INTERNATIONALIZATION PRACTICES AND THEIR EFFECT ON UNIVERSITIES GROWTH: A CASE OF USIU –AFRICA

BY

JACQUELINE W. KIGIMA

UNITED STATES INTERNATIONAL UNIVERSITY – AFRICA

SPRING 2018
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JACQUELINE W. KIGIMA

A Research Project Submitted to Chandaria School of Business in Partial Fulfillment of the Requirement for the Degree of Master of Business Administration (MBA)

UNITED STATES INTERNATIONAL UNIVERSITY – AFRICA

SPRING 2018
STUDENT’S DECLARATION

I, the undersigned, declare that this is my original work and has not been submitted to any other college, institution or university other than the United States International University in Nairobi for academic credit.

Signed: ___________________________    Date: ______________________

Kigima Jacqueline (ID 651525)

This project has been presented for examination with my approval as the appointed supervisor.

Signed: ___________________________    Date: ______________________

Dr. Joyce W. Ndegwa

Signed: ___________________________    Date: ______________________

Dean, Chandaria School of Business
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ABSTRACT

The purpose of this study was to assess the effect of internationalization practices on universities’ growth with particular reference to United States International University (USIU)-Africa. The research study was guided by the following objectives: To determine the effect of internationalization of the curriculum; to establish effect of international accreditation; to determine the effect of the presence of international faculty and students finally to determine the effect of exchange programs on USIU-Africa’s growth.

Descriptive research design was used to describe the different research objectives in relation to internationalization of USIU-Africa. The population of the USIU-Africa top, middle and lower level management comprised of 685 employees, while according to the registrar’s office list the number of international students who enrolled during the Spring semester 2018 was 550 students thus the study’s target population will be 1,235 respondents. Simple random sampling was used to determine respondents from each stratum. Descriptive analysis contained measures of central tendency (means) and dispersion (standard deviation). Inferential statistics such as correlation and simple regression were used as a means of drawing conclusions. Data was presented in tables and figures research findings will be analyzed using Statistical Package for Social Sciences (SPSS 20).

The findings revealed that there is a clear rationale for internationalisation of the curriculum program. Internationalization has strengthened international research collaboration at USIU. A Pearson correlation analysis done established a strong positive relationship between the variables. It was also established that there are enough faculty to foster foreign language acquisition. The school has enough facility to cater for international faculty and students. Faculty members, in general, demonstrate their knowledge of cross-cultural issues. A Pearson correlation done established a strong positive relationship between the variables. Majority disagreed that exchange programs have been promoted as a strategic component for strengthening academic curricula. A Pearson correlation done established a strong positive relationship between the variables. The findings revealed that international accreditation has aided USIU to develop academic cooperation with foreign universities. USIU has gained an international outlook and global competitiveness due to international accreditation. A Pearson correlation done to established a strong positive relationship between the variables.
It was concluded that at USIU Africa, there is a clear rationale for internationalization of the curriculum program and the internationalized of the curriculum has prepared students to be successful in the global society. The university also boasts of enough faculty members to foster foreign language acquisition and interactions with international students. As a global community, greater participation of USIU faculty and students in international conferences has also been experienced. The institutions strengths and weaknesses have also been determined easily through the process of internal and external quality assurance on the basis of international accreditation.

The study recommended that USIU needs to continuously engage teaching and learning arrangements to support students to work effectively in cross-cultural groups and teams. USIU Africa should offer more opportunities for academic faculty to undertake training abroad under sponsored study programs for faculty who lack the exposure. Many students need to be encouraged to participate in a student exchange program or study abroad program, not necessary in the western world but also in the regional spectrum. USIU-Africa needs to maintain international accreditation to develop academic cooperation with foreign universities. This will aid the institution compete effectively in the world of academia.

For further studies, a similar study should be undertaken in other private and public universities in the country. In addition, a comparison could be made to determine the impact of internationalization practices on private and public institutions of higher learning in the country.
ACKNOWLEDGEMENT

I would like to thank God Almighty for the gift of knowledge and intellect and for His generous providence in my academic life. I express my deep gratitude to all the people who offered their support and assistance. In particular, I thank my supervisor, Dr. Joyce Ndegwa, for offering guidance in coming up with this research. Gratitude also goes to my family for their support during the duration of the project. I acknowledge the reference of other writers for their work which assisted me in coming up with the project.
DEDICATION

This work is dedicated to my family whose encouragement and support gave me the drive to follow through to completion.
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ABBREVIATIONS AND ACRONYMS

AAU - Association of African Universities
AISEC - International Association of Students in Economic and Commercial Sciences
EFA - Education for All
EUA - European University Association
IAEP - Internal Auditing Education Partnership Programme
ICT - Information and communication technology
IUCEA - Inter-University Council for East Africa
TNE - Transnational Education
UNDP - United Nations Development Programme
UNESCO - United Nations Educational, Scientific and Cultural Organization
UON - University of Nairobi
WASC - Western Association of Schools and Colleges
WHO - World Health Organization
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

The concept of internationalization has become a pertinent issue that all businesses seeking to remain competitive have to take into account. The current business environment is highly turbulent therefore firms need to seek ways of remaining competitive. Production has become one of the key measurements of distinction between foreign and local markets, whereby goods that are domestically produced are now manufactured internationally (Collinson, Rugman & Simon, 2006).

Hisrich, Peters and Shepherd (2007) propose that internationalization was begun around 1988 as a means of tapping into foreign markets which were open to new cultural and industrial innovations. Crina (2010) describes internationalization as the movement of an entity’s practices beyond its domestic country; through increasing its involvement in intricate processes outside the borders of its home country. According to Johanson and Vahlne (2000) internationalization is the course through which entities gradually increase their awareness of the influences of global transactions on their future growth opportunities.

Studies frequently use key terms such as internationalization and globalization interchangeably, and at times with quite different meanings, depending on the context and the narrator. Globalization is the integration of countries and people which have been made possible by the significant decline of costs of communication and transportation, and the removal of barriers to the flow of factors of production across borders (Steighlitz, 2003). Therefore institutions need to cultivate a shared language in order to create a common vision of internationalization.

Internationalization of higher education is the process of entering the international market to be a player beyond the domestic market.

Traditionally, the internationalization of higher education has always encompassed study abroad experiences, enrollment in foreign universities, as well as student and faculty
exchange programs, and not forgetting the issues of enrichment of curriculum with foreign languages. While a lot of these activities continue to accelerate other new processes and practices have also come into play. This includes integration of international content in the curriculum and scholarship; development of collaborations and partnerships with foreign institutions; and the provision of trans-border educational services that include use of joint or double degree programs, franchised programs, as well as distance and online learning. Increasingly the importance of both internationalization at home and internationalization abroad has grown to become complimentary (Knight, 2005).

The new approach includes the movement of people or providers both physically and virtually, the delivery of programs through linkage or partnership arrangements, and the establishment of international projects. The range supporters include traditional non-profit public and private universities, for-profit institutions, as well as universities and educational networks established by traditional corporations and new commercial IT and media companies, as well as professional associations. Each sector places varying importance on the various rationales and processes that define them (Quiang, 2003).

Growth in higher education institutions is majorly manifested in student recruitment and in the hiring of prestigious professors and researchers to increase university reputation and thus to appeal to more students and secure more research fund. Consequently, leading to an increase in the number of programs offered that further drives the physical expansion of universities through an increase in infrastructure to accommodate the increase in the number of students. Also another key measure of growth is the ability of the higher education to produce students that are highly competitive in the job market (Stromquist, 2007).

The internationalization of higher education has accelerated in all world regions although the driving factors and impact vary across the various regions. Globally, international actors who promote internationalization include non-governmental organizations such as the International Association of Universities, and International Association of University Presidents; also private foundations that operate internationally among them the U.S.-based Ford, Rockefeller, Carnegie and Gates; and international programs such as the International Association for the Exchange of Students for Technical Experience (IAESTE) that operates in more than eighty states and over 500 student exchanges every
year and the International Economic and Commercial Sciences Students Association (AISEC) that works in over many universities in 110 countries and sends over 10,000 international exchanges annually (Zeleza, 2012).

International education in the United Kingdom has taken on growing importance as a service industry in response to the recent global financial crisis and, as one of 13 key sectors recognized as drivers of economic growth (HM Government, 2013). The strategy not only covers all levels of education but also promote increased international student recruitment to the UK and offshore through transnational education (TNE) arrangements, also focuses on supporting international collaboration in areas such as education and research, promoting outward mobility of UK students, and export of educational services to other countries (HM Government, 2013).

The internationalization of US higher education institutions is significantly shaped by system and institutional attributes. The system is large, expensive, diverse, politically and institutionally decentralized, recognized as high quality especially at the graduate level, and under pressure relating to cost and documentable outcomes particularly at the undergraduate level. There is about 4,600 degree-granting accredited higher education institutions in the US. Of those approximately 42% grant only two-year or associate degrees, 17% grant mainly baccalaureate degrees, 16% master’s and baccalaureate degrees, and slightly less than 7% are doctoral and research institutions.

Linhan and Danyan (2013) conducted a research on internationalization of Chinese Higher Education. Findings revealed that China has made great progress in the internationalization of higher education; however, there is still room for improvement. Through this, Chinese higher education system will be able to keep up with the advanced education system in the developed countries.

In Latin America internationalization has not ripped the same levels of national and institutional importance as compared to Asia despite Latin American universities being considered as a model on European universities and North America education systems (Avila, 2007). Recently, the rate of student mobility recently from the region has significantly improved compared to the past (Zeleza, 2007a).

The trends in Africa echo those in Latin America; from the 19th century the region’s universities were largely modeled on European universities and African elites moved to
Europe and later the United States for undergraduate and increasingly graduate education. According to Zeleza (2007b) demand for higher education increased and the processes of privatization of higher education accelerated with the rapid growth of private institution of higher education and privatization of public universities.

According to Bundy (2014) the South African higher education system has accepted international scholars since its inception. The Figure of international students registering in South African universities, however, has drastically improved since 1994. The number of international students grew from 7,031 contact students in 1994 to 40,213 contact students in 2013; this represents 7% of the total student population. Clearly, the South African system is very attractive to post-graduate international students and South African universities are keen to recruit.

MacGregor (2014) survey on international students in South Africa shows that affordable fees, government subsidies for students from the region, proximity to home, cost of living, the reputation of higher education and currency of its qualifications are pull factors attracting international, mainly African students, to the country. Obstacles indicated are accommodation difficulties, language, lack of funding opportunities, support and adjustment challenges, lack of South African friends and sometimes xenophobic attitudes towards African students.

Itaaga, Kiggundu and Mugagga (2013), noted that universities in East African countries such as Uganda have utilized internationalization practices such as; study abroad programmes for academic staff, student exchange programme, exchange of students and staff between several Uganda universities and identified universities, use of ICT for online courses, distance learning, and research, creation/existence of branches of foreign universities, introduction of programmes providing an international perspective and cross-cultural skills, joint publications across borders, membership to regional networks like AAU, IUCEA abroad and offer conferences and workshops across borders.

Kathae (2015) conducted a research on the adoption of internationalization strategy at University of Nairobi programmes in Kenya. Findings revealed that University of Nairobi uses internalization strategies such as review curriculum to develop courses which can attract foreign students; signing partnerships and linkages with foreign universities to market UON programmes internationally; promote publications in international journals;
benchmarking with the best practices regionally and internationally; aggressive marketing, review admission procedures and fees structures for foreign students and improvement on infrastructure and accommodation for the foreign students.

According to Jowi, Crispus and David (2008) United State International University (USIU) is the most internationalized university in Kenya. United State International University has students from more than 45 countries. USIU has an average of 347, University of Nairobi 54, Moi University 52, Egerton University 40, and Kenyatta University with 37 international students (Jowi et al. 2008).

United States International University - Africa is located in the Kasarani area, off Thika Road in the suburb of Kenya’s capital city of Nairobi. The university is an independent, not-for-profit institution serving 6512 students representing 69 nationalities. It offers 24 degree programs from undergraduate to doctoral level, all of which are accredited in Kenya and the United States of America. USIU-Africa has been accredited by the Western Association of Schools and Colleges (WASC) since 1978. It received its Charter through the Commission for University Education (CHE) in Kenya in 1999. Thus, USIU-Africa has a dual accreditation (USIU, 2015).

United States International University offers students exchange program opportunities with Frankfurt School of Finance and Management, Bremen University of Applied Sciences, Kansai Gaidai University, Linnaeus University, University of the Thai, Ritsumeikan Asia Pacific University and SOKA University (USIU, 2015).

With the mission of promoting the discovery and application of knowledge, the acquisition of valuable skills and the development of intellect and character in a manner that prepares students to not only be innovative and entrepreneurial but to also contribute professionally, effectively and ethically as citizens of a changing and increasingly technological world and the vision of being the premier institution of academic excellence with a global perspective, the United States International University-Africa, with the proposal below, will take advantage of its core-competencies such as internationalization to facilitate sustainable growth of the university globalize Chandaria School of Business (USIU -Africa, 2017).
1.2 Problem Statement

Academic institutions need to foster a commitment to internationalization and make significant efforts to integrate the international dimension into key areas of operation in order to operate successfully in the increasingly globalized environment (Stromquist, 2007). However despite the vast body of literature on internationalization, most studies focus on a single element of internationalization.

Chong (2014) researched on internationalization of higher education in Asia focusing on the faculty competency in managing international students. Ovidiu-Niculae and Anca (2013) conducted a research on internationalization of higher education institutions: the case of Romania. These studies were conducted overseas and therefore could not be used to depict the current situation of higher education in Africa and specifically Kenya, therefore this research fills the geographical gap.

Cantu (2013) conducted a research on three effective strategies utilized by American universities for internationalization. It was revealed that the universities utilize internationalization programs such like broad programs, recruiting international students and the internationalization of faculty. Numerous researchers have done research on internationalization of higher education however, there is no research done on internationalization practices and their effects on growth of universities.

Ogachi (2013) conducted a research on trends in internationalization of higher education and implications for research and innovation for development in African Universities. Njuguna and Itegi (2013) conducted a research on Cross-Border Higher Education in Africa. The studies did not look at the effect of these trends of internationalization on growth of universities that this research outlines.

Ondigi (2011) researched on globalization of university programmes and community linkages. It was recommended that universities should strengthen and equip their linkage programs locally, regionally and abroad and also establish frequent workshops and courses in globalization in various partner countries. It however did not consider other aspects that could lead to internationalization such as the academic curriculum that the current study covers.

Research has been conducted in Kenya on internationalization of higher education, such as one done by Kathae (2015) who conducted a research on the adoption of internationalization strategy at University of Nairobi programmes in Kenya.
The current study looked at USIU-Africa therefore providing a different aspect of the universities in Kenya.

Agutu (2011) did a study on the Impact of ISO 9000 Certification on internationalization of the University of Nairobi. In this study it was found that ISO 9000 is important especially with respect to quality control, corporate branding and image, international grants funding, international programs and linkages and international student enrolment. This study only focused on one element of internationalization that is the ISO 9000 Certification; however this research focused on various elements that contribute to internationalization therefore filling the research gap in this area.

Angwe (2015) looked into internationalization of business operations by Equity bank and concluded that for internationalization to be successful the modes of entry must be aligned to the firm overall strategy. The study majorly looked into the corporate industry, while this research focused on the education sector.

There is a managerial practice gap that lies between the value of internationalization asserted in many institutional mission statements and the reality of actual institutional practices and priorities as revealed by strategic plans, policies, and resource allocations (Hisrich et al. 2007). Internationalizing an institution requires widely understood goals and objectives, an assessment of existing efforts and capacity, recognition of the leverage points for creating change on campus, plans for measuring progress, and the capacity to make continuous adjustments along the way (Knight, 2004). This paper therefore aimed to look at the different angles of internationalization as a whole by assessing the effect of internationalization practices on universities growth.

1.3 General Objective
The general objective was to carry out an assessment of the impact of internationalization practices on USIU-Africa’s growth.

1.4 Specific Objectives
The specific research objectives were:

1.4.1 To determine the effect of internationalization of the curriculum on USIU-Africa’s growth
1.4.2 To determine the effect of international faculty and students on USIU-Africa’s growth.
1.4.3 To determine the effect of exchange programs on USIU-Africa’s growth.

1.4.4 To determine the effect of international accreditation on USIU-Africa’s growth.

1.5 Significance of the Study

1.5.1 Government

The research will be beneficial to the government in making sound decisions concerning policies and support mechanisms that encourage internationalization in institutions in order to grow the economy.

1.5.2 University Faculty

This project provides an applicable guide for higher learning administrators and faculty involved in internationalizing their institute. It offers campus officials with a summary of the terminologies and validations in the field. Knowledge in this area can assist university leaders in creating a vision suitable for their institution and community. Transformation of the curriculum stands out as key to ensuring that all students experience international learning. Successful internationalization requires a comprehensive management strategy and unrelenting effort.

1.5.3 University Stakeholders

Not for profit organizations that fund universities will also benefit from the research in determining the best financing strategies when venturing into international markets, the risks and benefits involved in internationalization. It will also provide a guide in mobilization and rationalization of resources particularly where importance should be placed.

1.5.4 Researchers

Findings from this study will be used by researchers as a reference point to conduct other studies and find out other factors that affect internationalization practices and how it will influence the growth of universities.

1.6 Scope of the Study

The study focused on United States International University-Africa (USIU-A). The research was conducted at the university premises along Thika road, Nairobi Kenya. The data collection was done during the Spring semester (January- March 2018) as majority of the students were on session.
Constraints of the study included difficulty accessing respondents who are top level management and faculty members due to their busy schedules. Additionally due to the confidentiality clause in their employment contract, they were unwilling to divulge information that is of sensitive nature. This limitation was mitigated by making earlier appointments and ensuring the respondents were assured of utmost discretion.

The study was limited to higher learning institutions and therefore cannot be generalized to be representation of multinational business ventures.

1.7 Definition of Terms

1.7.1 Internationalization of Higher Education

Internationalization of higher education is the process of integrating an international and intercultural dimension into the teaching, research and services functions of the institution this has become quite generally accepted as a working definition for internationalization of higher education (Knight, 2013).

1.7.2 Internationalization Practices

Internationalization practices cover a wide range of services, from study abroad and greater recruitment of international students, to distance education and combinations of partnerships abroad, internationalized curriculum, research and scholarly collaboration, international accreditation and extracurricular programs to include an international and intercultural dimension (Huang, 2006).

1.7.3 University Growth

This is manifested in increased student recruitment, the hiring of prestigious professors, superior infrastructure, increased funding for joint research publications and improved university reputation through active international networks and faculty/student mobility (Stromquist, 2007).

1.7.4 Internationalization of the Curriculum

Internationalizing the curriculum can entail, in part, the incorporation of international aspects of the curriculum and teaching methods in order to prepare local students for international graduate destinations and to cater for the needs of students from international backgrounds (Kiamba 2006).
1.8 Chapter Summary

The chapter discussed the background of the study, problem statement, general objective, specific objectives, significance of the study, scope of the study and definition of terms. Chapter two discusses the literature review based on research objectives. Chapter three highlights research methodology used in the study whereas chapter four covers the findings based on data collected from the field and chapter five covers discussions, conclusions and recommendations.
CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction
This section builds on the research by providing a literature background and argument, therefore outlining crucial components necessary to understand and justify the study being undertaken. This section also summarizes the findings of other research scholars on internationalization and seeks to establish their implications on this study.

2.2 The Effect of Internationalization of the Curriculum on Universities' Growth

2.2.1 Provision of Student Centered Learning Experience
Numerous researchers emphasize the centrality of the curriculum and the internationalization of the curriculum and teaching and learning processes as critical elements of internationalization (Bond, 2003; Bond, Qian, & Huang, 2003; Green & Olson, 2003) and such researchers emphasizing the importance of an internationalized curriculum in providing a student centered learning experience for all students and in preparing students to be successful in today's increasingly interdependent global society (Van Gyn, & Preece, 2007).

Education and the curriculum play a key role in shaping students' values (Khalideen, 2006). Because curriculum is typically reflective of the values, attitudes, and beliefs of a particular culture and an institution, forcing students to assimilate to an unfamiliar learning culture is unlikely to be successful and may negatively impact on their sense of identity (Khalideen, 2006; Mestenhauser, 2002).

The ethnocentric values underlying the curriculum and pedagogy in Western post-secondary institutions "keeps foreign students in their ghettos, makes it difficult for them to deal with our academic ethnocentrism and with abstracting theoretical principles from culture bound instruction" (Mestenhauser, 2002). International students from diverse cultural backgrounds have difficulty balancing the expectations of the traditional Western curricular perspective and pedagogical strategies with their own culturally based learning expectations and values.
2.2.2 Improved Learning Strategies

Students preferred learning styles and strategies are greatly determined by their social and cultural backgrounds (Myles, Qian, & Cheng, 2002; Peelo & Luxon, 2007); however, faculty members' ethnocentric values and cultural framework also impact on how they judge students' learning styles and performance (Valiente, 2008).

Grayson (2006) researched on the educational outcomes of domestic and international students at four Canadian universities, and concluded that, the educational outcomes of international students are lower than those of domestic students. Despite the fact that the international students in Grayson's study entered university with equivalent or slightly higher grades than their domestic counterparts, their grade point averages and accumulated credits after their first year of studies were lower than those of domestic students. This underlines the importance of academic institutions providing support for international students and committing "resources to deal with problems such as low levels of English linguistic capital (Grayson, 2006). One might also add the importance of institutions recognizing that international students' cultural backgrounds may demand a modification in curriculum and pedagogy to better meet the academic learning needs of these students.

The internationalization of higher education can be beneficial in sustaining and growing science and scholarship through dynamic academic exchanges; and building social and economic capacity in developing countries. The western universities are establishing powerful international networks and associations to mobilize aptitude and ability in favor of transfer of knowledge, advanced policies and global research for enhancing investment and measuring impact. Moreover, they are using e-technology and social media as important and influential tools for increasing public access to relevant information for aiding talent recruitment and retention (Edmonds, 2012).

2.2.3 Improved Quality of Education

The positive aspects of internationalization of the curriculum include improved academic quality, internationally oriented students and staff, and national and international citizenship for students and staff from underdeveloped countries. For developed countries, revenue generation and brain gain are potential benefits. In every respect including ratio of international students, franchiser of academic
programs to foreign providers or quality guarantors, Western developed countries gain the main financial benefits (International Associations of Universities, 2012).

Other key benefits of internationalization of the curriculum include diversifying and enhancing the learning environment for the benefit of domestic students and the university. Further, it has the potential to change the lives of international students as it helps in producing graduates who are internationally knowledgeable and cross-culturally sensitive. The student mobility allows them to transfer to a different environment, where they can understand the connections between the local environment in which they live, and the global environment (Vainio-Mattila, 2009).

2.2.4 Attract Foreign Students

Internationalization within higher education has become the institutional response to these global influences which are forcing knowledge production and dissemination. Institutions that internationalize their curriculum, seek to integrate an international dimension into the purpose, function and delivery of education (Knight, 2004). This integration requires a new way of thinking, both at the individual and corporate level, which pursues cross-cultural understanding and a commitment to working in an international environment. Internationalization requires a process of change and adaptation to a new frame of reference, shifting from a local, provincial context.

In the 1980s and 1990s there was a major shift in student motivations for study abroad programs, which had been historically, characterized by student study, usually at the graduate level, under the tutorship of a master scholar in another country. The globalization of world economies and increased flow of ideas and people across borders, in conjunction with the growing of awareness that education was a key resource in a knowledge based economy, led many students to seek degrees from institutions whose qualifications were more readily recognized and valued in the job market (Naidoo, 2006).

Students have been attracted to study beyond their national borders since the establishment of the earliest models of the modern western European university in Bologna, Paris and Oxford. From the earliest times, academics has been a global player, promoting cosmopolitan world views and perceiving value in international recognition. In light of this, it might well be asked why internationalization is being considered a new development within higher education (Enders, 2004).
Perhaps nowhere in the analysis of internationalization trends is change more obvious and volatile than in the observations on student mobility. This is largely due to the very individual motivations that cause students to seek education outside of their home country and the speed with which these motivations adapt and adjust to larger market forces locally and abroad (Naidoo, 2006).

2.2.5 Increased Market Share

Higher education is no longer the pursuit of few privileged individuals, but the perceived right of many (Altbach, 2008). Also keen observers and participants in the global economy, governments around the world were quick to make adjustments towards their own national advantage in the market choices for higher education that students were making. International strategies and polices began to emerge to enhance recruitment efforts and capture market shares of this new and rising source of income such as internationalization of the curriculum. These trends were slower and less dramatic in Canada, than in other OECD countries, most notably U.K, Australia, U.S.A. and Germany which mark significant increases in international student enrolment from the mid 1990s.

These countries were developing a coordinated market strategy and national branding campaigns, while Canada’s lack of federal government jurisdiction over university education resulted in smaller, institutionally driven recruitment efforts. Consequently, UNESCO reports show steady increases in international student enrolment in OECD countries (Naidoo, 2006). From the 1980s on, Canada’s share of international student enrolment did not begin to rise until the 1990s (Chui, 2007).

2.3 The Effect of International Faculty and Students on Universities’ Growth

With an increasingly frequent transnational mobility of international students going to study in the U.S., international students play an active role in enhancing the internationalization and globalization of U.S. higher education (Altbach & Knight, 2007). International students are considered to be one of the most diverse groups on U.S. college and university campuses, not only because they represent over 220 countries and regions in the world (Institute of International Education, 2016), but also because of their racial and ethnic identification, nationality, language, socioeconomic status, religious and cultural background, and political views (Hanassab, 2006).
International students contribute over 30.5 billion dollars to the U.S. economy, they also contribute international perspectives through academic interactions with faculty members and peers, and enhance their departments’ academic reputations, rankings, and global connections (Eland & Thomas, 2013; Institute of International Education, 2016; Lee, 2014). Domestic students who may not have opportunities to study abroad, find having the presence of international students helpful since they enrich their learning experiences and develop their abilities in interacting with diversified individuals (McMurtrie, 2011). Thus, international student engagement is closely relevant to the academic success of U.S. domestic students. International student engagement is closely related to their retention and success. Therefore, it is important for institutions to care and support their international students.

2.3.1 Acquisition of Gainful Experience

Student engagement measures the time and effort students spend on participating in academic and co-curricular activities (Kuh, 2003). Students tend to gain more from their college experiences when they devote more time and energy to educationally purposeful activities, such as frequently interacting with diverse others and applying what they learn to solve real-world problems (Kuh, 2003).

Student engagement varies greatly among students with different backgrounds. A number of prior studies have examined the engagement of U.S. students (Kuh et al., 2010; Quaye & Harper, 2014). The engagement of students with diverse or non-traditional backgrounds and experiences has been widely studied, focusing on demographics such as gender identity, racial and ethnic identification, major fields, enrollment status, first-generation status, age, and grade point average (GPA) (Denson, & Chang, 2009; Junco, 2012). Taking the engagement of first generation college students as an example, Pike and Kuh (2005) surveyed 3,000 undergraduate students in the U.S. and compared the engagement and intellectual development of first-generation and second-generation college students. They found that compared to the engagement of students who had at least one parent who graduated from college, first generation students were generally less engaged in college life, insufficiently integrated into diverse college experiences, and perceived their college environment as less supportive (Pike & Kuh, 2005).

Among the literature addressing the educational experiences of international students in the U.S., only a few studies have specifically explored the engagement of international
students (Korobova, 2012; Lee, 2014; Ross & Chen, 2015; Urban & Bierlein Palmer, 2014). Compared with U.S. students, international student engagement levels differed by class standing and by different areas of engagement. A study conducted by Zhao, Kuh, and Carini (2005) compared the engagement in academic activities between international students and U.S students in the U.S context. They found that compared to U.S. students, international students were more engaged in the areas of academic challenge, student-faculty interaction, and using technology in course activities. Additionally, international students also perceived greater gains in personal and social development and general education outcomes than their U.S. peers. The research concluded that international students were less engaged in community service and socializing than their U.S. peers (Zhao, Kuh, & Carini, 2005).

Korobova’s (2012) found that international students had higher scores in enriching educational experiences and supportive campus environment than U.S. students in their senior year. A study conducted by Zhao, Kuh, and Carini (2005) also looked into the variation of international student engagement by their racial and ethnic identification. The data used did not allow them to identify international students’ countries of origin, they used racial and ethnic identification as the proxy for international students’ countries of origin and cultural norms. The researchers decided to categorize international students into Asian, White, and Black. They found that Asian international students reported fewer gains in general education and had lower satisfaction with their educational experiences than their black international peers had.

### 2.3.2 Improved Academic Interactions

Faculty members play an essential role in influencing student learning both in and out of the classroom (Umbach & Wawrzynski, 2005). Through interviews with two international students enrolled in the U.S., Tseng and Newton (2002) found the relationship between international students and their instructors and advisors was important to international students’ learning. International students achieve their goals and promote professional development due to the good relationship with the faculty members (Tseng & Newton, 2002).

Chickering (1969) argued that students’ sense of purpose would be enhanced as the frequency of SF increased, regardless of whether the interaction was formal or informal. The literature above all supports the important role of faculty members in enhancing
students’ academic achievement and supporting their success. Scholars have examined the beneficial effects of SF among students with diverse backgrounds. A research conducted by Lundberg and Schreiner (2004) investigated the relationship between SF and student learning. They found that compared to students’ background characteristics, students’ relationships with faculty members act as strong predictors of learning. Students of color had the strongest predictors (Lundberg & Schreiner, 2004).

In addition, Anaya and Cole (2001) examined the impact of student faculty on college students’ academic achievement among Latino students, and found that student faculty and both academic interactions and personal interactions, and students’ perceived quality of relationships with faculty members were positively associated with Latino students’ college grades. Sax, Bryant, and Harper (2005) compared the different effects of student faculty between college men and women from several perspectives, such as gender differences in frequencies of interacting with faculty members and the impact of involvement with faculty members.

One of the interesting findings was that female students reported more frequent and more positive interactions with faculty members than their male counterparts did in general. However, male students reported more frequent SF than female students in the following aspects: talking about better grades with faculty members outside of class, stronger interests in science and arts, as well as a higher-level sense of competitiveness (Sax, Bryant, & Harper, 2005).

Kezar and Moriarty (2000) also claimed that student faculty had a positive association with self-rated public speaking ability of male students and perceptions of capacity to influence others for female students. Not all studies support the positive effects of SF on all students. A research conducted by Pascarella and Terenzini (1991) claimed that pure social exchange between students and faculty members does not affect students’ learning outcomes unless they involve intellectual or substantial interactions. More to the point, Endo and Harpel (1982) found that student faculty, regardless of formal or informal, did not have significant impact on students’ academic achievement as measured by college GPA.

A research was also conducted on the appropriate amount of interactions with faculty members that would be considered as enough interactions (Kuh, 2003). He highlighted that more interactions may not necessarily equal better interactions between students and
faculty members (Kuh, 2003). The essential and substantial factor of the quality of interactions relies on the nature and frequencies of the contact (Kuh, 2003). In other words, student faculty will not matter most to student learning unless it encourages students to devote greater effort to other educationally purposeful activities during college.

2.4 The Effect of Exchange Programs on Universities’ Growth

2.4.1 Promotion of Different Cultures

For many decades, exchange programs have been promoted as a strategic component for strengthening academics in most northern and southern universities. These supposedly, mutually-beneficial academic exchange programs have been motivated by several factors including cultural, social, economic, and technological. First, in terms of promoting culture, international academic exchange programs offer unique opportunities for beneficiaries to explore, appreciate and understand different academic and non-academic cultures both within and across universities in northern and southern countries respectively. Such social and cultural knowledge is necessary for eliminating, minimizing and demystifying misconceptions, fears and prejudices among students and staff, especially those from the northern countries regarding the real-life conditions of people including fellow students and staff in universities located in southern countries (Irving, 2008).

More specifically, he indicated that providing opportunities for students and staff from universities in the northern and southern countries to meet regularly or in certain periods promotes better global understandings on diverse development issues among participating actors well as among the institutions and communities in which these students or staffs comes from. In supporting the above fact, Mohamoud (2003) argues that the acculturation process undergone by many of the African Diaspora in the Netherlands has enabled them to learn and adopt the idea of the voluntary association from Dutch society, which they subsequently exported to their respective home countries.

Studying in a higher education institution can be stressful, particularly for international students, who leave their home to study in another country. Unlike native students, international students need to develop bicultural competence, as they maintain their own values while adjusting to the practical, interpersonal, and emotional challenges encountered in the host country (Poyrazli & Grahame, 2007). Such demands are more
complex for the international students, who have to adapt to a new culture, language, academic and social environment.

2.4.2 Creation of Institutional Networks

On the other hand, at an individual level, most academic staff and students exchange programs especially those from universities get opportunities to broaden not only their own personal academic competencies and qualifications but to also contribute to building strong institutional academic links and social networks with their northern counterparts (Zeleza, 2012).

According to the Oxford University (2016) report highlighted the growing popularity of a range of internationalization strategies beyond the traditional emphasis on international student recruitment and showcased examples of branch campuses, international research collaborations, and collaborations between universities and industry. As institutional internationalization has become an embedded and widely accepted part of the higher education sector, the development of strategies to develop and manage international engagement is increasingly taking place at the national and regional level as well as at the level of individual universities.

Established partnerships with academic institutions in other countries offers opportunities for different academic programs, research projects develop, and collaborations in a variety of ways. Kenyan students and scholars benefit from opportunities in a globalized higher education environment. However, reports show that less than 30 % of Kenyans return and there are over a million Kenyans living and working overseas (Siringi & Kimani, 2005). Thus Kivati (2017) concludes that the implication of this to the Kenyan economy is that the Kenyan government has invested significant human resources into the students studying abroad yet so few of them will return to invest back into the Kenyan economy unless they are encouraged and rewarded.

2.4.3 Increased Revenue

Irving (2008) and Zeleza (2012) argue that universities in northern countries promote more exchange programs for economic purposes. However, they argue that economic benefits from the programs accruing to different categories of actors involved are not uniform neither consistent but it varies from program to program and place to place depending on the length of study as well as specific type of roles performed by direct and
indirect beneficiaries. For example, the direct beneficiaries of IAEP include participating staffs and students from respective universities whereas indirect beneficiaries include travel and health insurance companies, hotels/hostels and host families with whom staffs and students reside in the recipient countries located either in northern or southern countries.

Governments particularly those in non-traditional host countries continue to develop a broad range of strategies to develop the appeal of their higher education sector to foreign students and scholars, and to develop research and teaching links with international partners with the aim of increasing institutional visibility. Japan and China, in particular, have targeted international students as a way to achieve a number of national aims, including encouraging the internationalization of higher education in their countries (in part as a tool to drive up research and teaching standards), developing links between Japanese and Chinese universities and peer institutions overseas, and developing a workforce that meets the needs of their industries (Oxford University, 2016).

2.4.4 Growth in University Programmes

Oxford University (2016) report further states that over the last decade, many countries have emphasized widening access to higher education, bringing rapid growth in the number of universities and degree programs on offer. The global tertiary enrolment ratio (the share of the student-age population at university) increased from 14% to 32% in the two decades to 2012. This rapid massification has in turn spawned a move in many countries to bolster higher education quality.

In South Asia and Latin America in particular, few universities appear in the international rankings, there is a shortage of qualified faculty and quality control and teaching methods are often outdated (Oxford University, 2016). The goal of providing high quality teaching and research through an internationally recognized higher education sector, which in turn produces graduates with the skills needed by local and regional employer, is shared by all national education reforms. But the manner in which countries aim to achieve that goal varies considerably.

During the World Education Forum held in Dakar in 2000, Kenya among other countries committed themselves to improving the quality of all aspects of education as it is one of the goals in achievement of EFA. This had a positive impact on the education system in
Kenya since it strives to be globally competitive and to cope with the changing context, diversity and complexity in higher education system, there is need to assure and ensure the quality of higher education nationally. This has been achieved through establishment of Directorate of Technical Accreditation and Quality Assurance mandated with ensuring and maintaining education standards in Kenya (Commission for Higher Education, 2012).

2.4.5 Introduction of Reforms

Turning to two specific examples, Ecuador and India have both recently launched programmes to reform their universities, with Ecuador focusing on measuring and evaluating learning outcomes for students, while India’s Ministry of Education has chosen to begin with an overhaul of national and institutional higher education infrastructure. Launched officially in 2010, Ecuador’s 71 universities (serving over 600,000 students between them) were evaluated and graded in 2009, with 14 institutions subsequently ordered to close, and a further 26 deemed in need of major improvement (British Council, 2014).

Reforms introduced included an admissions aptitude test for public universities – the first ever in Ecuador – and a new requirement for faculty to have at least a Masters and preferably a PhD. To improve teaching quality, government scholarships were made available for postgraduate study overseas, with 3,000 awarded in 2012. Since the reforms began, Ecuador’s ranking across a range of higher education matrices in the World Economic Forum’s Global Competitiveness Index has improved dramatically, with an overall improvement from 93-108 in 2012 to 73 in 2016–17 (Monitor, 2015).

2.4.6 Scholarship Opportunities

Chinese universities are internationalizing in many directions, but Africa has been a particular focus. China has funded more than 40,000 scholarships for African students over the last five years, and has announced plans to fund 30,000 more over the next three years. China’s President Xi Jinping also launched a number of new international initiatives in 2015–16, reflecting a big push for China to develop closer links with Africa across a range of areas. In addition to the scholarships for African students mentioned above, China has created visiting placements for 200 African scholars and 40,000 training opportunities on offer in organisations and companies across China, specifically for African nationals (Xinhuanet, 2015).
One of the aspects of globalization is student mobility, where the Kenyan Ministry of Education, Science and Technology in collaboration with international universities, award scholarships to Kenyan students to study abroad contributing to the mobility. Student mobility is an instrument for personal development enhancing competencies that contribute to the economy and society (Jos & Wit, 2012).

2.5 The Effects of International Accreditation on Universities’ Growth

2.5.1 Quality Assurance

Accreditation is considered as one of the terms those have developed as of late as a procedure for quality affirmation in education. It is related with the accompanying characteristics in the quality affirmation division: Transparency and lucidity of educational projects for the global group, expanded allure for outside participants and understudies. Expanded estimations of the graduates on the worldwide work showcase (Fonthal, 2015).

It ought to be noticed that the procedure of global accreditation isn't less vital than the outcome. From one side the accreditation gives open notice that an organization meets guidelines of value put forward by an authorizing office and from other side accreditation mirrors the way that the establishment is focused on self-study and outer audit to consistently look for manners by which to improve the nature of education and preparing gave. Inside planning for global accreditation, inward self-assessment of educational projects and administrations must be done. The University must demonstrate its productivity as indicated by an arrangement of models in type of assets, field involvement, employees, broadening, evaluation and genuine learning results (Brittingham et al, 2010).

The self-assessment process permitted distinguishing the methods that promote change of education administrations at university. Internal changes due to the impact of external international accreditation processes are key factors. Quality assurance and accreditation is important for higher education institutions, as through this mechanism universities can achieve goals by satisfying students, parents, corporate partners’ needs for quality education in the short and long term. In this regards the institutional commitment to
improving quality is very important to create and develop the scope of quality assurance processes using evidence, benchmark and criteria (Fonthal, 2015).

According to Alani and Ilusanya (2008) accreditation of academic programs run by the universities and close monitoring will enhance the quality of university education. It is therefore imperative for government, professional bodies, university teachers, and other stakeholders to continue to support the accreditation process. This quality assurance mechanism therefore demands the injection of funds by the proprietors of the universities to remedy the deficiencies identified during the accreditation exercises.

International accreditation process leads to further improvement of quality assurance through promoting culture of quality among faculty and staff members, productive work and achievement, knowledge of networking, adoption of standard of competence, developing training plans to educate personnel. There must be regular assessments of quality in every decision in evaluating the plans, based on sound evidence and appropriate standards (Ghosh, 2011).

2.5.2 Competitive Advantage

International Accreditation is perceived as a tool in facilitating service quality in higher education, marketing advantages, and the ability to benchmark and network with their peers. There are many cases of institutions seeking accreditation outside their national context for a number of reasons: a lack of accreditation opportunities at home; using international accreditation to enhance relative national position; using international accreditation to evade the requirements or prohibitions of national accreditation; enhancing global recognition via accreditation by a reputable foreign accreditation body (Istileulova & Peljhan, 2013).

When institutions become accredited they distance themselves in terms of reputation and provide a short-term competitive advantage until others achieve accreditation. Moreover, institutions seek accreditation when they discover the possibility for increasing competitive advantage domestically or when they believe that accreditation would increase their ability to sell into the global market. This implies that the value accreditation is in attracting international students to accredited schools, making unaccredited schools less competitive (Istileulova & Peljhan, 2013).
According to Istileulova and Peljhan (2013) main changes effected by the accreditation process are the following: review of universities’ mission and strategy; enhanced reputation and leverage for change; internationalization of faculty members; attraction of international students to schools in destination countries; comparisons regarding learning outcomes and other performance measures; increased focus on research and quality; an introduction of the systematic process in curriculum management; improvement of the connections with business community and stakeholders; an introduction of continuous quality improvement programs; creation of leadership for quality improvement initiatives; the acquisition of more resources; a better image and an increase in community interactions; gained reputation, legitimacy, and improvement of the survival prospects; and the changed structure and processes of business schools.

### 2.5.3 Increased Recruitment and Retention of Students

Leif (2001) shows the following advantages for specialized accreditations which are: recruitment and retention of students may be improved, accreditation may benefit curriculum assessment and provide high reputation, students may benefit since faculty meet the standards, gives an integrity of business in programs, an attractiveness for recruitment, quality assurance for potential donors with no substantial additional cost, thus pushing other universities to explore accreditations.

For students, accreditation provides a reliable list of tested programmes and ensures that students' investments are rewarded with the finest business education. Employers and top business recruiters looking to acquire the best managers know that they recruit top talent, because graduates of these accredited programmes have received the highest quality, relevant to the changing demands of the business world (Istileulova & Peljhan, 2013). According to Hou (2010) Taiwan institutions, first and foremost, agreed that U.S. accreditation made it easier to attract students and faculty, to benefit their graduates in the international job market to develop joint degree programs, and to compete with local institutions.

Espinoza and Gonzalez (2012) confirm the importance international accreditation has acquired in attracting more students, particularly in the case of new private institutions. Moreover, higher education institutions are now using the accreditation criteria and quality standards in many different processes. Higher education candidates have also
begun to use these indicators to evaluate the strengths and weaknesses of the institutions to which they apply. Similarly, higher education institutions are monitoring both learning outcomes of graduates and their impact in professional labor markets by following their employment path and seeking the opinions of employers.

2.5.4 Signaling Strategy

The institutional theory’s framework proposes a model to explain the forces at work that influence universities to seek International accreditation based on the institutional isomorphism, bandwagons, as well as information asymmetry. Bandwagons are diffusion processes whereby organizations adopt an innovation, not because of their individual assessments of the innovation’s efficiency, but because of the social and economic pressures caused by the sheer number of organizations that have already adopted this innovation. The results provide the information that business schools apply for accreditation in order to achieve legitimacy benefits rather than performance by providing signals to the market regarding their quality. Business schools often attain accreditation to demonstrate program efficiency and can also be seen as a label or a formal authorizing power that business institutions or programs may acquire (Istileulova & Peljhan, 2013).

It is important to develop and strengthen an institutional culture that practices continuous self-evaluation, with the implication that these practices must include all university functions. Thus, information systems must be improved; both by becoming more comprehensive and constructing indicators that, efficiently, represent the real situation and so allow participants to take timely decisions based on accurate, dependable information. Equally there should be improvements in the evaluation of academics’ performance. Among all participants, there should be greater recognition of the value of teaching, together with improved student outcomes as a criterion for accreditation (Espinoza & Gonzalez, 2012).

Hou (2010) purports that the greatest benefit of international accreditation is that it focuses on self enhancement which helps higher education institutions to develop a continuous self-evaluation mechanism, and to implement outcomes based on mission-oriented goals set internally. Their strengths and weaknesses can also be determined easily through the process of internal and external quality assurance. Business schools
often attain accreditation to demonstrate program efficiency and can also be seen as a label or a formal authorizing power that business institutions or programs may acquire.

The most damning criticism of accreditation is reserved for its apparent inability to have a positive effect on outcomes in an educational context. In their study of higher education teachers in the Netherlands and Flanders, Van Kemenade and Hardjono (2009) conclude that ultimately accreditation has little effect on improving the quality of education. Moreover, it creates significant bureaucratic obligations and takes up too much time. Many others bemoan the lack of real evidence for the success of accreditation in educational improvement (e.g. Shah, 2012; Tamir & Wilson, 2005).

It has been claimed that improvement, in the context of accreditation, is simply something that is assumed to happen if institutions comply with the standards of the accrediting body (Harvey, 2002). As such, accreditation becomes process-dominated and tending towards what can be documented as high quality rather than quality itself (Engebretsen et al., 2012). Moreover, compliance with a set of standards promotes mere conformity rather than necessarily high-quality outcomes (Engebretsen et al., 2012).

2.6 Chapter Summary

The chapter reviewed an array of literature to establish internationalization practices and their effects on growth of universities: a case of USIU-Africa. Covered in this section was the effect of internationalization of the curriculum, the effect of international faculty and students, the effect of exchange programs and the effect of international accreditation on USIU-Africa’s growth. The next chapter will discuss the research methodology, research design, the population, sample size, data collection instruments and methods of data analysis.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research design, target population, sampling design, and data collection methods to be used in the study. It also discusses the research procedures employed as well as the data analysis and presentation methods and finally the summary of the chapter.

3.2 Research Design

This section gives an overview of how the study was conducted. A research design is a comprehensive strategy for attaining the crucial data desired to address a research problem. It utilizes elements in both qualitative and quantitative research methodologies (Cooper & Schindler 2014). The appropriate research design for this study was that of descriptive survey since descriptive research design offers information about the population under the study.

Descriptive research design was used since it is able to describe the different research objectives in relation to internationalization of USIU-Africa. It aims at obtaining information that can be analyzed, patterns extracted and comparison made for the purpose of clarification and basis for making decisions. This research method was appropriate as it described and explored the relationship between variables in their natural setting. The independent variable of the study was internationalization and dependent variable USIU-Africa’s growth.

The study employed cross-sectional survey; as it gathers information about what people believe in, their perception, and their personal views (Creswell, 2008). It was also preferred as the study used data collected at a specific point in time; that is the spring 2018 semester.

3.3 Population and Sampling Design

3.3.1 Population

A population is the total collection of elements about which you wish to make inferences (Cooper & Schindler, 2014). On the other hand, Cooper and Schindler (2014) argued that a target population gives a concrete foundation in which to build a population rationality of the study.
Kombo and Tromp (2006) describe population as a group of individuals’, objects, or items from which samples are taken for measurement. The population is therefore seen as a large group from which a researcher draws a representative sample for collecting information relevant to the study being conducted.

In this study, the target population consisted of students, staff and faculty members. The research considered the demographic context and explored the effect of the internationalization practices on growth of USIU-Africa in Kenya. The demographic information included features such as age, education level and gender of the participants in the study. According to the information obtained from the human resource list of staff and faculty member from USIU-A, the population of the USIU-A top, middle and lower level management comprised of 685 employees, while according to the registrar’s office list the number of international students who enrolled during the Spring semester 2018 was 550 students thus the study’s target population was 1,235 respondents.

3.3.2 Sampling Design

Sampling design is the method used to find a sample from a specific population and as such it is the procedure that a researcher uses while selecting items for the study’s sample (Cooper & Schindler, 2014). The sampling design comprises of the sampling frame, sampling technique and sample size.

3.3.2.1 Sampling Frame

A sampling frame is a list of all features from which the sample is drawn and closely related to the population (Cooper & Schindler, 2014). From the sampling frame the required number of subjects, respondents, elements and firms are selected in order to make a sample, so it is important that the sampling frame is unbiased, current and accurate (Saunders & Thornhill, 2016).

In this study, the target population or those cases that contain the desired information will be obtained from the USIU-Africa Human Resource Database and the Registrar’s Office. The researcher ensured a high degree of correspondence between the sampling frames. The research focused on the USIU-A since the institution is the oldest and the most successful among the private universities in the country and because of the easy access and collection of data.
3.3.2.2 Sampling Technique.

A sampling technique is defined as the method which the researcher uses to select a proportionate representation of the target population to be used in the study, either, probability or non-probability sampling (Saunders & Thornhill, 2016). The study took the form of probability sampling; adopting stratified sampling in order to select the sample size to be used. Members of the population were first divided into strata, based on the members shared attributes or characteristic which for this study were on the basis of the position of the individual either staff, faculty or students who were then categorized further into programs and the nationality.

Simple random sampling was used to determine respondents from each stratum. A random sample from each stratum was taken in a number proportion to the stratum’s size when compared to the population. The advantage of stratified sampling is that it ensures the presence of the key subgroups within the sample (Kline, 2005).

3.3.2.3 Sample Size

Kothari (2004) explains that a sample size refers to the number of items to be selected from the population to constitute a sample. He goes on to point out that the sample size should fulfill the requirements of efficiency, representativeness, reliability and flexibility.

Cooper and Schindler (2014) argue that the sample size is important for economic reasons: An under-sized study can be a waste of resources for not having the capability to produce useful results, while an over-sized one uses more resources than are necessary.

Bearing this in mind, the sample size for this study was determined using a confidence level of 90% and a margin of error was 10%. To obtain a sample size that was an adequate size relative to the goals of the study, the researcher adopted Yamane’s formula as follows:

\[ n = \frac{N}{1 + N(e)^2} \]

Where (n) is the sample size, (N) is the population size and (e) is the margin of error:

\[ n = \frac{1235}{1 + 1235(0.1)^2} \]

\[ n = 93 \]
Table 3.1. Sample size

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Teaching</td>
<td>21</td>
<td>22.59</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>18</td>
<td>19.76</td>
</tr>
<tr>
<td>Full Time Faculty</td>
<td>9</td>
<td>9.88</td>
</tr>
<tr>
<td>Contract Employees</td>
<td>3</td>
<td>3.24</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>East African</td>
<td>38</td>
<td>40.81</td>
</tr>
<tr>
<td>Non East African</td>
<td>4</td>
<td>3.72</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
<td>100</td>
</tr>
</tbody>
</table>

A sample size of 93 respondents was an adequate size relative to the goals of this study.

3.4 Data Collection Methods

The study essentially used primary data that was collected from USIU’s non teaching, adjunct faculty, full time faculty, contract employees, students from East Africa and non East African’s. The study employed the use of semi-structured questionnaires which are both closed and open-ended for data collection. Closed ended questions will make it easier for the filling of the questions whereas open ended questions will be used to allow the respondents to provide data that is not captured in the questions. According to Maholtra, 2007 the use of questionnaires is justified because they provided an effective and efficient way of gathering information within a very short time.

The questionnaires were divided into two parts; the first part covered the respondent’s demographics, whereas the second part addressed the four research questions. A 5-point likert scale was applied, and consisted of a series of statements that express strongly agree to strongly disagree. This was a method of assigning quantitative value to qualitative data by assigning a number to each potential choice. A total of 93 questionnaires were distributed to the target population. In order to achieve a high response rate, the
researcher gave out the questionnaires to the target population and waited for the respondent to complete and collected it back.

3.5 Research Procedures

Research procedures refer to the actions that the researcher took to collect the type of data identified as crucial for the study. A pilot test involving 10% respondents composing of peers, and a representative of the sample was carried out to evaluate the completeness, precision, accuracy and clarity of the questionnaires. This ensured the data collection tool used was reliable, and no errors were present.

After the review of the final questionnaire, the researcher administered the questionnaires personally with the help of a research assistant who was trained before beginning the research. In order to get a good response rate, the researcher would give personalized cover letters for each questionnaire and follow up on filling of the questionnaires.

Ethical considerations were pertinent to this study. Participants were informed of the nature of the study and were allowed to choose whether to participate or not. In addition, the researcher aimed to maintain a good rapport with the respondents. The researcher assured the respondents that all the information given by them will be treated as private and confidential.

3.6 Data Analysis Methods

The data was edited, coded, transcribed and cleaned according to each variable of the study. The study used descriptive statistics and inferential statistics. Descriptive statistics contained measures of central tendency (means) and dispersion (standard deviation), which are a vital part of making sense of the data. Inferential statistics such as correlation and simple regression were used as a means of drawing conclusions from sample data about the population.

Data was presented in tables and figures to give a clear picture of the research findings at a glance, and was analyzed using Statistical Package for Social Sciences (SPSS 20). The effectiveness of the analysis of the data also determined how the interpretation of the results would be accurate. Walliman (2011) states that whenever faulty analytical instruments and methods are used in a research, the interpretation of the results is also expected to be wrong making the whole process invalid.
3.7 Chapter Summary

This chapter elaborates various techniques and procedures which were used by the researcher to conduct the study with a goal of addressing the research objectives. The research used questionnaires and interviews as the main tools to collect data from the targeted respondents of the case organization. Since data was obtained from different departments and with different responses, a standardization measure was defined to enable the data to be easily analyzed in the next chapter. The chapter then briefly discusses the statistical formulae used for data analysis. Finally, the chapter discusses the research tools used and explains the significance of the tool and more so its effectiveness to this particular study. Chapter four presents the results and findings of the study and data analysis method used.
CHAPTER FOUR

4.0 RESULTS AND FINDINGS

4.1 Introduction

This chapter presents the results established from the data analysis done. This include the results obtain from the analysis of the demography and specific research objectives aimed at establishing the impact of internationalization practices on USIU-Africa’s growth.

4.1.1 Response Rate

The researcher issued a total of 93 questionnaires and a total of 75 were filled and returned. The overall response rate was thus found to be 81%. According to Mugenda and Mugenda (2003), a response rate of 50% is adequate for analysis and reporting; a rate of 60% is good and a response rate of 70% and over is excellent. This response rate therefore was satisfactory.

Table 4.1: Response Rate

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Filled and returned</td>
<td>75</td>
<td>81</td>
</tr>
<tr>
<td>Non-response</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>93</td>
<td>100</td>
</tr>
</tbody>
</table>

4.2 General Information

4.2.1 Gender

Analysis of the respondents’ gender was done and the result established that majority of respondents were female accounting for 55% while male were 45% as shown in Figure 4.1 below. This implied that there was almost a balance in gender among the respondents, thus a good representation of the respondents.

Figure 4.1: Gender
4.2.2 Age of respondents

Analysis of the respondents’ age was done and the result established that majority of respondents were aged between 18-22 years accounting for 40% while those aged 23-29 years represented 20%. On the other hand, Respondents of 30-37 years were 19%, while those of 38-46 years represented 13%. Finally, those aged 47 and above represented 8% as shown in Figure 4.2 below. This implied that the study had a diverse age group therefore representing diverse view of the various respondents.

![Figure 4.2: Respondents Age](image)

4.2.3 Nationality

A review of the respondents’ nationality revealed that 58 members were Kenyan citizens and represented 76% while 17 were international students and represented 24% as shown in Figure 4.3. This implied that the study had a diverse nationality therefore representing diverse view of the various respondents.

![Figure 4.3: Nationality](image)
4.2.4 Role in the University

A review of the respondents role at the University revealed that Non-teaching staff were 24 and accounted for 32.0%, Part –time faculty were 7 and represented 9.3%, while Full –time faculty were 2 representing 2.7%. On the other hand, students were the majority at 42 representing 56% as shown in Figure 4.4. This implies that all stake holders were fairly represented.

![Figure 4.4: Role in the University](image)

4.2.5 Position in the University

A review of the respondents’ position at the University revealed that top level managers were only 5 and represented 6.7%, middle level managers were 9 and represented 12% while operational staff were 11 and represented 14.7%, while 50 respondents failed to answer the question and represented 66.7 % as shown in Table 4.2. This implies that all the cadres were fairly represented although only 30 respondents indicated their position.

Table 4.2: Position in the University

<table>
<thead>
<tr>
<th>Role</th>
<th>Non Teaching Staff</th>
<th>Part Time Faculty</th>
<th>Full Time Faculty</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Top Level</td>
<td>Middle Level</td>
<td>Operational staff</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>9</td>
<td>11</td>
<td>25</td>
</tr>
</tbody>
</table>

35
4.2.6 Highest Level of Education

Analysis of education levels revealed that Secondary Certificate holders were 6 and represented 8%, Diploma/Certificate holders were 2 and represented 2.7%, while on the other hand Bachelors’ degree holders were 34 and formed the majority of the respondents representing 45.3%. Masters holders were 27 and represented 36.0%, while Doctorate holders were 6 and represented 8% as shown in Figure 4.5. This indicated a high literacy level of respondents and thus they were able to better understand the questions asked.

Figure 4.5: Education Levels

4.2.7 Work Experience in the Organization

Analysis of the work experience revealed that respondents who have been in the institution for 0 – 5 years were 2 and represented 2.7%, while those of 5–10 years were 15 and represented 20.0%, while those of 10-15 years were 8 and represented 10.7%, lastly those who have been in the firm for over 15 years were 6 and represented 8% as indicated in Table 4.3. This implies that a majority are conversant with the running of the school.

Table 4.3: Work Experience in the Organization

<table>
<thead>
<tr>
<th>Role</th>
<th>Work experience</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0-5</td>
<td>5-10</td>
<td>10-15</td>
<td>Over 15</td>
<td></td>
</tr>
<tr>
<td>Non Teaching Staff</td>
<td>2</td>
<td>14</td>
<td>5</td>
<td>1</td>
<td>22</td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Full Time Faculty</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>2</td>
<td>15</td>
<td>8</td>
<td>6</td>
<td>31</td>
</tr>
</tbody>
</table>
4.2.8 Department in the Organization

Analysis of the respondents department in the organization revealed that Academic affairs had 5 respondents representing 6.7%, Finance had 6 respondents representing 8%, on the other hand, School of Business was represented with 10 respondents accounting for 13.3%. School of Science had 6 representatives accounting for 8% and school of Humanities had 4 accounting for 5.3%. It was however revealed that 44 individuals failed to respond representing 58.7% as indicated in Table 4.4

Table 4.4: Department in the Organization

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic affairs</td>
<td>5</td>
<td>6.7</td>
</tr>
<tr>
<td>Finance</td>
<td>6</td>
<td>8.0</td>
</tr>
<tr>
<td>School of Business</td>
<td>10</td>
<td>13.3</td>
</tr>
<tr>
<td>School of Science</td>
<td>6</td>
<td>8.0</td>
</tr>
<tr>
<td>School of Humanities</td>
<td>4</td>
<td>5.3</td>
</tr>
<tr>
<td>Missing</td>
<td>44</td>
<td>58.7</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.2.9 Program Level Currently Enrolled

Analysis of the respondents program levels currently enrolled revealed that individuals enrolled for undergraduate represented 54.7%, while masters students were 26.7% and Doctorate candidates only accounted for 1.3%, while 17.3% failed to respond as indicated in Table 4.5.

Table 4.5: Program Level Currently Enrolled

<table>
<thead>
<tr>
<th>Occupancy</th>
<th>Undergraduate</th>
<th>Masters</th>
<th>Doctorate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non Teaching Staff</td>
<td>7</td>
<td>12</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>Part Time Faculty</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Students</td>
<td>34</td>
<td>8</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>20</td>
<td>1</td>
<td>62</td>
</tr>
<tr>
<td>Percentage</td>
<td>54.7</td>
<td>26.7</td>
<td>1.3</td>
<td>82.7</td>
</tr>
</tbody>
</table>
4.3 Effect of Internationalization of the Curriculum on USIU-Africa’s Growth

The first objective set to establish effects of internationalization of the curriculum on USIU-Africa’s growth. Respondents were asked a set of questions to indicate to what extent they agree or disagreed with the statement. Using a five point Likert scale where 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree.

4.3.1 Descriptive of Internationalization of the Curriculum on Growth

The findings revealed that there is a clear rationale for internationalisation of the curriculum program (m=4.68, sd=.738). An Internationalized curriculum has prepared students to be successful in the global society (m=4.55, sd=.776). Engaged teaching and learning arrangements support students to work effectively in cross-cultural groups and teams (m=4.47, sd=.777). On the other hand, experiential learning arrangements used at the school has actively promote a skilled based curricula rather than knowledge based (m=4.49, sd=.742).

The findings also showed that assessment tasks require students to consider issues from a variety of cultural perspectives (m=4.52, sd=.795). Internationalization has strengthened international research collaboration at USIU (m=4.61, sd=.655). It was also illustrated that joint academic programs offered at USIU have increased as a result of internationalization (m=4.44, sd=.793). Respondents also indicated that at USIU they have enjoyed international dimension in curriculum courtesy of internationalization (m=4.57, sd=.661). On the other hand, internationalization of the curricula has lead to development of students with marketable skills (m=4.40, sd=.805). Student recruitment has increased due to the international dimension of the curricula (m=4.61, sd=.676).
Table 4.6: Descriptive of Internationalization of the Curriculum on Growth

<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a clear rationale for internationalisation of the curriculum program</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>12</td>
<td>80</td>
<td>4.68</td>
<td>.738</td>
</tr>
<tr>
<td>Internationalized curriculum has prepared students to be successful in the global society</td>
<td>0</td>
<td>1.3</td>
<td>13.3</td>
<td>14.7</td>
<td>70.7</td>
<td>4.55</td>
<td>.776</td>
</tr>
<tr>
<td>Engaged teaching and learning arrangements support students to work effectively in cross-cultural groups and teams</td>
<td>0</td>
<td>0</td>
<td>17.3</td>
<td>18.7</td>
<td>64</td>
<td>4.47</td>
<td>.777</td>
</tr>
<tr>
<td>Experiential learning arrangements actively promote a skilled based curricula rather than knowledge based</td>
<td>0</td>
<td>0</td>
<td>14.7</td>
<td>21.3</td>
<td>64</td>
<td>4.49</td>
<td>.742</td>
</tr>
<tr>
<td>Assessment tasks require students to consider issues from a variety of cultural perspectives</td>
<td>0</td>
<td>1.3</td>
<td>14.7</td>
<td>14.7</td>
<td>69.3</td>
<td>4.52</td>
<td>.795</td>
</tr>
<tr>
<td>Internationalization has strengthened international research collaboration at USIU.</td>
<td>0</td>
<td>0</td>
<td>9.3</td>
<td>20</td>
<td>70.7</td>
<td>4.61</td>
<td>.655</td>
</tr>
<tr>
<td>Joint academic programs offered at USIU have increased as a result of internationalization</td>
<td>0</td>
<td>0</td>
<td>18.7</td>
<td>18.7</td>
<td>62.7</td>
<td>4.44</td>
<td>.793</td>
</tr>
<tr>
<td>At USIU we have enjoyed international dimension in curriculum courtesy of internationalization</td>
<td>0</td>
<td>0</td>
<td>9.3</td>
<td>24</td>
<td>66.7</td>
<td>4.57</td>
<td>.661</td>
</tr>
<tr>
<td>Internationalization of the curricula has lead to development of students with marketable skills</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>20</td>
<td>60</td>
<td>4.40</td>
<td>.805</td>
</tr>
<tr>
<td>Student recruitment has increased due to the international dimension of the curricula</td>
<td>0</td>
<td>0</td>
<td>10.7</td>
<td>17.3</td>
<td>72</td>
<td>4.61</td>
<td>.676</td>
</tr>
</tbody>
</table>

4.3.2 Correlation of Internationalization of Curriculum and Growth of University

A Pearson correlation analysis was done to establish the relationship between the dependent variable (University Growth) and internationalization of curriculum, the result established a strong positive relationship between the variables (r=0.485, p<0.01) as indicated in Table 4.7. Therefore, an increase in internationalization of curriculum results to improved growth in the Institution.
Table 4.7: Correlation of Internationalization of Curriculum and Growth of University

<table>
<thead>
<tr>
<th>Variable</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td>.485**</td>
<td>.000</td>
<td>75</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

4.3.3. Regression Analysis of Internationalization of Curriculum and Growth of University

A regression analysis was done to establish the relationship between the dependent variable (University Growth) and internationalization of curriculum. Results showed that the $R^2$ value was 0.236 hence 23.6% of the variation in university growth was explained by the variations in internationalization of Curriculum as illustrated in Table 4.8.

Table 4.8: Model Summary of Internationalization of Curriculum

<table>
<thead>
<tr>
<th>Model Summary</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statistics</th>
<th>df1</th>
<th>df2</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model 1</td>
<td>.485**</td>
<td>.236</td>
<td>.225</td>
<td>.44775</td>
<td>.236</td>
<td>22.506</td>
<td>1</td>
<td>73</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Internationalization of Curriculum

4.3.4 Anova and Coefficients of Internationalization of Curriculum

An ANOVA analysis was done between the dependent variable (University Growth) and internationalization of curriculum at 95% confidence level, the $F$ critical was 22.506 and the $P$ value was (0.000). The results show that there is a statistically significant relationship between dependent variable (University Growth) and internationalization of curriculum as illustrated below in Table 4.9.

The regression equation illustrated in Table 4.9 shows when internationalization of curriculum is taken into account, University Growth is limited by 0.360 units.

$$Y = \beta_0 + \beta_1X_1 + \varepsilon$$

$$Y = -0.360 + 1.077X_1 + .44775$$

Where:
Y is the dependent variable (University Growth);

β₀ is the regression constant;

β₁ is the coefficients of internationalization of curriculum;

X₁ is internationalization of curriculum; and

e is the error term.

**Table 4.9: Anova and Coefficients of Internationalization of Curriculum**

<table>
<thead>
<tr>
<th>ANOVA²</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Regression</td>
<td>4.512</td>
<td>1</td>
<td>4.512</td>
<td>22.506</td>
<td>.000²</td>
</tr>
<tr>
<td>1 Residual</td>
<td>14.635</td>
<td>73</td>
<td>.200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Total</td>
<td>19.147</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: growth
b. Predictors: (Constant), curriculum

c. Coefficients

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 (Constant)</td>
<td>- .360</td>
<td>-.350</td>
<td>.728</td>
<td></td>
</tr>
<tr>
<td>1 curriculum</td>
<td>1.077</td>
<td>.485</td>
<td>4.744</td>
<td>.000</td>
</tr>
</tbody>
</table>

4.4 Effect of International Faculty and Students on USIU-Africa’s Growth

The second objective set to establish effects of Internationalization Faculty and Students on USIU-Africa’s growth. Respondents were asked a set of questions to indicate to what extent they agree or disagreed with the statement. Using a five point Likert scale where 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree.

4.4.1 Descriptives of Effect of International Faculty and Students

The findings revealed that there is a need for international faculty and students presence (m=4.450, sd=.859). It was also established that there are enough faculty to foster foreign language acquisition (m=4.63, sd=0.712). Majority also enjoy the interactions with international students (m=4.52, sd= 0.777). The school has enough facility to cater for international faculty and students (m=4.52, sd=0.723). It was also established that foreign faculty members have contributed to international learning experiences (m=4.43, sd=0.825).
Table 4.10: Descriptives of Effect of International Faculty and Students

<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is a need for international faculty and students presence</td>
<td>0.0</td>
<td>2.7</td>
<td>16.0</td>
<td>14.7</td>
<td>66.7</td>
<td>4.45</td>
<td>0.859</td>
</tr>
<tr>
<td>There are enough faculty to foster foreign language acquisition</td>
<td>0.0</td>
<td>1.3</td>
<td>9.3</td>
<td>14.7</td>
<td>74.7</td>
<td>4.63</td>
<td>0.712</td>
</tr>
<tr>
<td>I enjoy the interactions with international students</td>
<td>0.0</td>
<td>0.0</td>
<td>17.3</td>
<td>13.3</td>
<td>69.3</td>
<td>4.52</td>
<td>0.777</td>
</tr>
<tr>
<td>There is enough facility to cater for international faculty and students</td>
<td>0.0</td>
<td>0.0</td>
<td>13.3</td>
<td>21.3</td>
<td>65.3</td>
<td>4.52</td>
<td>0.723</td>
</tr>
<tr>
<td>Foreign faculty members have contributed to international learning experiences</td>
<td>0.0</td>
<td>1.3</td>
<td>17.3</td>
<td>18.7</td>
<td>62.7</td>
<td>4.43</td>
<td>0.825</td>
</tr>
<tr>
<td>Faculty members, in general, demonstrate their knowledge of cross-cultural issues</td>
<td>0.0</td>
<td>0.0</td>
<td>9.3</td>
<td>20.0</td>
<td>70.7</td>
<td>4.61</td>
<td>0.655</td>
</tr>
<tr>
<td>I have participated in co-curricular/extra-curricular activities that have had international focus at USIU</td>
<td>0.0</td>
<td>0.0</td>
<td>16.0</td>
<td>25.3</td>
<td>58.7</td>
<td>4.43</td>
<td>0.756</td>
</tr>
<tr>
<td>Students have been able to gain more from their college experiences as a result of internationalization</td>
<td>0.0</td>
<td>0.0</td>
<td>14.7</td>
<td>21.3</td>
<td>64.0</td>
<td>4.49</td>
<td>0.742</td>
</tr>
<tr>
<td>International faculty and students have enabled the university to create international partnerships and linkages</td>
<td>0.0</td>
<td>0.0</td>
<td>17.3</td>
<td>32.0</td>
<td>50.7</td>
<td>4.33</td>
<td>0.759</td>
</tr>
<tr>
<td>There is significant growth in infrastructure in the university to cater for both international and domestic students</td>
<td>0.0</td>
<td>0.0</td>
<td>14.7</td>
<td>17.3</td>
<td>68.0</td>
<td>4.53</td>
<td>0.741</td>
</tr>
<tr>
<td>At USIU there are opportunities for academic faculty to undertake training abroad under sponsored study programmes</td>
<td>0.0</td>
<td>4.0</td>
<td>12.0</td>
<td>16.0</td>
<td>68.0</td>
<td>2.48</td>
<td>0.86</td>
</tr>
<tr>
<td>Hiring of international faculty, who are reputable has attracted research grants from global donors</td>
<td>0.0</td>
<td>1.3</td>
<td>21.3</td>
<td>18.7</td>
<td>58.7</td>
<td>4.35</td>
<td>0.862</td>
</tr>
</tbody>
</table>

Faculty members, in general, demonstrate their knowledge of cross-cultural issues (m=4.61, sd=0.655). Also a majority have participated in co-curricular/extra-curricular activities that have had international focus at USIU (m=4.43, sd=0.756). Students have been able to gain more from their college experiences as a result of internationalization (m=4.49, sd=0.742). While international faculty and students have enabled university to
create international partnerships and linkages (m=4.33, sd=0.759). The study also revealed that there is significant growth in infrastructure in the university to cater for both international and domestic students (m=4.53, sd=0.741). There was a disagreement that at USIU there are opportunities for academic faculty to undertake training abroad under sponsored study programmes (m=2.48, sd=0.86). On the other hand, hiring of international faculty, who are reputable has attracted research grants from global donors (m=4.35, sd=0.862).

4.4.2 Correlation of International Faculty and Students on Growth of University

A Pearson correlation analysis was done to establish the relationship between the dependent variable (University Growth) and international faculty and students, the result established a strong positive relationship between the variables (r=0.609, p<0.01) as indicated in Table 4.11. Therefore, an increase in international faculty and student results to improved growth in the institution.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Internationalization Faculty</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td></td>
<td>609**</td>
<td>.000</td>
<td>75</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

4.4.3. Regression Analysis of International Faculty and Students on Growth of University

A regression analysis was done to establish the relationship between the dependent variable (University Growth) and International faculty and students. Results showed that the R² value was 0.371 hence 37.1% of the variation in university growth was explained by the variations in internationalization faculty and students as illustrated in Table 4.12.

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statistics</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.609*</td>
<td>.371</td>
<td>.362</td>
<td>.40614</td>
<td>.371</td>
<td>43.075</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Internationalization Faculty and Students
4.4.4 Anova and Coefficients of International Faculty and Students

An ANOVA analysis was done between the dependent variable (University Growth) and international faculty and students at 95% confidence level, the F critical was 43.075 and the P value was (0.000). The results show that there is a statistically significant relationship between dependent variable (University Growth) and international faculty and students as illustrated below in Table 4.13.

The regression equation illustrated in Table 4.13 shows that taking international faculty and students into account, University Growth increases by 1.294

\[ Y = \beta_0 + \beta_1 X_1 + \varepsilon \]

\[ Y = -1.275 + 1.294X_1 + .40614 \]

Where:

Y is the dependent variable (University Growth);

\( \beta_0 \) is the regression constant;

\( \beta_1 \) is the coefficients of international of faculty and students ;

\( X_1 \) is international of faculty and students; and

\( \varepsilon \) is the error term.

Table 4.13: Anova and Coefficients of International Faculty and Students

<table>
<thead>
<tr>
<th>ANOVA*</th>
<th></th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>Regression</td>
<td>7.105</td>
<td>1</td>
<td>7.105</td>
<td>43.075</td>
<td>.000b</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>12.041</td>
<td>73</td>
<td>.165</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>19.147</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: growth
b. Predictors: (Constant), Internationalization Faculty and Students

table 3.2: Coefficients

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
<th>T</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
<td>Beta</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>-1.275</td>
<td>.885</td>
<td>-1.441</td>
</tr>
<tr>
<td></td>
<td>curriculum</td>
<td>1.294</td>
<td>.197</td>
<td>.609</td>
</tr>
</tbody>
</table>

44
4.5 Effect of Exchange Programs on Universities Growth

The third objective set to establish effects of exchange programs on USIU-Africa’s growth. Respondents were asked a set of questions to indicate to what extent they agree or disagreed with the statement. Using a five point Likert scale where 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree.

4.5.1 Effect of Exchange Programs on Universities Growth

Majority disagreed that exchange programs have been promoted as a strategic component for strengthening academic curricula (m=2.47, sd=.777). In addition, many students have not participated in a student exchange program or study abroad program (m=4.45, sd=.776). It was however agreed that exchange programs offer unique opportunities for beneficiaries to explore different cultures across universities (m=4.49, sd=.778).

Respondents also noted that social and cultural knowledge is necessary for eliminating fears and prejudices among students and staff (m=4.51, sd=.685). It was also agreed that international academic exchange programs are necessary for breaking racial barriers across universities (m=4.39, sd=.820).

The finding also indicated that USIU has emphasized widening access to higher education, by bringing rapid growth in the number of degree programs on offer (m=4.53, sd=.664). There has also been a greater participation of USIU faculty and students in international conferences (m=4.32, sd=.841). Majority also acknowledged that exchange programs have produced graduates with the skills needed by local regional and international employers (m=4.56, sd=.663). It was however revealed that majority denied that USIU has benefited from scholarships made available for postgraduate to study overseas (m=2.63, sd=.818). It was however noted that USIU has targeted international students as a way to achieve its strategic plan (m=4.63, sd=.632). In addition, student mobility has led to personal development enhancing competencies in the society (m=4.41, sd=.840).
Table 4.14: Descriptives of Exchange Programs on Universities Growth

<table>
<thead>
<tr>
<th>Variable</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exchange programs have been promoted as a strategic component for</td>
<td>64</td>
<td>18.7</td>
<td>17.3</td>
<td>0</td>
<td>0</td>
<td>4.47</td>
<td>.777</td>
</tr>
<tr>
<td>strengthening academic curricula</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many students have participated in a student exchange program or study</td>
<td>62.7</td>
<td>20</td>
<td>17.3</td>
<td>0</td>
<td>0</td>
<td>4.45</td>
<td>.776</td>
</tr>
<tr>
<td>abroad program</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exchange programs offer unique opportunities for beneficiaries to</td>
<td>0</td>
<td>1.3</td>
<td>13.3</td>
<td>20</td>
<td>65.3</td>
<td>4.49</td>
<td>.778</td>
</tr>
<tr>
<td>explore different cultures across universities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social and cultural knowledge is necessary for eliminating fears and</td>
<td>0</td>
<td>0</td>
<td>10.7</td>
<td>28</td>
<td>61.3</td>
<td>4.51</td>
<td>.685</td>
</tr>
<tr>
<td>prejudices among students and staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>International academic exchange programs are necessary for breaking</td>
<td>0</td>
<td>0</td>
<td>21.3</td>
<td>18.7</td>
<td>60</td>
<td>4.39</td>
<td>.820</td>
</tr>
<tr>
<td>racial barriers across universities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USIU has emphasized widening access to higher education, by bringing</td>
<td>0</td>
<td>0</td>
<td>9.3</td>
<td>28</td>
<td>62.7</td>
<td>4.53</td>
<td>.664</td>
</tr>
<tr>
<td>rapid growth in the number of degree programs on offer.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greater participation of USIU faculty and students in international</td>
<td>0</td>
<td>0</td>
<td>24</td>
<td>20</td>
<td>56</td>
<td>4.32</td>
<td>.841</td>
</tr>
<tr>
<td>conferences.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exchange programs have produced graduates with the skills needed by</td>
<td>0</td>
<td>4</td>
<td>9.3</td>
<td>6.7</td>
<td>80</td>
<td>4.56</td>
<td>.663</td>
</tr>
<tr>
<td>local regional and international employers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USIU gaining from scholarships made available for postgraduate to study</td>
<td>70.7</td>
<td>21.3</td>
<td>8</td>
<td>0</td>
<td>0</td>
<td>2.63</td>
<td>.818</td>
</tr>
<tr>
<td>overseas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>USIU has targeted international students as a way to achieve its strategic</td>
<td>0</td>
<td>0</td>
<td>22.7</td>
<td>13.3</td>
<td>64</td>
<td>4.63</td>
<td>.632</td>
</tr>
<tr>
<td>plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student mobility results into personal development enhancing</td>
<td>0</td>
<td>0</td>
<td>17.3</td>
<td>18.7</td>
<td>64</td>
<td>4.41</td>
<td>.840</td>
</tr>
<tr>
<td>competencies in the society</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.5.2 Correlation of Exchange Programs and Growth of University

A Pearson correlation analysis was done to establish the relationship between the dependent variable (University Growth) and exchange programs, the result established a strong positive relationship between the variables (r=0.537, p<0.01) as indicated in Table
4.15. Therefore, an increase in exchange programs results to improved growth in the Institution.

**Table 4.15: Correlation of Exchange Programs and Growth of University**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td>.537**</td>
<td>.000</td>
<td>75</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

4.5.3. Regression Analysis of Exchange Programs and Growth of University

A regression analysis was done to establish the relationship between the dependent variable (University Growth) and exchange programs. The results showed that the $R^2$ value was 0.288 hence 28.8% of the variation in university growth was explained by the variations in exchange programs as illustrated in Table 4.16

**Table 4.16: Model Summary of Exchange Programs**

<table>
<thead>
<tr>
<th>Model Summary</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>.537a</td>
<td>.288</td>
<td>.279</td>
<td>.43206</td>
<td>.288</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29.566</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>73</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>.000</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Exchange Programs

4.5.4 Anova and Coefficients of Exchange Programs

An ANOVA analysis was done between the dependent variable (University Growth) and exchange programs at 95% confidence level, the F critical was 29.566 and the P value was (0.000). The results show that there is a statistically significant relationship between dependent variable (University Growth) and exchange programs as illustrated below in Table 4.17.

The regression equation illustrated in Table 4.17 shows that taking exchange programs into account, University Growth increases by 1.050 units

$$Y = \beta_0 + \beta_1X_1 + \varepsilon$$

$$Y = -0.191 + 1.050X_1 + .43206$$
Where:

Y is the dependent variable (University Growth);

\( \beta_0 \) is the regression constant;

\( \beta_1 \) is the coefficients of exchange programs;

X is exchange programs; and

\( \varepsilon \) is the error term.

Table 4.17: Anova and Coefficients of Exchange Programmes

<table>
<thead>
<tr>
<th>ANOVAa</th>
<th>Sum of Squares</th>
<th>Df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Regression</td>
<td>5.519</td>
<td>1</td>
<td>5.519</td>
<td>29.566</td>
</tr>
<tr>
<td></td>
<td>Residual</td>
<td>13.627</td>
<td>73</td>
<td>.187</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>19.147</td>
<td>74</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: growth
b. Predictors: (Constant), exchange programs

<table>
<thead>
<tr>
<th>Coefficients</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Model</td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>1</td>
<td>(Constant)</td>
<td>-.191</td>
</tr>
<tr>
<td>curriculum</td>
<td>1.050</td>
<td>.193</td>
</tr>
</tbody>
</table>

4.6 Effect of International Accreditation on Universities Growth

The last objective set to establish effects of International Accreditation on USIU-Africa’s growth. Respondents were asked a set of questions to indicate to what extent they agree or disagreed with the statement. Using a five point Likert scale where 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree.

4.6.1 Descriptive of Effect of International Accreditation on Universities Growth

The findings revealed that international accreditation has aided USIU to develop academic cooperation with foreign universities (m= 4.49, sd=.705). International accreditation has made it easier for USIU to attract students and faculty (m=4.40, sd=.854). USIU has gained an international outlook and global competitiveness due to international accreditation (m=4.56, sd=.663). International accreditation has made USIU more preferable as opposed to other local universities (m=4.36, sd=.799). USIU has
benefited from improved reputation in the international markets as a result of international accreditation (m=4.49, sd=.685).

Table 4.18: Descriptive of Effect of International Accreditation on Universities Growth

<table>
<thead>
<tr>
<th>International Accreditation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>M</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>International accreditation has aided USIU to develop academic cooperation with foreign universities</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>26.7</td>
<td>61.3</td>
<td>4.49</td>
<td>.705</td>
</tr>
<tr>
<td>International accreditation has made it easier for USIU to attract students and faculty</td>
<td>0</td>
<td>1.3</td>
<td>20</td>
<td>16</td>
<td>62.7</td>
<td>4.40</td>
<td>.854</td>
</tr>
<tr>
<td>USIU has gained an international outlook and global competitiveness due to international accreditation</td>
<td>0</td>
<td>0</td>
<td>9.3</td>
<td>25.3</td>
<td>65.3</td>
<td>4.56</td>
<td>.663</td>
</tr>
<tr>
<td>International accreditation has made USIU more preferable as opposed to other local universities</td>
<td>0</td>
<td>0</td>
<td>20</td>
<td>24</td>
<td>56</td>
<td>4.36</td>
<td>.799</td>
</tr>
<tr>
<td>USIU has benefited from improved reputation in the international markets as a result of international accreditation</td>
<td>0</td>
<td>0</td>
<td>10.7</td>
<td>29.3</td>
<td>60</td>
<td>4.49</td>
<td>.685</td>
</tr>
<tr>
<td>The competition in the global markets is high and international accreditation would distinguish (distinguishes) USIU from the competitors</td>
<td>0</td>
<td>1.3</td>
<td>21.3</td>
<td>26.7</td>
<td>50.7</td>
<td>4.24</td>
<td>.924</td>
</tr>
<tr>
<td>Having international accreditation is a signalling strategy for the students that the university is of high quality</td>
<td>0</td>
<td>0</td>
<td>14.7</td>
<td>24</td>
<td>61.3</td>
<td>4.47</td>
<td>.741</td>
</tr>
<tr>
<td>International accreditation has enabled USIU to develop joint degree programmes</td>
<td>0</td>
<td>4</td>
<td>13.3</td>
<td>13.3</td>
<td>69.3</td>
<td>4.48</td>
<td>.875</td>
</tr>
<tr>
<td>USIU focus on self enhancement has helped them to develop a continuous self-evaluation mechanism, based on its international accreditation</td>
<td>0</td>
<td>1.3</td>
<td>18.7</td>
<td>17.3</td>
<td>62.7</td>
<td>4.41</td>
<td>.840</td>
</tr>
<tr>
<td>USIU’s strengths and weaknesses can also be determined easily through the process of internal and external quality assurance on the basis of international accreditation</td>
<td>0</td>
<td>0</td>
<td>17.3</td>
<td>13.3</td>
<td>69.3</td>
<td>4.52</td>
<td>.777</td>
</tr>
<tr>
<td>International accreditation has greatly benefited USIU graduates in the international job market</td>
<td>0</td>
<td>0</td>
<td>16</td>
<td>26.7</td>
<td>57.3</td>
<td>4.41</td>
<td>.755</td>
</tr>
</tbody>
</table>
The competition in the global markets is high and international accreditation would distinguish (distinguishes) USIU from the competitors (m=4.24, sd=.924). Having international accreditation is a signaling strategy for the students that the university is of high quality (m=4.47, sd=.741). International accreditation has enabled USIU to develop joint degree programmes (m=4.48, sd=.875). On the other hand, USIU focus on self enhancement has helped them to develop a continuous self-evaluation mechanism, based on its international accreditation (m=4.41, sd=.840). USIU’s strengths and weaknesses can also be determined easily through the process of internal and external quality assurance on the basis of international accreditation (m=4.52, sd=.777). Finally, it was also revealed that International accreditation has greatly benefited USIU graduates in the international job market (m=4.41, sd=.755).

4.6.2 Correlation of International Accreditation and Growth of University

A Pearson correlation analysis was done to establish the relationship between the dependent variable (University Growth) and international accreditation, the result established a strong positive relationship between the variables (r=0.537, p<0.01) as indicated in Table 4.19. Therefore, an increase in international accreditation results to improved growth in the institution.

Table 4.19: Correlation of International Accreditation and Growth of University

<table>
<thead>
<tr>
<th>Variable</th>
<th>Pearson Correlation</th>
<th>Sig. (2-tailed)</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td>.489*</td>
<td>.000</td>
<td>75</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

4.6.3. Regression Analysis of International Accreditation and Growth of University

A regression analysis was done to establish the relationship between the dependent variable (University Growth) and international accreditation. The results showed that the R^2 value was 0.239 hence 23.9% of the variation in university growth was explained by the variations in international accreditation as illustrated in Table 4.20
Table 4.20: Model Summary of International Accreditation

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of Estimate</th>
<th>Change Statistics</th>
<th>F Change</th>
<th>df1</th>
<th>df2</th>
<th>Sig. F Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>.489a</td>
<td>.239</td>
<td>.229</td>
<td>.44673</td>
<td>.239</td>
<td>22.940</td>
<td>1</td>
<td>73</td>
<td>.000</td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), Internationalization of Curriculum

4.6.4 Anova and Coefficients of International Accreditation

An ANOVA analysis was done between the dependent variable (University Growth) and international accreditation at 95% confidence level, the F critical was 22.940 and the P value was (0.000). The results show that there is a statistically significant relationship between dependent variable (University Growth) and international accreditation as illustrated below in Table 4.21.

The regression equation illustrated in Table 4.21 also shows that taking international accreditation into account, University Growth improves by 0.960 units

\[ Y = \beta_0 + \beta_1 X_1 + \varepsilon \]

\[ Y = 0.260 + 0.960X_1 + .44673 \]

Where:

- Y is the dependent variable (University Growth);
- \( \beta_0 \) is the regression constant;
- \( \beta_1 \) is the coefficients of international accreditation;
- \( X_1 \) is international accreditation; and
- \( \varepsilon \) is the error term.
Table 4.21: Anova and Coefficients of International Accreditation

**ANOVA**

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>4.578</td>
<td>1</td>
<td>4.578</td>
<td>22.940</td>
<td>.000</td>
</tr>
<tr>
<td>Residual</td>
<td>14.569</td>
<td>73</td>
<td>.200</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>19.147</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: growth  
b. Predictors: (Constant), international accreditation

**Coefficients**

<table>
<thead>
<tr>
<th>Model</th>
<th>Unstandardized Coefficients</th>
<th>Standardized Coefficients</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>Std. Error</td>
</tr>
<tr>
<td>(Constant)</td>
<td>.260</td>
<td>.892</td>
</tr>
<tr>
<td>curriculum</td>
<td>.960</td>
<td>.200</td>
</tr>
</tbody>
</table>

4.7 Relationship between University Growth and Co factors

4.7.1 Multi correlation

A Multi correlation analysis was done to establish the relationship between the dependent variable (University Growth) and curriculum internationalization, international faculty and students, exchange programs and international accreditation. The result established a strong positive relationship between the variables: (r=0.485, p<0.01); (r=0.609, p<0.01);(r=0.537, p<0.01); and(r=0.489, p<0.01) respectively as indicated in Table 4.22. An increase in curriculum internationalization, international faculty and students, exchange programs and international accreditation results to improved growth in the Institution.
Table 4.22: Multicorrelation of University Growth and Co factors

<table>
<thead>
<tr>
<th></th>
<th>growth</th>
<th>CU</th>
<th>FA</th>
<th>XP</th>
<th>AC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth</td>
<td>Pearson Correlation</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum</td>
<td>Pearson Correlation</td>
<td>.485**</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>75</td>
<td>75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty</td>
<td>Pearson Correlation</td>
<td>.609**</td>
<td>.818**</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td></td>
</tr>
<tr>
<td>Exchange Program</td>
<td>Pearson Correlation</td>
<td>.537**</td>
<td>.803**</td>
<td>.711**</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>Accreditation</td>
<td>Pearson Correlation</td>
<td>.489**</td>
<td>.731**</td>
<td>.651**</td>
<td>.833**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td>75</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

Key: CU=curriculum internationalization; FA= faculty and student internationalization; XP= exchange programs; and AC=international accreditation.

4.7.2 Multi Regression

The research analyzed relationship between the dependent variable (University Growth) and curriculum internationalization, faculty and student internationalization, exchange programs and international accreditation. The results showed that the $R^2$ value was 0.410 hence 41% of the variation in university growth was explained by the variations in curriculum internationalization, faculty and student internationalization, exchange programs and international accreditation as illustrated in Table 4.23.

Table 4.23: Model Summary of University Growth and Co factors

<table>
<thead>
<tr>
<th>Model</th>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>Change Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>.640**</td>
<td>.410</td>
<td>.376</td>
<td>.40174</td>
</tr>
<tr>
<td>1</td>
<td>12.159</td>
<td>4</td>
<td>70</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

a. Predictors: (Constant), accreditation, faculty, curriculum, exprog

An ANOVA analysis was done between the dependent variable (University Growth) and curriculum internationalization, international faculty and students, exchange programs
and international accreditation at 95% confidence level, the F critical was 12.159 and the P value was (0.000). The results show that there is a statistically significant relationship between dependent variable (University Growth) and curriculum internationalization, international faculty and students, exchange programs and international accreditation as illustrated below in Table 4.24.

The regression equation illustrated that Table 4.24 also shows that without taking curriculum internationalization, faculty and student internationalization, exchange programs and international accreditation into account, University Growth is limited by -1.409

\[ Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon \]

\[ Y = -1.409 - .594X_1 + 1.242 X_2 + .532 X_3 + .152 X_4 + .40174 \]

Where:

- \( Y \) is the dependent variable (University Growth);
- \( \beta_0 \) is the regression constant;
- \( \beta_1 - \beta_4 \) are the coefficients of independent variables;
- \( X_1 \) is curriculum internationalization;
- \( X_2 \) is faculty and student internationalization;
- \( X_3 \) is exchange programs;
- \( X_4 \) is international accreditation; and \( \varepsilon \) is the error term.
Table 4.24: Anova and Coefficients of University Growth and Co factors

<table>
<thead>
<tr>
<th>Model</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regression</td>
<td>7.849</td>
<td>4</td>
<td>1.962</td>
<td>12.159</td>
<td>.000^b</td>
</tr>
<tr>
<td>Residual</td>
<td>11.297</td>
<td>70</td>
<td>.161</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>19.147</td>
<td>74</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Dependent Variable: growth
b. Predictors: (Constant), accreditation, faculty, curriculum, exprog

4.8 Chapter Summary

This chapter has presented the results and findings of the study. The first section provided an analysis of demographic data of the respondents, the second section covered curriculum internationalization, the third section looked at international faculty and students, the fourth section covered exchange programs and the fifth section looked at international accreditation. In chapter five this results are discussed and relevant conclusions and recommendations made with regard to internationalization practices on USIU-Africa’s growth.
CHAPTER FIVE

5.0 DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section seeks to analyse the findings and this is done by comparing and contrasting with previous literature related to internationalization. This is organized based on the specific research questions which sought to establish how curriculum internationalization, international faculty and student, exchange programs and international accreditation affect growth of universities.

5.2 Summary of the Study

The general objective was to carry out an assessment of the impact of internationalization practices on USIU-Africa’s growth. To achieve this, the study was guided by the specific research objectives which were: To determine the effect of internationalization of the curriculum on USIU-Africa’s growth; To determine the effect of International accreditation on USIU-Africa’s growth; To determine the effect of international faculty and students on USIU-Africa’s growth; and to determine the effect of exchange programs on USIU-Africa’s growth.

Descriptive research design was used since it is able to describe the different research objectives in relation to internationalization of USIU-Africa. It aims at obtaining information that can be analyzed, patterns extracted and comparison made for the purpose of clarification and basis for making decisions. The target population consisted of students, staff and faculty members. The population of the USIU middle, top and lower level management comprised of 685 employees, while according to the registrar’s office list the number of international students who enrolled during the Spring semester 2018 was 550 students thus the study’s target population will be 1,235 respondents.

Members of the population were first divided into strata, based on the members shared attributes or characteristic which for this study were on the basis of the position of the individual either staff, faculty or students who were then categorized further into programs and the nationality. Simple random sampling was used to determine respondents from each stratum. A random sample from each stratum was taken in a number proportion to the stratum’s size when compared to the population. The researcher adopted Yamane’s formula using a 10% error margin resulting into 93 respondents.
The study essentially used primary data that was collected from USIU’s non teaching, adjunct faculty, full time faculty, contract employees, students from East Africa and non East African’s. Out of the 93 questionnaires awarded only 75 were filled and returned resulting into 81% response rate which was considered sufficient for the study. Descriptive analysis contained measures of central tendency (means) and dispersion (standard deviation), which are a vital part of making sense of the data. Inferential statistics such as correlation and simple regression were used as a means of drawing conclusions from sample data about the population. Data was presented in tables and figures to give a clear picture of the research findings at a glance, and was analyzed using Statistical Package for Social Sciences (SPSS 20).

The first objective set to establish effects of internationalization of the curriculum on USIU-Africa’s growth. The findings revealed that there is a clear rationale for internationalisation of the curriculum program. Internationalization has strengthened international research collaboration at USIU. Student recruitment has increased due to the international dimension of the curricula. A Pearson correlation analysis was done to establish the relationship between the dependent variable (University Growth) and internationalization of curriculum, the result established a strong positive relationship between the variables. The regression analysis showed that 23.6% of the variation in university growth was explained by the variations in internationalization of curriculum.

The second objective set to establish effects of presence of international faculty and students on USIU-Africa’s growth. It was also established that there are enough faculty to foster foreign language acquisition. The school has enough facility to cater for international faculty and students. Faculty members, in general, demonstrate their knowledge of cross-cultural issues. There was a disagreement that at USIU there are opportunities for academic faculty to undertake training abroad under sponsored study programmes. A Pearson correlation analysis was done to establish the relationship between the dependent variable (University Growth) and internationalization faculty and students, the result established a strong positive relationship between the variables. The regression analysis showed that 37.1% of the variation in university growth was explained by the variations in internationalization faculty and students.

The third objective set to establish effects of exchange programs on USIU-Africa’s growth. Majority disagreed that exchange programs have been promoted as a strategic component for strengthening academic curricula.
Respondents also noted that social and cultural knowledge is necessary for eliminating fears and prejudices among students and staff. Majority also acknowledged that exchange programs have produced graduates with the skills needed by local regional and international employers. It was however revealed that majority denied that USIU has benefited from scholarships made available for postgraduate to study overseas. A Pearson correlation done to establish the relationship between the dependent variable (University Growth) and exchange programs revealed a strong positive relationship between the variables. The regression analysis done showed that 28.8% of the variation in university growth was explained by the variations in exchange programs.

The last objective set to establish effects of international accreditation on USIU-Africa’s growth. The findings revealed that international accreditation has aided USIU to develop academic cooperation with foreign universities. USIU has gained an international outlook and global competitiveness due to international accreditation. USIU has benefited from improved reputation in the international markets as a result of international accreditation. USIU’s strengths and weaknesses can also be determined easily through the process of internal and external quality assurance on the basis of international accreditation. A Pearson correlation analysis was done to establish the relationship between the dependent variable (University Growth) and international accreditation, the result established a strong positive relationship between the variables. The regression analysis results showed that 23.9% of the variation in university growth was explained by the variations in international accreditation.

5.3 Discussions

5.3.1 Effect of Internationalization of the Curriculum on Growth

The findings revealed that there is a clear rationale for internationalisation of the curriculum program. Numerous researchers have also emphasized the centrality of the curriculum and the internationalization of the curriculum and teaching and learning processes as critical elements of internationalization (Bond, 2003; Bond, Qian, & Huang, 2003; Green & Olson, 2003) and such researchers emphasizing the importance of an internationalized curriculum in providing a student centered learning experience for all students and in preparing students to be successful in today's increasingly interdependent global society (Van Gyn, & Preece, 2007).
Internationalized curriculum has prepared students to be successful in the global society. Education and the curriculum play a key role in shaping students' values (Khalideen, 2006). Because curriculum is typically reflective of the values, attitudes, and beliefs of a particular culture and an institution, forcing students to assimilate to an unfamiliar learning culture is unlikely to be successful and may negatively impact on their sense of identity (Khalideen, 2006; Mestenhauser, 2002).

It was revealed that experiential learning arrangements used at the school has actively promoted a skilled based curricula rather than knowledge based. Students' preferred learning styles and strategies are greatly determined by their social and cultural backgrounds (Myles, Qian, & Cheng, 2002; Peelo & Luxon, 2007); however, faculty members' ethnocentric values and cultural framework also impact on how they judge students' learning styles and performance (Valiente, 2008).

It was also established that internationalization has strengthened international research collaboration at USIU. Edmond (2012) concurs that internationalization of higher education can be beneficial in sustaining and growing science and scholarship through dynamic academic exchanges; and building social and economic capacity in developing countries. It was also established from the findings that joint academic programs offered at USIU have increased as a result of internationalization. This is inline with the findings by International Associations of Universities (2012) that highlights the positive aspects of internationalization of the curriculum to include improved academic quality, internationally oriented students and staff, and national and international citizenship for students and staff from underdeveloped countries. For developed countries, revenue generation and brain gain are potential benefits.

Vainio-Mattila (2009) adds that other key benefits of internationalization of the curriculum include diversifying and enhancing the learning environment for the benefit of domestic students, the university, and the nation. Further, it has the potential to change the lives of international students as it helps in producing graduates who are internationally knowledgeable and cross-culturally sensitive. A Pearson correlation analysis was done to establish the relationship between the dependent variable (University Growth) and internationalization of curriculum, the result established a strong positive relationship between the variables. Educational outcomes of domestic and international students at four Canadian universities, Grayson (2006) concluded that, the educational outcomes of international students are lower than those of domestic students.
Despite the fact that the international students in Grayson's study entered university with equivalent or slightly higher grades than their domestic counterparts, their grade point averages and accumulated credits after their first year of studies were lower than those of domestic students. This underlines the importance of academic institutions providing support for international students and committing resources to deal with problems such as low levels of English linguistic capital (Grayson, 2006).

5.3.2 Effect of International Faculty & Students on USIU-Africa’s Growth

The findings revealed that there is a need for international faculty and students presence. According to McMurtrie (2011) international students help domestic students who may not have opportunities to study abroad by enriching learning experiences and developing abilities in interacting with diverse others; thus international student engagement is closely relevant to the academic success of domestic students. Additionally, international students are an important component of the entire student body. International student engagement is closely related to their retention and success. Therefore, it is important for institutions to care and support their international students.

Majority also enjoy the interactions with international students and other studies indicate that student engagement measures the time and effort students spend on participating in academic and co-curricular activities. Students tend to gain more from their college experiences when they devote more time and energy to educationally purposeful activities, such as frequently interacting with diverse others and applying what they learn to solve real-world problems (Kuh, 2003).

It was also established that foreign faculty members have contributed to international learning experiences. With an increasingly frequent transnational mobility of international students going to study in the U.S., international students play an active role in enhancing the internationalization and globalization of U.S. higher education (Altbach & Knight, 2007). International students are considered to be one of the most diverse groups on U.S. college and university campuses, not only because they represent over 220 countries and regions in the world (Institute of International Education, 2016). Also because of their racial and ethnic identification, nationality, language, socioeconomic status, religious and cultural background, and political views (Hanassab, 2006).

It was revealed that students have also been able to gain more from their college experiences as a result of internationalization. Among the literature addressing the
educational experiences of international students in the U.S., only a few studies have specifically explored the engagement of international students (Korobova, 2012; Lee, 2014; Ross & Chen, 2015; Urban & Bierlein Palmer, 2014). Compared with U.S. students, international student engagement levels differed by class standing and by different areas of engagement. Zhao, Kuh, and Carini (2005) compared the engagement in academic activities between international students and U.S. students in the U.S. context.

On the other hand, hiring of international faculty, who are reputable, has attracted research grants from global donors. Altbach and Yudkevich (2017) also concurs that many countries and institutions view the employment of non-native academics as a key part of internationalisation strategies. Consequently, international faculty is often viewed as the spearhead of internationalisation. This is so as it is assumed that international faculty will bring new insights to research, teaching and perhaps to the ethos of university.

A Pearson correlation analysis was done to establish the relationship between the dependent variable (University Growth) and internationalization faculty and students, the result established a strong positive relationship between the variables. Faculty members play an essential role in influencing student learning both in and out of the classroom (Umbach & Wawrzynski, 2005). Through interviews with two international students enrolled in the U.S., Tseng and Newton (2002) found the relationship between international students and their instructors and advisors was important to international students’ learning. Umbach and Wawrzynski (2005) advocated that if faculty members employed collaborative teaching and learning methods, and if they tended to value the behavior of respecting students and challenging them academically, students were more likely to have higher levels of engagement and learning outcomes.

5.3.3 Effect of Exchange Programs on USIU-Africa’s Growth

Majority disagreed that exchange programs have been promoted as a strategic component for strengthening academic curricula. Although this differs from Irving (2008) who agreed that decades, exchange programs have been promoted as a strategic component for strengthening academics in most northern and southern universities. These supposedly, mutually-beneficial academic exchange programs have been motivated by several factors including cultural, social, economic, and technological. First, in terms of promoting culture, international academic exchange programs offer unique opportunities for beneficiaries to explore, appreciate and understand different academic and non-academic
cultures both within and across universities in northern and southern countries respectively.

In addition, it was revealed that many students have not participated in a student exchange program or study abroad program. This is not good for an academic institution like USIU, as Irving (2008) notes that such social and cultural knowledge is necessary for eliminating, minimizing and demystifying misconceptions, fears and prejudices among students and staff, especially those from the northern countries regarding the real-life conditions of people (including fellow students and staff) in universities located in southern countries. It was however agreed that exchange programs offer unique opportunities for beneficiaries to explore different cultures across universities. Meeth (1966) argue that international academic exchange programs are necessary for breaking racial barriers both within and across universities particularly those affecting university staffs and students from different continents. In supporting the above fact, Mohamoud (2003) argues that the acculturation process undergone by many of the African Diaspora in the Netherlands has enabled them to learn and adopt the idea of the voluntary association from Dutch society, which they subsequently exported to their respective home countries.

Majority also acknowledged that exchange programs have produced graduates with the skills needed by local regional and international employers. Established partnerships with academic institutions in other countries offers opportunities for different academic programs, research projects develop, and collaborations in a variety of ways. This offers Kenyan students and scholars opportunities in a globalized higher education environment. However, reports show that less than 30% of Kenyans return and there are over a million Kenyans living and working overseas (Siringi and Kimani, 2005). Thus Kivati (2017) concludes that the implication of this to the Kenyan economy is that the Kenyan government has invested significant human resources into the students studying abroad yet so few of them will return to invest back into the Kenyan economy unless they are encouraged and rewarded. Without significant investment in skilled job development that comes with appropriate and increased level of salary, then there will be limited economic attraction for students to return.

A Pearson correlation analysis was done to establish the relationship between the dependent variable (University Growth) and exchange programs, the result established a strong positive relationship between the variables. Therefore, an increase in exchange
programs results to improved growth in the Institution. One of the aspects of globalization is student mobility, where the Kenyan Ministry of Education, Science and Technology in collaboration with international universities, award scholarships to Kenyan students to study abroad contributing to the mobility. Student mobility is an instrument for personal development enhancing competencies that contribute to the economy and society (Jos & Wit, 2012).

5.3.4 Effect of International Accreditation on USIU-Africa’s Growth

The findings revealed that international accreditation has aided USIU to develop academic cooperation with foreign universities. Educational systems do associate neighborhood learning, abilities and experience to a more extensive expanding learning, aptitudes and innovation that bring nearby and worldwide substances together to make incorporated worldwide systems of connections to affect esteems, ethics, abilities and capabilities that rise above national limits and economies (Fonthal, 2015). Advancements in data innovation and the mass privatization of advanced education over the world are cooperating to make a socially various universal understudy populace. New projects are being planned and conveyed to fulfill neighborhood and global needs around the world. New confirmations are being presented to the organizations of higher learning through a procedure of accreditation. Educational suppliers and understudies are moving crosswise over fringes benchmarking, imparting basic components of instructing and learning, and joining the work compel in the worldwide condition.

USIU has gained an international outlook and global competitiveness due to international accreditation. As per Ghosh (2011) and UNESCO (2002), social trade is winding up more incessant from countries of East Asia, Africa and South America yet Western nations are as yet the principle exporters of diverse products, and learning to the areas and whatever is left of the world. Higher education derivatives of material and non-material culture are western oriented, and are driven globally by the process of accreditation as a quality control measure. This phenomenon of increasing worldwide interconnectedness that combines economic, cultural and social changes as transmitted through higher education programs and socialization processes train the highly skilled workforce and contributes to the research base and innovation capacity that increasingly determines competitiveness in the knowledge-based global economy that is skewed to western beliefs, morals, values and lifestyle (Global Policy Forum, 2012).
International accreditation has made USIU more preferable as opposed to other local universities. Accreditation is considered as one of the terms those have developed as of late as a procedure for quality affirmation in education. It is related with the accompanying characteristics in the quality affirmation division: Transparency and lucidity of educational projects for the global group, expanded allure for outside participants and understudies. Expanded estimations of the graduates on the worldwide work showcase, Proof of advanced education internationalization process' prosperity, Development of scholastic portability based on understudies and workforce expanding trust between advanced education foundations and Quality Mark for International educational and expert condition.

It was established that competition in the global markets is high and international accreditation would distinguish (distinguishes) USIU from the competitors. The self-assessment process permitted distinguishing the methods for promotes change of education administrations at University. Internal changes due to the impact of external international accreditation processes are key factors. Quality assurance and accreditation is important for higher education institutions, as through this mechanism universities can achieve goals by satisfying students, parents, corporate partners’ needs for quality education in the short and long term. In this regards the institutional commitment to improving quality is very important to create and develop the scope of quality assurance processes using evidence, benchmark and criteria (Fonthal, 2015). There must be regular assessments of quality in every decision in evaluating the plans, based on sound evidence and appropriate standards.

A Pearson correlation analysis was done to establish the relationship between the dependent variable (University Growth) and international accreditation, the result established a strong positive relationship between the variables. Higher education with its central role in cross-cultural encounters fosters grounds for mutual understanding between countries and building global networks for future cooperation. At the same time, cross-border flows of ideas, students, faculty and financing, coupled with developments in information infrastructure and communication technology, are changing the environment for higher education. This implies that both increased collaboration and competition between countries and institutions are rapidly growing at a global scale for cultural values, norm and identity as promoted by higher education (Global Policy Forum, 2012)
5.4 Conclusion

5.4.1 Effect of Internationalization of Curriculum on USIU-Africa’s Growth

At USIU Africa, there is a clear rationale for internationalisation of the curriculum program and the internationalized of the curriculum has prepared students to be successful in the global society. This has been fostered by the engagement of teaching and learning arrangements that offers support students to work effectively in cross-cultural groups and teams. On the other hand, experiential learning arrangements used at the school has actively promoted a skilled based curricula rather than knowledge based. This has been boosted by the fact that assessment tasks require students to consider issues from a variety of cultural perspectives. Internationalization has strengthened international research collaboration at USIU and the university has also enjoyed international dimension in curriculum courtesy of internationalization and this has led to development of students with marketable skills.

5.4.2 Effect of International Faculty and Students Presence USIU-Africa’s Growth

Presence of international faculty and students is vital for an international university such as USIU. The university also boasts of enough faculty to foster foreign language acquisition and interactions with international students.

Foreign faculty members have contributed to international learning experiences and they have demonstrated their knowledge of cross-cultural issues and also participated in co-curricular/extra-curricular activities that have had international focus at USIU. This has led to students gain more from their college experiences as a result of internationalization as a result, created international partnerships and linkages. Despite this, there are no opportunities for academic faculty to undertake training abroad under sponsored study programmes.

5.4.3 Effect of International Faculty and Students on USIU-Africa’s Growth

Many students have not participated in a student exchange program or study abroad program despite the programs offering unique opportunities for beneficiaries to explore different cultures across universities. Despite this, international academic exchange programs have been vital in breaking racial barriers across universities. As a global community, greater participation of USIU faculty and students in international conferences has also been experienced. This has led to the production of graduates with
the skills needed by local regional and international employers. In addition, student mobility has led to personal development enhancing competencies in the society.

5.4.4 Effect of International Accreditation on USIU-Africa’s Growth

The findings revealed that international accreditation has aided USIU to develop academic cooperation with foreign universities consequently allowing the institution to attract students and faculty. This has also led to the university gaining an international outlook and global competitiveness due to international accreditation as opposed to other local universities. USIU has benefited from improved reputation in the international markets as a result of international accreditation thus giving the firm a niche over its competitors. Having international accreditation is a signaling strategy for the students that the university is of high quality. The institutions strengths and weaknesses have also been determined easily through the process of internal and external quality assurance on the basis of international accreditation.

5.5 Recommendations

5.5.1 Recommendations for Improvement

5.5.1.1 Effect of Internationalization of Curriculum on USIU-Africa’s Growth

As an institution, USIU needs to continue maintaining a clear rationale for internationalisation of the curriculum program and there is a need to continuously engage teaching and learning arrangements to support students to work effectively in cross-cultural groups and teams. While the joint academic programs offered at USIU have increased as a result of internationalization, the institution needs to ensure that such courses adhere to the local requirement by the commission of university education and also enable the graduates to perform well in the local setting as well.

5.5.1.2 Effect of International Faculty and Students on USIU-Africa’s Growth

USIU Africa should continue enjoying the presence international faculty and students. There is however a need to invest more in the facility in terms of accomodation to cater for more international faculty and students. There should also be a continuous participation in co-curricular/extra-curricular activities with an international focus at USIU. As an institution that supports internationalization, the institution should offer more opportunities for academic faculty to undertake training abroad under sponsored study programmes for faculty who lack the exposure.
5.5.1.3 Effect of Exchange Programs on USIU-Africa’s Growth

There is a need for continuous support of exchange programs as a strategic component for strengthening academic curricula. Many students need to be encouraged to participate in a student exchange program or study abroad program, not necessary in the western world but also in the regional spectrum. While exchange programs offer unique opportunities for beneficiaries to explore different cultures across universities there is a need for proper policies to be put in place to ensure total eliminating of fears and prejudices of other cultures and aid in breaking racial barriers. On the other hand, while USIU has emphasized widening access to higher education, by bringing rapid growth in the number of degree programs on offer, there should be adequate market research to ensure only relevant programs are available in the market. It was however noted that USIU has targeted international students as a way to achieve its strategic plan, there is a need to have in place updated alumni database for ease of recruiting international faculty and students.

5.5.1.4 Effect of International Accreditation on USIU-Africa’s Growth

USIU Africa needs to maintain international accreditation to develop academic cooperation with foreign universities. This will make it easier for USIU to attract more international students and faculty as it will make the institution more preferable as opposed to other local universities. USIU needs to maintain its reputation in the international markets in order to increase its rating in the international accreditation ranks. In addition, USIU needs to effectively address its weaknesses as determined by internal and external quality assurance on the basis of international accreditation. This will aid the institution compete effectively in the world of academia.

5.5.2 Recommendations for Further Research

The general objective of this study was to carry out an assessment of the impact of internationalization practices on USIU-Africa’s growth. There is a need to undertake a similar study in other private and public universities in the country. In addition, a comparison could be made on the impact of internationalization practices on private and public institutions of higher learning in the country.
REFERENCES


Bond, S., Qian, J., & Huang, J. (2003). The role of faculty in internationalizing the undergraduate curriculum and classroom experience (CBIE Research Millennium Series No. 8). Ottawa, ON: Canadian Bureau for International Education.


Knight, J., & Hans, deWit. (1997). *Internationalization of higher education in Asia Pacific countries*, Amsterdam, ND: European Association for Internationalization Education Publications.


APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

Kigima Jacqueline Wanjiru,

P.O.BOX 2545-00200,

Nairobi.

Dear Sir/Madam,

RE: LETTER OF INTRODUCTION

I am a student at the United States International University (USIU)-Africa currently pursuing a Master’s Degree in Strategic Management. I am currently conducting a research study entitled “INTERNATIONALIZATION PRACTICES AND THEIR EFFECTS ON GROWTH OF UNIVERSITIES: A CASE OF UNITED STATES INTERNATIONAL UNIVERSITY” as one of the major requirements for the attainment of a Degree in Master of Business Administration (MBA). You have keenly been selected to participate in this study as a respondent.

Please complete all items to reflect your opinions and experiences. Please answer all the questions freely. You cannot be identified from the information you provide and no information about individuals will be given to any organization. The data collected will be used for the purposes of this academic research only. Your participation is important for the success of this project and I greatly appreciate your contribution. I declare to abide by the university rules and guidelines concerning research undertaking. I will also observe utmost ethical standards in the process of conducting research.

Yours sincerely,

Jacqueline Kigima.
APPENDIX II: QUESTIONNAIRE

Dear Respondent,

This questionnaire will assist in data collection for academic purpose. Where necessary check [√] or cross (x) on the boxes provided. Please note: your participation in this study is anonymous and as such the confidentiality of the information you provide is guaranteed.

Thank you for your participation in this study.

SECTION A: BIO-DATA

1. Your gender:
   Male [ ] Female [ ]

2. Please specify your age group
   18-22 years [ ]
   23 - 29 years [ ]
   30 - 37 years [ ]
   38 - 46 years [ ]
   47 and above [ ]

3. What is your nationality?
   Kenyan Citizen [ ] International [ ]
   (Please specify nationality) _______________________

4. What is your role in the university? (Tick as applicable)
   Non-teaching staff [ ] Part-time faculty [ ] Full-time faculty [ ]
   Student [ ]

5. If Staff or Faculty member what position in the university?
   Top Level Management [ ] Middle Level Management [ ] Operational Staff [ ]
   Other (Please Specify) ____________________________

6. What is your highest level of education? (Tick as applicable)
   Secondary Certificate [ ] Diploma/Certificate [ ]
   Bachelors’ degree [ ] Masters [ ]
   Doctorate [ ]
   If others, specify ……………………………………………………………………………

7. Working experience in the Organization
   0 – 5 years [ ] 5– 10 years [ ]
   10-15 years [ ] Over 15 years [ ]

8. Department that you work
9. Please indicate the program level you are currently enrolled in

Undergraduate [ ] Masters [ ] Doctorate [ ]

Section B: Effect of Internationalization of the Curriculum on USIU-Africa’s Growth

State by ticking the appropriate box, your level of agreement with the following statements on a scale of 1 to 5, Where 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)

<table>
<thead>
<tr>
<th>Effect of internationalization of the curriculum</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
<tbody>
<tr>
<td>1 There is a clear rationale for internationalisation of the curriculum program</td>
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<td>2 Internationalized curriculum has prepared students to be successful in the global society</td>
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<tr>
<td>3 Engaged teaching and learning arrangements support students to work effectively in cross-cultural groups and teams</td>
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<tr>
<td>4 Experiential learning arrangements actively promote a skilled based curricula rather than knowledge based</td>
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<td>5 Assessment tasks require students to consider issues from a variety of cultural perspectives</td>
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<td>6 Internationalization has strengthened international research collaboration at USIU.</td>
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<tr>
<td>7 Joint academic programs offered at USIU have increased as a result of internationalization</td>
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<tr>
<td>8 At USIU we have enjoyed international dimension in curriculum courtesy of internationalization</td>
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<td>9 Internationalization of the curricula has lead to development of students with marketable skills</td>
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<tr>
<td>10 Student recruitment has increased due to the international dimension of the curricula</td>
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</tbody>
</table>

SECTION C: Effect of International Faculty & Students on USIU-Africa’s Growth
State by ticking the appropriate box, your level of agreement with the following statements on a scale of 1 to 5, Where 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)

<table>
<thead>
<tr>
<th>Internationalization faculty and students</th>
<th>1</th>
<th>2</th>
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<tbody>
<tr>
<td>1 There is a need for international faculty and students presence</td>
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<td>2 There are enough faculty to foster foreign language acquisition</td>
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<td>3 I enjoy the interactions with international students</td>
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<td>4 There is enough facility to cater for international faculty and students</td>
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<tr>
<td>6 Foreign faculty members have contributed to international learning experiences</td>
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<tr>
<td>7 Faculty members, in general, demonstrate their knowledge of cross-cultural issues</td>
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<tr>
<td>8 I have participated in co-curricular/extra-curricular activities that have had international focus at USIU</td>
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<tr>
<td>9 Students have been able to gain more from their college experiences as a result of internationalization</td>
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<tr>
<td>8 International faculty and students have enabled the university to create international partnerships and linkages</td>
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<td>9 There is significant growth in infrastructure in the university to cater for both international and domestic students</td>
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<tr>
<td>10 At USIU there are opportunities for academic faculty to undertake training abroad under sponsored study programmes</td>
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<tr>
<td>11 Hiring of international faculty, who are reputable has attracted research grants from global donors</td>
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<tr>
<td>12 A large number of international faculty usually bring with them additional contacts and referrals that are beneficial to USIU</td>
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</table>

SECTION D: Effect of Exchange programs on USIU-Africa’s Growth
State by ticking the appropriate box, your level of agreement with the following statements on a scale of 1 to 5, Where 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Exchange Programs in Universities</td>
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<tr>
<td>1. Exchange programs have been promoted as a strategic component for strengthening academic curricula</td>
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<tr>
<td>2. Many students have participated in a student exchange program or study abroad program.</td>
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<td>3. Exchange programs offer unique opportunities for beneficiaries to explore different cultures across universities.</td>
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<td>4. Social and cultural knowledge is necessary for eliminating fears and prejudices among students and staff</td>
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<tr>
<td>5. International academic exchange programs are necessary for breaking racial barriers across universities</td>
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<tr>
<td>6. USIU has emphasized widening access to higher education, by bringing rapid growth in the number of degree programs on offer.</td>
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<td>7. There has been a greater participation of USIU faculty and students in international conferences.</td>
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<tr>
<td>8. Exchange programs have produced graduates with the skills needed by local regional and international employers</td>
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<td>9. USIU has benefited from scholarships made available for postgraduate to study overseas</td>
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<tr>
<td>10. USIU has targeted international students as a way to achieve its strategic plan.</td>
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<td>11. Student mobility has led to personal development enhancing competencies in the society</td>
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</tbody>
</table>
SECTION E: Effect of International Accreditation on USIU-Africa’s Growth

State by ticking the appropriate box, your level of agreement with the following statements on a scale of 1 to 5, Where 1= Strongly Disagree, 2= Disagree, 3= Neutral, 4= Agree and 5= Strongly Agree)

<table>
<thead>
<tr>
<th>International Accreditation</th>
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<th>2</th>
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</thead>
<tbody>
<tr>
<td>1. International accreditation has aided USIU to develop academic cooperation with foreign universities</td>
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<td>2. International accreditation has made it easier for USIU to attract students and faculty</td>
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<td>3. USIU has gained an international outlook and global competitiveness due to international accreditation</td>
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<td>4. International accreditation has made USIU more preferable as opposed to other local universities</td>
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<td>5. USIU has benefited from improved reputation in the international markets as a result of international accreditation</td>
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<td>6. The competition in the global markets is high and international accreditation would distinguish (distinguishes) USIU from the competitors</td>
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<td>7. Having international accreditation is a signaling strategy for the students that the university is of high quality</td>
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<tr>
<td>8. International accreditation has enabled USIU to develop joint degree programmes</td>
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<tr>
<td>9. USIU focus on self enhancement has helped them to develop a continuous self-evaluation mechanism, based on its international accreditation</td>
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<tr>
<td>10. USIU’s strengths and weaknesses can also be determined easily through the process of internal and external quality assurance on the basis of international accreditation</td>
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<tr>
<td>11. International accreditation has greatly benefited USIU graduates in the international job market</td>
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</table>

Thank you!