PROBLEM					Total
		No problem	Minor problem	Moderate problem	Major problem	Total problem	
G44 - Taste of South African food	%	67,8%	21,3%	8,0%	2,9%	32,20%	100%
G45 - Cost of food	%	47,1%	25,3%	15,5%	12,1%	52,90%	100%
G46 - Getting food of my choice	%	56,3%	21,3%	12,6%	9,8%	43,70%	100%
G47 - Adapting to South African food	%	65,7%	20,0%	10,3%	4,0%	34,30%	100%
G48 - Getting my native food	%	54,3%	27,2%	12,1%	6,4%	45,70%	100%

At a glance, Section G also indicates that the majority of the respondents indicated no problem with regard to South African food with (67,8%) of the respondents depicting that they love the taste of South African food; (56,3%) indicated that they have no problem in getting food of their choice, and (65,7%) have no problem with adapting to South African food. However, (52,90%) of the respondents had problem with the cost of food in South Africa, while only (43,70%) had problems getting food of their choice and (45,70%) had problems with getting their native food.

Respondents did not indicate any serious problems related to Section G, as most questions indicate a high percentage of respondents not having any problem.

However, cost of food scored slightly lower than the rest of the questions in this section under no problem, giving rise to some type of problem. This problem around the cost of food can be attributed to the high inflation rate in South Africa. This problem cuts across everyone living in South Africa, and it is not clear how this can be addressed in order for these students to enjoy their stay in South Africa. With regard to the issue of not finding food of choice, there is very little that institutions can do to ease the pressure on students. This would continue to be a challenge, and students should be made aware of this fact before leaving their home country.

4.3.7 Section H: Health problems

Table 4.10: Question 49 - 56

		PROBLEM					
Health		No problem	Minor problem	Moderate problem	Major problem	Total problem	Total
H49 - Cost of health insurance	%	28,7%	30,5%	19,0%	21,8%	71,30%	100%
H50 - Obtaining adequate health insurance	%	31,0%	27,6%	24,7%	16,7%	69,00%	100%
H51 - Access to medical service of choice	%	32,8%	25,9%	23,6%	17,8%	67,30%	100%
H52 - Adequacy of university health services	%	32,2%	33,3%	23,0%	11,5%	67,80%	100%
H53 - Getting sufficient exercise	%	35,1%	33,9%	17,8%	13,2%	64,9%	100%
H54 - Adapting to South African climate	%	42,8%	32,9%	17,9%	6,4%	57,20%	100%
H55 - Time to rest	%	38,3%	32,0%	19,4%	10,3%	61,70%	100%
H56 - Availability of personal counselling service	%	37,6%	28,3%	20,2%	13,9%	62,40%	100%

Section H measured the health problems which international students may encounter while studying at CUT, as well as the extent to which these problems may be experienced. Although the majority of the respondents have no problems related to health problems, there are a substantial number of students who indicated that they do encounter minor to major problems with regard to health problems.

Table 4.10 depicts the results of questions 49 to 56 (8 questions). The results in this section indicate that majority of respondents have problems related to this section. The highest results are below 50% where respondents indicated no problem adapting to the South African climate (42,8%); time to rest scored (38,3%), and availability of personal counselling service scored (37,6%). On the other hand, respondents indicated having problems mostly with cost of health insurance (71,30%); obtaining adequate health insurance (69,00%); and adequacy of university health service as the three highest problems.

Health Insurance for international students is a prerequisite from the Department of Home Affairs, and the DHET regulates insurances within South Africa to assist international students. This could pose a challenge, especially when students have to pay this health insurance upfront for six months or a year, as is the case at CUT, where full payment of health insurance for the academic year of study is required. Furthermore, this price increases every year. The Health insurance does not even cover all health-related costs, and there is a restriction on which doctors students may consult, as not all doctors subscribe to those insurances. Many doctors indicate that these insurances for students prescribe the amount for consultation, and doctors have to dispense medication as well (Student Medical Insurance 2016).

4.3.8 Section I: immigration problems

Table 4.11: Question 57 - 62

Immigration problems		No problem	PROBLEM				Total Problem	Total
			Minor problem	Moderate problem	Major problem			
I57 - Friendliness of immigration officials	%	35,3%	32,9%	18,8%	12,9%	64,60%	100%	
I58 - Getting visa extensions	%	28,7%	26,4%	29,9%	14,9%	71,20%	100%	
I59 - Feel comfortable visiting immigration office	%	30,3%	28,0%	25,7%	16,0%	69,70%	100%	
I60 - Understanding immigration rules	%	31,8%	26,0%	28,3%	13,9%	68,20%	100%	
I61 - Work restrictions	%	27,9%	27,9%	25,0%	19,2%	72,10%	100%	
I62 - Becoming a citizen of South Africa	%	31,0%	19,0%	22,4%	27,6%	69,00%	100%	

Section I measures South African immigration problems which international students may encounter, and the extent to which these students experience problems. Table 4.11 above at a glance indicates some problems as the majority of respondent's percentages are all below 50% in this section the first three highest results under no problem from all questions shows that friendliness of immigration officials is (35,3%), while understanding immigration rules is (31,8%) and lastly (31,0%) for becoming a citizen of South Africa. When it comes to problems, the first three highest results indicate getting visa extensions (71,20%), feel comfortable visiting immigration office (69,70%); as well as work restrictions (72,10%).

Immigration problem responses are very low in that the highest percentage scored is (35,3%) for no problem, with the rest of scores between minor to major problems. This implies that immigration problems are still real as far as CUT's international students are concerned. Specific problems like the friendliness of the immigration officers would have a ripple effect, as these officers are the first point of contact with these students at Home Affairs. Students treated in an unfriendly manner would not want to

visit these offices again. That would mean they would find extending their Visa difficult, and they would not be receptive to understanding the immigration rules. Work restrictions also poses a problem; as international students' visa allow them to work for no more than 20 hours per month. Furthermore, some of these students choose to study in South Africa in the hope that they would be employed here, and that they would obtain a permanent residence permit to escape the ailing economies of their own African countries. This is because South Africa's economy is still better than many countries in Africa, and its infrastructure compares to that of developed countries. However, millions of South Africans are also unemployed.

4.3.9 Section J: international student advisory service

Table 4.12: Question 63 - 68

International Student Advisory Service		No problem	PROBLEM				Total
			Minor problem	Moderate problem	Major problem	Total problem	
J63 - Availability of useful information	%	64,6%	18,9%	14,3%	2,3%	35,40%	100%
J64 - Helpfulness of International Office staff	%	64,9%	19,5%	13,2%	2,3%	35,00%	100%
J65 - Friendliness of International Office staff	%	70,3%	12,0%	14,9%	2,9%	29,80%	100%
J66 - Adequacy of information at orientation	%	62,3%	18,3%	16,0%	3,4%	37,70%	100%
J67 - Obtaining assistance with registration	%	62,8%	20,9%	11,0%	5,2%	37,10%	100%
J68 - Sufficiency of orientation programme	%	61,6%	15,7%	16,9%	5,8%	38,40%	100%

Section J tested the relevance of international student advisory services, which includes the services rendered to international students by CUT's International Office. The three highest results under "no problem" were availability of useful information (64,6%); helpfulness of International Office staff (64,9%); and friendliness of

International Office staff (70,3%). On the other hand, when the minor to major problem percentages were added together, (37,70%) respondents indicated problem with adequacy of information at orientation; (37,10%) obtaining assistance with registration and (38,40%) sufficiency of orientation programme.

The score in this section is moderately high on “no problem”, which indicates that the International Office is doing something right. Only minor changes could be effected in this regard. Prior to CUT having an Internationalisation Strategy, Ellis (2012) contended that CUT did not have an International Office, and that there were no set rules for internationalisation. The responses to this section validates the existence of an International Office. Many of the processes contained in CUT’s Internationalisation Strategy cause conflict between the International Office staff and students, as staff has to ensure compliance of students with the South African immigration requirements. Universities could do better in acknowledging the challenges that these staff in international offices experience in relation to the implementation of internationalisation strategies, so that staff can be motivated to remain engaged and to render the best service possible. However, currently students seem to be getting everything they need from the friendly staff employed at CUT’s International Office.

Table 4.13: Question 69 - 70

International student advisor		Completely disagree	Disagree	Agree	Completely agree	Total
J69 - The procedure of helping identify problem areas is worthwhile	%	23,3%	14,0%	34,9%	27,9%	100%
J70 - Given the insight I have gained from participating in this survey, I will in future agree to participate in focus group discussions on international student problems	%	24,3%	12,1%	35,8%	27,7%	100%

Table 4.13, related to questions 69 to 70, tested if the respondents found the procedure to identify problem areas worth their while. It also determined how many of the respondents would agree to participate in such a study again. The results indicate that 23,3% completely disagreed; 14,0% disagreed; 34,9% agreed and 27,9% completely agreed. On question J70, 24,3% completely disagreed; 12,1% disagreed; 35,8% agreed, and 27,7% completely agreed.

The above question indicates that, although it is sometimes difficult to get students to completed questionnaires, there is still some level of individual responsibility on their part to participate in such studies, with the understanding that the results would also benefit them as students. It also shows that CUT cares about their opinions.

4.4 INFERENCE STATISTICS

4.4.1 Reliability

Table 4.14: Cronbach's alpha coefficient

Variables	Cronbach's Alpha coefficient	No. of Items
Social/cultural	0,874	9
Academic	0,935	12
Emotional/personal	0,873	5
Financial	0,928	6
Housing	0,851	5
Food	0,814	5
Health	0,889	8
Immigration	0,887	6
International advisory	0,892	6

The researcher tested the reliability of the research by constructing nine variables - from social/cultural to international advisory - as listed in Table 4.14 above. This involved summing up all the responses of the relevant questions from the questionnaire across all the variables.

A Cronbach's alpha coefficient was used in this instance to calculate and determine the reliability of the results obtained for each of the nine constructed variables – those are questions B7 - B15 for social/cultural; C16 - C27 for academic, etc. However, one

needs to first do a reliability test to determine whether or not all the items for each of the variables actually measure that variable. The value needed is above 0.6 in order to conclude that this is a reliable scale. From the constructed variables, the Cronbach's alpha coefficients are all above 0.6, which concludes that it is a reliable scale. These constructed variables are then used in the analysis of mean differences using the T-test, as described in the next section.

4.4.2 T-Test

The researcher did a T-test to determine whether or not there are significant differences among the demographic groups. A T-test is used when one wants to see if the group means of interval variables differ from one another, and it is only used when there are two demographic groups. In this instance, it tested whether or not the problems faced by international students are different for males and females. In conclusion, whether the variables are different or not, the researcher looked at the p-value and compared it to a value of 0.1 (10%).

Table 4.15 T-Test: Gender

Gender V3		N	Mean	Mean difference	t - statistic	p-value
Social	Male	89	14,978	1,652	2,073	0,040
	Female	83	13,325			
Academic	Male	89	18,101	-1,562	-1,339	0,182
	Female	83	19,663			
Emotional	Male	89	8,629	-0,624	-1,064	0,289
	Female	83	9,253			
Housing	Male	89	10,472	-0,094	-0,147	0,883
	Female	83	10,566			
Food	Male	89	8,348	0,107	0,204	0,839
	Female	83	8,241			
Health	Male	89	16,124	-1,708	-1,831	0,069
	Female	83	17,831			
Immigration	Male	89	13,079	-1,102	-1,378	0,170
	Female	83	14,181			
International Advisory Service	Male	89	9,539	0,648	1,063	0,289
	Female	83	8,892			

If the p-value is less than 0.1, then the problems faced by international students differ for males and females. If the p-value is greater than 0.1, then the problems faced by international students are the same for males and females. For instance, social problems faced by males and females at CUT differ, because the p-value is less than 0.1, as it is 0,040. This also applies to health problems, where the p-value is 0,069.

Table 4.16 T-Test: Lesotho students and other

Country of origin		N	Mean	Mean difference	t - statistic	p-value
Social	Lesotho	103	14,078	-0,547	-0,669	0,504
	Other	72	14,625			
Academic	Lesotho	103	18,825	-0,369	-0,294	0,769
	Other	72	19,194			
Emotional	Lesotho	103	8,864	-0,303	-0,489	0,626
	Other	72	9,167			
Housing	Lesotho	103	10,903	0,778	1,205	0,230
	Other	72	10,125			
Food	Lesotho	103	8,437	0,270	0,509	0,611
	Other	72	8,167			
Health	Lesotho	103	16,835	-0,387	-0,398	0,691
	Other	72	17,222			
Immigration	Lesotho	103	13,680	0,221	0,275	0,784
	Other	72	13,458			
International Advisory Service	Lesotho	103	9,330	-0,100	-0,158	0,874
	Other	72	9,431			

The t-test also tested whether or not the problems faced by international students differ between those who come from Lesotho, and those who come from other countries, since Lesotho students are in the majority amongst the International students at CUT. Furthermore, Lesotho is completely landlocked within South Africa, to the extent that it is regarded as a 10th province of South Africa due to its proximity and location within South Africa. However, it is an independent country. Given all of the above, it would therefore be interesting to find out if the Lesotho cohort of international students experiences the same kind of problems as students from other countries (www.immigrationsouthafrica.org).

For instance, looking at social problems, the p-value is 0.504, which is greater than 0.1. This means that students from Lesotho face, regard and/or perceive social problems the same way as students from other countries. This applies to all the variables, as the P-value indicate that they are all greater than 0.1.

4.5 CONCLUSION

Chapter four presented findings obtained from the research conducted at CUT on the declining number of its international students. The empirical results, statistics and analyses were presented to provide a further understanding into the research conducted.

In general, the majority of respondents indicated that they do not have any problems with most of the questions asked. While they have indicated that they do not have any problems, those who indicated some level of problems, ranging from minor to major problems, calls for concern. It is important that CUT is made aware of the problems that some of the respondents indicated, even if it is a small percentage. Section E, which dealt with financial problems, is the only section where the number of respondents indicating no problems dropped, with the highest number recorded being below 40%. This indicates a challenge, and proves that cost is regarded as one of the reasons for the decline of international students studying in foreign countries.

In addition to the above challenge related to financial problems, the other areas rendering challenges are Section F on housing, Section H on health and Section I on immigration problems. All of these sections have scored lower than 40% pertaining to the “no problem” category in each individual question under these sections. This indicates that the other 60% is spread between minor to major problems. This is a cause for concern that universities should look into, as issues of housing, health and immigration are fundamental and would therefore discourage international students from choosing to study at CUT. The implications of these problems for CUT would be that the number of international students would continue to decline, because the current international students are likely not to recommend CUT as an institution of choice in their home countries. A good word of mouth goes a long way to change people’s perceptions. As a result of these challenges, CUT might not be able to meet

its target stipulated in Vision 2020, namely that 10% of its student body should be international students by 2020. Subsequently, this would render CUT's Internationalisation Strategy defective, and CUT would have a lower ranking status internationally in terms of internationalisation.

Chapter 5 focuses on the conclusion and recommendations in order to avoid the negative implications as elaborated upon in this chapter.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

The main objective of this study was to investigate the declining number of international students at CUT, with the aim of making recommendations to the institution to address the causes for the decline, based on the findings of the study.

Chapter one gave a brief overview of the study, whilst chapter two explained the findings flowing from the literature review undertaken to understand the concept of internationalisation in HEIs, as well as some reasons for the decline in the number of international students globally. Following the literature review, a research survey was conducted to validate, compare and contrast the issues that lead to a decline in international student numbers. Chapter three explained the research methodology followed, whilst Chapter four interpreted the results of the survey conducted by means of a questionnaire.

The purpose of this chapter is to summarise the conclusions and make recommendations based on the study. The findings from the quantitative empirical study, together with the findings from the literature review, are explained, whilst the research limitations and further research to be conducted are also discussed.

5.2 SUMMARY OF CONCLUSIONS AND RECOMMENDATIONS

This study focused on the declining number of international students at CUT, with the primary objective being to determine the reasons for this decline, despite a newly established Internationalisation Strategy. The secondary objectives were aimed at identifying the current global perspectives on declining numbers of international students, and to determine if internationalisation strategy processes contribute to this decline.

A quantitative approach was used in this research through the administering of a questionnaire to the respondents, in an effort to find out what leads to the decline of international student numbers at CUT.

The conclusions and recommendations will be presented in the same format as in Chapter 4, by using the format of the questionnaire. The research findings as presented in Chapter 4 proved that, as much as the majority of the respondents indicated that they experience no problem related to many of the questions, there is still some problems that they experience that need to be addressed.

5.2.1 Demographic information

Section A, the demographic section, provides information regarding the biographical information. In this section, the respondents indicated the type of residence, country of origin, their gender, age, marital status and academic level. One recommendation is made after this section has been analysed.

- The results related to international students staying in residences, as presented in Chapter 3, indicate that the majority (77%) of international students live off campus. This poses a big challenge for international students to apply to study at CUT, since accommodation is not guaranteed by the University. In order for internationalisation to be realised at CUT, and to subsequently increase the number of international students studying at CUT, student accommodation has to be made a priority. More student residences have to be built for both undergraduate and postgraduate students.

5.2.2 Social and cultural problems

In summary, the majority of the respondents did not experience any social and cultural problems at CUT. However, those who did indicate major problems, even though they are in the minority, cannot be ignored, as word of mouth is a powerful marketing tool that can either have positive or negative results, depending on what is being said, and how it is received. The analysis yielded the following recommendation:

- CUT's International Office should focus more on offering integration programmes on the CUT campus for both the general student population and international students. This should include a concerted effort to showcase the culture of individual countries represented on campus through meetings and dedicating some days to a particular country or continent. The focus should be on Africa, since South Africa is on the African continent.

5.2.3 Academic problems

Academic problems do not seem to be posing major challenges for the respondents. However, there is also quite a high number of respondents who recorded having minor to major problems, compared to those experiencing no problems. Academic results are one of the major reasons for students studying in a foreign country, and therefore any problems - whether minor or major - should be a call for concern. Thus, the following recommendations are made:

- CUT's Senate should look into the minimum admission requirements for international students - specifically those from the SADC region - as there seems to be a disparity between the Cambridge O Level School Certificate (COSC), which is obtained in the SADC region after 12 years of schooling, and the South African Matric certificate. However, the South African Qualification Authority (SAQA) evaluates COSC at the same level as SA's Grade 11, as opposed to Grade 12 (Matric). Furthermore, HESA indicates that it is up to each university's Senate to indicate the minimum admission requirements.
- An institutional international student recruitment strategy should be developed, and endorsed by the Senate, with a clear indication on the minimum admission requirements. The strategy should further indicate whether CUT is focusing on recruitment of undergraduate or postgraduate students.
- This would also help establish a focused approach in terms of a recruitment strategy for target countries, bearing in mind the high school exit level of those countries, compared to the South African Matric (Grade 12).

5.2.4 Emotional/personal problems

Emotional or personal problems such as feelings of loneliness and homesick, to mention but a few, are some of the barriers cited for international students not to study in a foreign country. In Chapter 2 see section 2.2 page 33, the importance of students being in the right frame of mind psychologically in order to lessen emotional problems, is emphasised. The results from the problems experienced by respondents in this section, such as feeling alienated, lonely or homesick, indicate that many students are experiencing these problems, as the results are less than 50% for the remaining spread of minor to major problems.

Therefore, this section yielded three recommendations:

- A more intense integration programme should be developed for international students, which should include a buddying system whereby each international student is paired with a local South African student for at least the first two weeks of arrival at CUT. The buddy would be responsible for at least five international students, and would show these students around on campus, as well as introduce them to places of interest in Bloemfontein. At the end of the two weeks, the international student should report back to the International Office to provide feedback on the success of the integration programme.
- The International Office should plan excursions for the international students where they can interact with the local community and fellow students.
- Excursions can be expensive, hence there has to be an innovative way of raising money for these excursions. One way of raising money for excursions is for these students to pay an administration levy, which can, amongst others, be used for excursions. Many of the students that come to study at South African universities are sponsored by their governments, who will be willing to pay for the levy on top of the tuition fees. Besides, the SADC region students pay the same fees as the home students, as articulated in the SADC protocol.

5.2.5 Financial problems

Financial problems are still critical, as this section is amongst the problems on the whole questionnaire where respondents have scored less than 40% on no problem, with the rest of the scores spread between minor to major problems experienced. This indicates that international students do experience financial problems, despite the majority of SADC region students having their government agencies sponsoring them. The following is recommended:

- A service level agreement should be entered into between these SADC countries and CUT before students are sent to CUT which, among other things, should regulate how much stipends should be loaded on the students' cards, so that the students are able to do small purchases such as food and incidentals. The agreement should also indicate by which date the money owed for fees and incidentals should be paid to the University by the sponsor.
- Students that are paying for their own tuition and living expenses while studying at CUT should be able to render proof that they have sufficient money to carry them throughout their study at CUT, in terms of the expenses to be incurred while studying at a foreign university.

5.2.6 Housing/residence problems

The results from the housing/residence problem section are an indication of the student housing problems which is not only faced by CUT, but by universities in South Africa in general. SADC protocol calls for SADC students to be treated the same as the home students in terms of fees charged and accommodation, and that universities in South Africa should reserve at least 5% of the spaces within universities for these students. While CUT's international students do not even make up 5% of the total student population, there are major challenges in terms of accommodation for these students, including South African students themselves. The following is recommended:

- The University should source available land near the campus to construct more residences for students.
- Where necessary, the local community should be empowered to build and manage these residences, and to preferably contract with the university where they could be guaranteed students to occupy the building for at least 20 years, after which the bonds of those buildings would have been settled.
- There should also be outsourced transportation from the residence to campus for those students who will be living off campus in those residences.

5.2.7 Food problems

The majority of respondents do not have any problems in terms of South African food. This is an indication of the fact that South Africa is also part of the SADC, where there are different cultures and food peculiar to the different regions. However, due to South Africa's proximity to the rest of SADC, and it being the economic hub, many of the people from SADC seek employment and even intermarry with South Africans, which makes it easy for the local cuisine to be representative of many cultures within Southern Africa. Three recommendations come to the fore.

- CUT should celebrate the diverse cultures on its campus during the Africa day celebrations, as well as during International Week, where the different cultures may showcase their traditional food and culture. This would be part of internationalisation at home, as the University raises awareness of the diverse cultures.
- Upon admission of international students, their sponsors could be made aware of the cost implications of food in South Africa. The University could make a recommendation to sponsors on how much stipends these students would need for survival.
- International students should be offered a short course in financial management upon their arrival, so that they could be savvy with their sponsor money and spend it wisely in order to last until they receive the next payment from their sponsor.

5.2.8 Health problems

While it is noted that the majority of the respondents indicated that they do not have health-related problems, it is important to indicate that the highest percentage that indicated they experience no health problems whilst adapting to the South African climate is 42,8%. The remaining questions under this section scored under 40%. The cost of health insurance recorded the highest score (21,8%) amongst major problems. This again indicates the financial problems that these students face, especially considering that SADC sponsors do not cover health insurance, and that these students have to pay for the whole year, according to the South African Home Affairs legislation on foreign students. This is considered a risk to the University, should these students become sick or even face death while studying at CUT. If such a student does not have health insurance cover, the University is liable to repatriate the student's body. The following is recommended:

- An electronic system should be installed that will point out all students that have not paid their health insurance up to date, so that a follow-up can be made with those students. This would help ease the payment issue of paying the full year's health insurance fee upfront. Internationalisation is an expensive exercise which institutions have to absorb in order to reap the benefit of being fully internationalised. This means hiring sufficient staff within the international offices to do the follow up on compliance.

5.2.9 Immigration problems

With regard to immigration problems, respondents indicated quite a drop of percentages - all below 40% - in terms of no problems experienced, even though the majority still experienced no immigration problems. However, when compared to minor up to major problems combined, there are problems in varying degrees. In this section getting Visa extensions has scored highest on moderate problems with 29,9%, followed by becoming a citizen of South Africa, where 27,6% indicated that they have major problems.

The immigration problems are an indication of the challenges faced by international students, and also the expectations students sometimes have when travelling to foreign countries. As indicated by the literature, students sometimes travel with the aim of obtaining citizenship of those countries where they go and study. This applies more to international students studying in USA universities. With South Africa recently becoming amongst the most sought-after destinations to study in - and especially also being considered the economic hub of Africa - many international students would like to obtain South African citizenship. South Africa also requires scarce skills from these students.

5.2.10 International student advisory service problems

The majority of students (well over 60%) indicated that they do not experience any problems with international student advisory services. This is a positive reflection on, and indication that CUT's International Office is doing what it is supposed to be doing, considering that CUT did not always have an International Office, or it did not exist in its current form. This means that things can only improve from now on. However, this could also be attributed to the fact that there are not many international students at CUT, and hence the International Office is able to assist them appropriately and on time. There is thus only one recommendation on this section, namely that sufficient staff should be employed in the International Office once the number of international students' increase, to avoid staff burnout.

5.2.11 Inferential statistics

The inferential statistics analysis indicated that male and female international students at CUT differ in terms of the problems they face. This was more evident when it comes to social problems and health problems. However, when looking at the same problem per student's country of origin, it is noted that students from Lesotho - even though they are in the majority in terms of numbers - perceive social problems in the same way as students from other countries, which means all international students regard social problems in a similar manner.

5.2.12 Overarching recommendation

CUT, as a university of the 21st century, would like to influence its international profile and remain relevant in order to reap the rewards of an internationalised university. That is why CUT has embarked on a new internationalisation strategy, which brought about a dedicated International Office. However, without buy-in from the University community on the concept of internationalisation and its implementation processes, such as the admission criteria of these international students and the internationalisation of the curriculum, the International Office cannot accomplish much. For this reason, a revised internationalisation strategy should be developed, which should incorporate each of the questions posed in this study, and a clear implementation strategy should be defined. The CUT community should be given a chance to come up with their own strategies that will work for them, as well as for the institution. A workshop should be rolled out to discuss the different internationalisation strategies with the CUT community, as a new concept introduced at CUT.

5.3 LIMITATIONS OF THE STUDY

The findings as presented in this study had certain limitations, of which some can be presented as opportunities for future research studies.

As much as there are some academic problems that have been noted, the real reason for students having academic problems is not very clear, considering the disparity with the entry level, and the support given by the University in terms of teaching and learning. The other reason is that sufficient research has not been done to establish whether universities are sufficiently equipped to deal with academic-related problems, amongst others, considering the fact that the South African Higher Education system has catered only for the elite society of this country for many decades. These were students who came from former South African Model C Schools, who were supported by the system, and who were catered for in small classrooms. Now the landscape has changed tremendously within Higher Education, and classes are much bigger.

The other limitation is related to the effect that the #Fees-Must-Fall campaign - which occurred just before the questionnaire could be circulated - had on the response rate to the questionnaire. This necessitated the researcher to make allowances for delayed completion of the questionnaires, as the students went on a strike at the time when the questionnaire was originally planned for completion. Other means of collecting data had to be used. Furthermore, when dealing with students, there is always the element of some not taking responsibility to thoroughly read and answer each question – and just ticking boxes to finish the questionnaire and to return it, in order to get the incentive offered. This was evident in some questions that were not answered.

5.4 FURTHER STUDY

Given the literature review, it is evident that the Higher Education sector as a whole (countrywide) – and more specifically universities of technology (UoTs) like CUT - can benefit from a longitudinal study that focuses on evaluating the admission criteria for international students in South African universities.

Processes related to internationalisation strategies could cause conflict between international office staff and international students. Little is known about the type of challenges these staff members encounter in their pursuit of an internationalisation strategy and government policy on immigration, and regarding the type of support that they receive to perform their duties.

5.5 CONCLUDING REMARKS

Given the many benefits, including economic benefits, that internationalisation brings not only to HEIs, but also to countries and cities where these international students pursue their studies, it is important that the concept of internationalisation be promoted at government level, with policies that support it.

According to literature, South Africa is the economic hub of Africa, given its current infrastructure as a country, and the many universities it has compared to the rest of Africa, especially within the SADC region. South Africa should be at the forefront of the continent's internationalisation, boosting grand strategies. However, this has not been possible due to its isolation from the rest of the world prior to the 1994 democratic

elections. This means that the country has some catching up to do with its counterparts, and that it needs to develop a clear understanding in terms of what needs to be done regarding internationalisation. Today, after 22 years of democracy, South Africa still does not have a guiding policy on internationalisation of Higher Education. Although there is an interest in internationalisation, it will occur in a fragmented manner in the absence of an overarching policy on internationalisation, leaving universities to exercise their autonomy. The policy would ensure uniformity in how internationalisation is applied. Furthermore, it would bring about a clear understanding of internationalisation, and assist in growing the number of international students studying at South African universities.

Internationalisation needs to be looked at holistically in order for it to be successfully implemented. It is also an expensive exercise, which should have clear guidelines on how costs would be absorbed. It is understandable that South Africa's funds cannot be used to fund other countries' citizens, but there has to be some level of funding which the government or other funding mechanisms could set aside in order to realise greater spin-offs of internationalisation, without necessarily commodifying Higher Education in South Africa.

Lastly, internationalisation of Higher Education should be viewed as an inclusive business. Moreover, if universities want to attract and keep these students, no problem experienced by international students should be regarded as insignificant, as these students play a major role within South African universities in terms of diversity of teaching and learning, as well as the country's economy. Therefore, internationalisation is undeniably a very important concept for a 21st century university such as CUT.

Some of the strategies to be engaged at these institutions of higher learning could indeed lead to declining numbers of international students. Moreover, strategies such as admission criteria, housing, finance and culture could have a direct impact on the number of international students. This means that universities, whilst in the process of ensuring compliance, could exclude some students that do not meet the requirements. However, this could be combated, although not in the short term, but

rather by developing the understanding that this would take time, but that the rewards would come into effect a few years from now.

It is for this reason that the whole CUT community should have a clear understanding of, and buy into the Internationalisation Strategy, whilst also being conscious of the long-term benefits for the University. Therefore, the importance of support from the CUT community for the International Office cannot be overemphasised.

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ANNEXURE 1

QUESTIONNAIRE

SECTION A: DEMOGRAPHIC INFORMATION								OFFICE USE ONLY			
Respondent Number								OFFICE USE ONLY			
Questions	Responses							OFFICE USE ONLY			
1. Type of residence	1 Off campus				2 On campus				V1		
2. Country / region of origin	1 Lesotho	2 Namibia	3 Botswana	4 Other SADCC	5 Other African	6 Asia	7 Europe	8 Rest of the world	V2		
3. Gender	1 Male		2 Female					V3			
4. Age	1 (16-19)	2 (20-25)	3 (26-29)	4 (30-35)	5 (36-39)	6 (40-44)	7 (45-49)	8 50+	V4		
5. Marital status	1 Single	2 Married						V5			
6. Academic level	1 NC	2 NHC	3 DIPLOMA	4 BTech	5 MTech	6 DTech	7 Exchange student	V6			
<p>The following is a list of statements about possible adjustment situations that trouble, distress, annoy, or worry students from other countries who are studying at CUT. For each problem select a response that applies to you. You are not being tested. Neither are there right or wrong answers. You should not write your name on the questionnaire. Answer each of the statements by making a cross against your choice according to the given ratings.</p> <p>1 = No Problem; 2 = Minor Problem; 3 = Moderate Problem; 4 = Major Problem</p>											
SECTION B: SOCIAL/CULTURAL PROBLEMS								OFFICE USE ONLY			
7. Suffering from prejudice					1	2	3	4	V7		
8. Racial discrimination					1	2	3	4	V8		
9. Making friends with South African students					1	2	3	4	V9		
10. Interaction with South African students					1	2	3	4	V10		
11. Finding suitable student activities					1	2	3	4	V11		
12. Finding my way around campus					1	2	3	4	V12		
13. Opportunities for social interaction with South African students					1	2	3	4	V13		
14. Experience of being called a foreigner					1	2	3	4	V14		
15. Finding worship place of my choice					1	2	3	4	V15		
SECTION C: ACADEMIC PROBLEMS								OFFICE USE ONLY			
16. Getting sufficient personal help from my lecturers					1	2	3	4	V16		
17. Coping with the volume of assignments					1	2	3	4	V17		
18. Coping with assessment methods					1	2	3	4	V18		
19. Participation in class					1	2	3	4	V19		
20. Expressing yourself in English					1	2	3	4	V20		
21. Working in cooperation with South African students					1	2	3	4	V21		
22. Academic advising					1	2	3	4	V22		
23. Grading system					1	2	3	4	V23		
24. Comprehending lecturers					1	2	3	4	V24		
25. Getting courses I like					1	2	3	4	V25		
26. Class attendance requirements					1	2	3	4	V26		
27. Library use					1	2	3	4	V27		
SECTION D: EMOTIONAL / PERSONAL PROBLEMS								OFFICE USE ONLY			
28. Feel a sense of helplessness					1	2	3	4	V28		
29. Feeling of alienation (distant from others)					1	2	3	4	V29		
30. Experiencing loneliness					1	2	3	4	V30		
31. Feeling homesick					1	2	3	4	V31		
32. Dating					1	2	3	4	V32		

SECTION E: FINANCIAL PROBLEMS					OFFICE USE ONLY		
33. Sufficiency of funds to support meet expenses	1	2	3	4	V33		
34. Receiving money from home	1	2	3	4	V34		
35. Unexpected financial needs	1	2	3	4	V35		
36. Knowing where to get financial assistance	1	2	3	4	V36		
37. Managing finances	1	2	3	4	V37		
38. High cost of living in South Africa	1	2	3	4	V38		
SECTION F: HOUSING / RESIDENCE PROBLEMS					OFFICE USE ONLY		
39. Finding a place to live during college term	1	2	3	4	V39		
40. Finding suitable place to live during holidays	1	2	3	4	V40		
41. Rooming with students of other nationalities	1	2	3	4	V41		
42. University accommodation	1	2	3	4	V42		
43. Distance from residence to class	1	2	3	4	V43		
SECTION G: FOOD PROBLEMS					OFFICE USE ONLY		
44. Taste of South African food	1	2	3	4	V44		
45. Cost of food	1	2	3	4	V45		
46. Getting food of my choice	1	2	3	4	V46		
47. Adapting to South African food	1	2	3	4	V47		
48. Getting my native food	1	2	3	4	V48		
SECTION H: HEALTH					OFFICE USE ONLY		
49. Cost of health insurance	1	2	3	4	V49		
50. Obtaining adequate health insurance	1	2	3	4	V50		
51. Access to medical services of choice	1	2	3	4	V51		
52. Adequacy of university health services	1	2	3	4	V52		
53. Getting sufficient exercise	1	2	3	4	V53		
54. Adapting to South African climate	1	2	3	4	V54		
55. Time to rest	1	2	3	4	V55		
56. Availability of personal counselling services	1	2	3	4	V56		
SECTION I: IMMIGRATION PROBLEMS					OFFICE USE ONLY		
57. Friendliness of immigration officials	1	2	3	4	V57		
58. Getting visa extensions	1	2	3	4	V58		
59. Feel comfortable visiting immigration office	1	2	3	4	V59		
60. Understanding immigration rules	1	2	3	4	V60		
61. Work restrictions	1	2	3	4	V61		
62. Becoming a citizen of South Africa	1	2	3	4	V62		
SECTION J: INTERNATIONAL STUDENT ADVISORY SERVICE					OFFICE USE ONLY		
63. Availability of useful information	1	2	3	4	V63		
64. Helpfulness of International Office staff	1	2	3	4	V64		
65. Friendliness of International Office staff	1	2	3	4	V65		
66. Adequacy of information at orientation	1	2	3	4	V66		
67. Obtaining assistance with registration	1	2	3	4	V67		
68. Sufficiency of orientation programme	1	2	3	4	V68		
Indicate the degree to which you agree with the statements in this section J below: 1 = COMPLETELY DISAGREE; 2 = DISAGREE; 3 = AGREE; 4 = COMPLETELY AGREE							
69. The procedure of helping identify problem areas is worthwhile	1	2	3	4	V69		
70. Given the insight I have gained from participating in this survey, I will in future agree to participate in focus group discussions on adjustment problems	1	2	3	4	V70		

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