

UNIVERSITY OF KWAZULU-NATAL

**The Performance and Management of International Students at the Faculty of
Management Studies, University of KwaZulu-Natal**

By

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**Graduate School of Business and Leadership
College of Law and Management Studies**

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DECLARATION

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ABSTRACT

The aim of this study was to investigate the profile and performance of international students at the Faculty of Management Studies (FMS) at the University of KwaZulu-Natal (UKZN) across the Westville and Pietermaritzburg campuses. The exploratory study provides a conceptual framework on the profile and performance of a class of international students from 2006 to 2010 with the view that interested stakeholders would benefit from the value added and that this study assists UKZN in achieving part of its goals. One of the Faculty of Management Studies stated goals is to attract and retain quality students in meeting the planned enrolment target figures each year. The FMS has the capacity to admit between 1200 to 1500 first year students into the Faculty, and 15% of this quota can be international students. However, in 2009 and 2010, according to UKZN's statistical reports, the international quota was only 5%.

This study investigated a sample of international students which was made up by taking 50% of the total number of actual enrolments into the FMS from 2006 to 2010 to examine:

- the number of applications received by the FMS during this period
- what the offer and acceptance rates were
- which countries these students came from
- their gender statuses
- and, since mathematics is one of the main predictors used by the FMS in the admissions entrance criteria, their academic achievements in their first year of studies on computational modules within their degree curriculum.

Statistical methods using mean, mode, median, range and standard deviation were used to examine and analyse the findings. The results of the analysis showed that the sample of international students compared relatively well against class averages on the computational modules and on average in their first year modules studied. The results showed that the number of applications outweighed the number of offers made to international students. This resulted in

an even lower up-take of these offers which resulted into enrolments across 2006 to 2010. The results also showed that, over the years, the sample came from various countries in small numbers of between 1 to 8 students, and in a larger number from Zimbabwe. The sample of international students' gender statuses showed that there were more male than female students that enrolled at the FMS over the years. The admissions entrance criterion applied to international and local applicants was scrutinised. The samples of international students were tracked to find out the recruitment, retention, graduation and drop-out rates of this class of students. The results from the analysis on retention rate of the sample students showed that the majority of these students remained in the system and continued with their studies, graduated and enrolled for higher studies. A comparison was done on the sample students that entered the Faculty on the strength of possessing a full/complete matriculation and on 'other' matriculation types (which is highly disfavoured at the FMS). The results showed that both categories of students achieved academic success in their studies. UKZN should consider the benefits that could be derived from this study to significantly increase the intake of international students. An increase in international students would assist UKZN to align this action with another one of its stated goals, that is, "to attract and retain students from Africa and beyond". Another benefit for UKZN to increase its international student intake is to meet its future enrolment.

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ABBREVIATIONS	
CA	Class Average
CAO	Central Applications Office
DMI	Division of Management Information
HESA	Higher Education of South Africa
BCOM	Bachelor of Commerce
BCOA	Bachelor of Commerce (Accounting)
BBADM	Bachelor of Business Administration
BADMIN	Bachelor of Administration
BBSC	Bachelor of Business Science
UKZN	University of KwaZulu-Natal
IS&T	Information Systems and Technology
ITS	Integrated Tertiary Systems
MAL	Malawi
BOT	Botswana
NIG	Nigeria
MAU	Mauritius
ZIM	Zimbabwe
CHI	China
CUB	Cuba
CON	Congo
GAN	Ghana
PAK	Pakistan
UGA	Uganda
SADC	Southern African Development Community
FMS	Faculty of Management Studies
ACCT101	Accounting 101
ACCT102	Accounting 102
Maths130	Mathematics 130

Maths137	Mathematics 137
Stats137	Statistics 137
SPStats	Specialised Statistics
SAQA	South African Qualifications Authority

CHAPTER ONE

INTRODUCTION AND BACKGROUND

1.1 Introduction and Context

The UKZN in the 2011 to 2013 planning document proudly informs the public that the institution strives to be the number one university in the country (see www.ukzn.ac.za). The UKZN has been placed in third position with the University of Cape Town (UCT) and University of Witwatersrand (WITS) in first and second positions respectively in a recent survey done on national universities by Academic Ranking of World Universities (ARWU) (see www.en.wikipedia.org/wiki/Rankings_of_universities_in_South_Africa).

One of the important aspects of this study is to find out the quality and success rates of international students who enrolled at the FMS in 2006 to 2009. This has a direct impact in relation to one of the UKZN's goals to recruit and retain quality students both locally and internationally. The stated goals of the UKZN can be found on its website and on the 2011 Prospectus. (www.ukzn.ac.za). Closely analysing the data of past students enrolled at the FMS in 2006 to 2010, a coherent picture emerges to partially represent the quality of UKZN's recruitment and retention initiatives on the sample of students used in this study.

The aim of this study is to investigate the profile of international students within the Faculty of Management Studies over a period of five years, that is 2006 to 2010, and the academic performance of these students is examined over a four year period, namely, 2006 to 2009. The Admissions Office deals mainly with student admissions into the Faculty of Management Studies at the UKZN. The Faculty can take up to 15% of international students for degree studies. This quota, however, was not met in 2009 and 2010. International students (historically) have been accepted on the Faculty's published entrance criteria for undergraduate studies, but since 2009, changes were effected by the Faculty on the entrance criteria prescribed to international candidates.

Prior to 2009, the Faculty on the Westville campus considered international applicants based on full matriculation exemption and on 'other' matriculation types. Full matriculation exemption is an approved qualification endorsed by Higher Education of South Africa (HESA) on application. Provided candidates who apply for full exemption matriculation certificates meet the minimum subject requirements on their highest school leaving certificates, they will qualify for and be issued with, a full matriculation exemption certificate from HESA. In addition to highest school-leaving certificates with the necessary subjects, HESA also considers candidates on further studies they may have embarked upon at a university or higher education institute in their home country or outside their home country (see www.exemption@hesa-enrol.ac.za).

'Other' is a word used to group the various matriculation types (excluding the full matriculation exemption type). 'Other' matriculation types include; Foreign Conditional Exemption, Age Exemption, Senate Discretionary Exemption and Ordinary Conditional Exemption. 'Other' matriculation certificates are granted by HESA, usually, with some condition that candidates must fulfil and then re-apply to HESA when the conditions are met for issue of full matriculation exemption. Candidates on 'other' matriculation certificate types are allowed entrance to degree studies at universities although, at UKZN, the Faculty intake of international candidates with this type of certificate is limited, especially with the entrance selection criteria changes in recent years. In the experience of the Admissions officer, the new changes were implemented sooner at the Westville campus than at the Pietermaritzburg campus. Reasons for this could be that certain staff members between the two campuses have contrasting views on the changes, and the issue of entrance criteria of international applicants is frequently debated. This is one of the integral focus areas in the research study.

The points systems applies to local matriculation certificates and are used in the selection criteria in the Faculty at UKZN in making offers to local candidates and does not apply to international applicants. At the University of Cape Town and Witwatersrand, university points scored for matriculation subjects are calculated and awarded to international applicants on their

matriculation subjects, and they are selected based on meeting the minimum subject entrance requirement and minimum score level, as prescribed by those institutions. One of the changes effected by FMS on the entrance criteria for degree studies from international applicants, is that these candidates must have full matriculation exemption certificates with mathematics and English language subject requirements at the prescribed levels.

Certain applicants have, however, been considered via the Dean's discretion route. A Dean's panel discusses and considers applicants who do not fully meet the entrance criteria to degree studies, but such applicants may have potential to excel in their studies. Many such cases were accepted on 'other' matriculation type certificates mainly at the PMB campus. A comparative analysis, based on international students' academic performance, was done in this study on students who enrolled for studies with full matriculation exemption to those with 'other' matriculation certificate type at FMS, UKZN. The outcome of results are presented in Chapter Four illustrated by graphs and they reveal the potential of both classes of students and highlight differences on pass types categorised as class Pass A to D. Staff responsible for recruitment of international students will find this information very useful, and FMS may increase their enrolment figures of international students by welcoming and affording study opportunities to students on 'other' matriculation exemption certificates, and on full matriculation exemption certificates.

February of each year is the start of another academic year at UKZN which attracts droves of new and returning students to the campus. During the summer period, the campus is busy with academic activities as students queue up in long lines outside each Faculty to complete necessary registration processes. Students are keen to begin their studies, but more often than not the registration process is much easier for returning students than it is for first year students, especially those who are international students.

There are many factors that influence the study lives of international students. According to Putman (1991, pp. 42-46) language, finances, adaptability, institution's qualifications and orientation are factors that play a role in some way in how these international students fare in their studies. The researcher is an employee at FMS, UKZN and has interaction with international students. Given the type of questions and enquiries from these students regarding university entrance, it is no surprise that many of them take some time before they can settle down to studies and academic life. Thus, it can be assumed that the transition stages, for some international students, are often a difficult and challenging time.

The pressure becomes overwhelming when staff is required to repeatedly explain reasons for the applicants' unsuccessful status. Furthermore, the University receives a high volume of international applicants each year. International applicants display a high level of tenacity towards gaining entrance to degree studies at the Faculty of Management Studies even where they do not meet the entrance requirements. It is how well these international students have performed once afforded the opportunity to study at FMS, that has raised the interest of this study to follow through with the research questions presented in this chapter.

1.2 Research Questions and Methodology

This study examined and analysed the data on the sample of students during 2006 to 2010 in order to find out trends in applications made by international candidates that expressed interest to study for undergraduate degrees at the FMS. The focus of this study continued from the trends in applications of international students to find out the trends in student enrolments across degrees and campuses. The study then examined the success and failure rates of the students in the sample from 2006 to 2009 only (as the sample of student data was unavailable for 2010). This was done to determine the worthiness of admitting international candidates to study at the FMS, UKZN since the Faculty is focused on attracting and retaining quality students. This study has three main research questions and several related sub-questions as follows:

1. What is the profile (2006 to 2010) and academic performance (2006 to 2009) of international students in the Faculty of Management Studies?
 - What is the demographic profile of international students within the FMS and should the Faculty strategise to recruit students from specific countries and of a specific gender?
 - What is the academic performance levels and quality (in terms of academic success) of international students in the Faculty of Management Studies from 2006 to 2009?
 - Which countries did the higher performing achievers originate from in 2006 to 2009?
2. What is the retention rate of those international students of the class of 2006 to 2009?
 - What percentage of undergraduate international students continued or dropped out of tertiary studies?
 - What percentage of students graduated from their undergraduate studies?
 - What percentage of international students enrolled for higher studies and graduated from higher studies?
3. What is the academic performance level of international enrolments on full matriculation exemption in comparison to those on 'other' matriculation exemption type certificates?
 - How well did international enrolments on full matriculation exemption fare against international enrolments that enrolled on 'other' matriculation exemption

platforms? (The FMS was not always keen to enrol international applicants with 'other' matriculation exemption certificates).

The methodology used to generate the results on the demographic profile of international students within FMS, was to obtain the biographical international student data of the sample set and re-arrange this data into Excel spread sheets under specific headings. The headings on the Excel spread sheets were set-up to organise and separate the information to become more meaningful. Once the Excel spread sheets were completed with the input of data, the necessary information was transferred to specifically drawn up tables to show the results and address each question of this study. This data was then analysed, using descriptive statistics focussed on the research questions, to find the results on international students' application to acceptance and enrolment rates and percentages, student gender status, the number of students from various countries, students' preferred degree and campus choices.

To find the results of international students' academic performance and to determine the quality of students in terms of their academic success, these students' academic records were printed from the ITS system by keying in the respective student numbers. Thereafter, the results of each student's first year modules were taken from the academic records and captured directly onto the first set of Excel spread sheets used to address question 1 and the sub-questions thereunder.

This same methodology was used to determine the results of international students' academic achievements on computational modules at first year level. Once the information was transferred onto a table, calculations were made on the figures to show the results in terms of academic performance levels of the sample of international students in comparison to the rest of the class that wrote examinations on specific computational modules in their first year of study at the FMS. The examination results were separated and put into categories to show the pass/failure rate levels of international students.

To find out the results of the sample of international students' country of origin, another table was set up and the information was transferred from the Excel spread sheets. This helped to

separate the information and show the results of the top-most international achievers and the various countries from which these students originated.

The methodology used to determine the percentage of undergraduate international students that continued or dropped out of studies in their first year, was obtained by examining each student's academic record and by capturing the relevant data against specific headings onto the Excel spread sheets. The necessary data was then extracted and put into tables to show the results. These Excel spread sheets continued to be built on with more information that was extracted from ITS from each international students data on the system. It was then transferred into another table where these international students were tracked to find out whether or not they:

- continued or dropped their studies,
- graduated from undergraduate studies and enrolled for higher studies, and,
- thereafter, graduated from higher studies.

The same methodology was used to identify and separate international students who enrolled for studies on various matriculation types. Information was extracted from the Excel spread sheets and put into a table to show the results. Graphs were used to clearly show the trends that emerged from the arranged data in many of the tables for the questions addressed in this study.

1.3 Definition of Terms Used

Definition of pertinent terms used in this study is provided for clarity. 1. FMS means Faculty of Management Studies. 2. 'Foreign' or 'international' refers to students from countries outside South Africa. 3. DMI means Division of Management Information that exists in the University of KwaZulu-Natal. 4. UKZN means University of KwaZulu-Natal. 5. ITS means Integrated Tertiary Systems – a programme used by the University of KwaZulu-Natal to record student data from the time a candidate applies to the University to the time he/she graduates.

6. HESA is the Higher Education of South Africa which is an organisation that evaluates matriculation or highest school leaving certificates to confirm equivalency to the local South

African matriculation for applicants to be able to enter a university for higher education. 7. SAQA means South African Qualifications Authority an organisation that evaluates international applicants' tertiary level studies. 8. SADC means Southern African Development Community.

Degree descriptions have been shortened, for example, Bachelor of Commerce Degree is 9. BCOM Degree and 10. Class Average is 'CA' listed in specific tables, figures and used in the context of this study. Modules make up the curriculum for a particular degree programme. Graduation is when students have fulfilled all the requirements on the degree programme they enrolled on and then graduate from this level of study. Postgraduate mean higher studies above that of undergraduate studies. Countries used in this study in a table are shortened, for example, 11. BOT means Botswana, so that information could be accommodated on tables. All shortened terms used in the study are explained on the abbreviations list.

1.4 Limitations, Scope and Delimitations

This study focused on the profile and performance of international students at the FMS, UKZN, and in so doing, led to information that was examined resulting in a number of findings. The work of many authors relating to recruitment and retention rates, academic progression and successes, the advantages of international students having English language proficiency, importance and benefits of hosting international students at educational institutions outside their home countries, are discussed in this chapter. However, there were limitations to this study as indicated below.

- This study was limited to the Faculty of Management Studies at UKZN on investigating the profile and performance of international students, and did not include students from any other Faculties within the University;
- Due to limited time to complete this study other institutions such as WITS, UCT, Stellenbosch and Pretoria were excluded. UKZN was used as a backdrop to the study with focus on the Faculty of Management Studies only. Encompassing all faculties at UKZN in a similar type of study could be an area for future research.

- This study did not consider short-term exchange international applicants and enrolments that may have come to FMS, UKZN for one semester or for one year of study. This study has only considered international undergraduate degree applicants and enrolments at FMS, UKZN.
- The sample of students used in this study was tracked to find out how many of these students continued on to postgraduate studies. The postgraduate degrees were not specifically mentioned.
- This study has used secondary data sourced from ITS. The use of questionnaires in future studies would gather useful data to probe causal reasons on factors that had a negative or positive impact on the study lives of international students in the FMS.

1.5 Overview of Study

Chapter One provides a framework of the entire study introducing the topic and reasons why the author embarked on this study showing the relevance and importance of current research. This first chapter details the focus and context of this study. The main research questions and the objectives of the study are presented within Chapter One. This chapter covers the problem statement, purpose, significance and overview of the study. The research questions are listed and briefly discussed in this chapter. The validity, reliability and limitations are also discussed in the first chapter.

Chapter Two is the literature review. It appears that there is very little contemporary and relevant research available in this field of profile and performance analysis, nevertheless, relevant literature has been reviewed. The literature review discusses the three main questions and the sub-questions of this study. The purpose of the literature review is to provide a conceptual framework for the importance of recruiting and retaining international students at educational institutions. Some of the topics covered include:

- recruitment and retention rate of students at educational institutions,
- the increase and decline in student numbers at educational institutions,
- academic progression and success of international students at various institutions,
- the benefits of proficiency in the English language, and,
- understanding culture and diversity.

The answers to the research questions are found in Chapter Four of this paper. Graphs are used to identify trends and patterns evident in the data analysis and tables are used for grouping and separating complex data.

Chapter Three discusses the research methodology. This chapter covers:

- research design,
- research questions,
- sample size,
- confidentiality,
- data collection,
- data organization and analysis.

It is comprised of the discussion on both quantitative and qualitative techniques that are used in this study. Statistical measures using mean, medium and range were used on the population of international student's academic performance results for both individual performances and class averages based on modules taken by students in their first year of study at the FMS, across a range of undergraduate degrees.

Chapter Four presents the findings and results of the data examined in this study. Tables and Figures are used to professionally show the results. Spread sheets using Microsoft Excel are used to organize the data. Chapter Five presents the analysis on the findings of this study. Chapter Six presents conclusions, recommendations and implications of this study.

1.6 Conclusion

This is a study directly related to the researcher's field of interest and functional line of work. The opportunity to explore aspects of the problem statement directed towards international students has presented itself and proved that it was a worthy cause for investigation and examination. Since the University has merged, one of the targets of FMS is to continue to provide excellent service, meet enrolment targets and standardise study disciplines and procedures at operational levels at both the Pietermaritzburg and Westville campuses. Some aspects of standardisation have proved to be challenging. One such challenge is the entrance criteria used for the intake of international applicants having had changes implemented to it by the Faculty since 2009, and having been effected and adopted at a higher rate at the Westville campus as opposed to the Pietermaritzburg campus.

This Chapter discussed the research focus and context within which the relevant questions of the study were highlighted. The backdrop of the study is UKZN and the focus is on the FMS' intake of international students into that Faculty. The research objectives focused on the profile and performance of international students at FMS, UKZN, providing an important focus for due consideration in the growth and expansion of student intake in this regard.

This chapter also covered aspects relating to:

- the purpose of the study,
- significance and nature of the study,
- research questions,
- definition of terms used,
- assumptions,
- the validity and reliability of information used in this study, and,
- limitations.

The potential and academic success and failure rate of international enrolments in the population of this study with and without full exemption are discussed and explored in Chapter Five of the

study.

It is hoped that the study will benefit interested stakeholders based on the research questions and outcomes of the study. There could also be some changes in adapting or changing the entrance criteria policy used by the FMS in the future. This could set a background for changes towards how international students make applications for study purposes to UKZN. There could be effective changes in the University and the Faculty's marketing drive and management could use the outcome of the study for enhancing decision-making in this regard in the future.

The management of FMS can use the information from this study in future decision-making on the recruitment and enrolment of international students. Since UKZN is focused on being the number one university in the country by 2013, the results from this study can add value to the institution in pursuing this goal and in exploring some of the outcomes from this study in future studies. This study does add value to the work the researcher does as an admissions officer at the FMS and may bring changes in increasing study opportunities and lowering barriers. For example, such as providing residences to accommodate international students on the campuses and make their stay as comfortable as possible, applying an improved entrance criteria policy, etcetera for international candidates. The Faculty could draw from the results and findings of such a study and use the outcomes to its advantage in increasing the intake of international applicants into the Faculty. This would increase revenue, boost internationalisation efforts, meet with UKZN's goals and the increase the Faculty's enrolment figures in the future. Chapter Two follows with a discussion of the literature review.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Chapter Two comprises a review of the literature that relates to this study. Books, journal articles and websites were sourced to find related materials. There have been no studies undertaken by any writer or author directly related to this topic; however, there are aspects where the studies and works of other authors discussed in this chapter do relate indirectly to and highlight the importance of a study such as this one. In order to determine customer profile and needs, it is imperative to understand who your customers are and what products and services they require (Don, E, and Schultz, Philip, J. Kitchen, (2000). It would be beneficial for UKZN to consider the outcome of this study on international student profile and academic performance, as one step in further understanding the international customer profile at UKZN.

Educational institutions that understand internationalisation in totality and apply effective policies and processes to manage the complexities in recruitment and retention of international students, would be the ones that reap the rewards and benefits of being sensitive, knowledgeable and aware of the needs of international students. Obtaining a worthy education from a recognised institution is also beneficial in the self-development and confidence of students. Talented and educated human beings are an asset, not only to themselves and their families, but also to their community, country and to any organisation they serve. Bagshawe (2011, p. 20) made a very valid point on people making a contribution, where he stated that it is important for most people to have a sense of contributing something to others, as an individual or as a group for the environment or to society and this gives people a sense of joy in making a difference to the world. In support of Bagshawe's point on people making a contribution to the environment or society, this can be more readily achieved by individuals that are talented, educated and knowledgeable in how and when they make a difference to the world (Bagshawe, 2001).

This chapter looks at the work of various authors and writers on a number of factors that underlie the importance for educational institutions to focus on areas affecting either positively or negatively on international student recruitment. In some of the literature reviewed, cited in this chapter, the academic performances of international students were investigated with use of prepared questionnaires to obtain the relevant data used in providing the outcome of a set of results to increase the reader's knowledge. In order for UKZN to take steps in achieving its goal to be the number one university in the country it must pay attention to the marketing strategies of its competitors namely, University of Cape Town and Witwatersrand who are nationally ranked at positions number one and two respectively (see www.ukzn.ac.za). UCT and WITS currently have a larger market share with respect to undergraduate international students. How this information was obtained, is discussed and highlighted in this chapter (see www.uct.ac.za and www.wits.ac.za).

2.2 International Student Enrolment at UCT and WITS

Contact was made with the University of Cape Town's Admission Officer on 12 August 2011 to ascertain the number of international students who come to UCT each year. Ms Maseko provided the information that UCT, Faculty of Commerce has exceeded the quota set aside for undergraduate international student intake year on year for the past few years. Ms Maseko was not willing to give a figure as to what the UCT's quota was set at. The author made another telephonic enquiry on 12 August 2001 to Witwatersrand University and received confirmation from Inge at the international office that Witwatersrand also exceeded in international undergraduate commerce student intake annually. The set quota for Witwatersrand was not divulged.

There could be a number of reasons contributing to the success of UCT and WITS positions at first and second place among national universities. For UKZN to improve its position from third to first position on the ranking of national universities, it will have to examine a number of factors that contribute to the success of the institution and identify areas of weaknesses that need to be improved. One such factor is for UKZN to take note of whether or not the institution is meeting its enrolment targets. In the experience of the author of this paper, UKZN is focused in

meeting student enrolment targets throughout the university and places a lot of effort, such as, hosting open days and career events, to attract local students into the institution. International students are recruited by the staff in the university's international office however, specifically looking at the quality and number of international students into the FMS may have been overlooked since the Faculty is not meeting its target of international student enrolments. In this study, the enrolment target of international students in the FMS can be viewed in Chapter Four. The causal reasons for patterns and trends that emerged were not investigated in this study, but do create a platform for exploration in a future study of this nature.

2.3 Recruitment and Retention Rate of Students at Educational Institutions

This study covered the first step in investigating the recruitment and retention rate of international students in the sample, without probing for causal reasons of this state. Causal reasons can be explored by further studies using this study as a foundation. Any number of reasons contribute to retention and attrition rates as is evident in a study by Murtaugh, Burns and Schuster (1999, p. 355). It was found that attrition increased with age and decreased with increasing high school Grade Performance Averages (GPA) and first-quarter GPA.

Murtaugh (*et al.*, 1999, p. 356), used 'survival analysis' to model the retention of 8867 undergraduate students at Oregon State University between 1991 to 1996, using a proportional hazards regression model to predict a student's probability of leaving school which was based on these demographic and academic variables. Murtaugh (*et al.*, 1999, p. 356), did a longitudinal study using secondary data from a computerised database called the Oregon State University (OSU) student Data Warehouse on first time freshmen enrolments in the fall (autumn) quarters of 1991 to 1996. The outcome of Murtaugh (*et al's.*, 1999, p. 368), study has helped to guide Oregon University's efforts to improve retention through marketing, recruitment, and development of orientation and other programmes. One of the objectives from the outcome of this current study is for UKZN to improve retention through marketing and recruitment and in the orientation of international students. A key opportunity was identified whereby the Oregon State University made efforts to orientate new students to increase the likelihood of success during the students first three terms at the institution.

In Murtaugh (*et al's.*, 1999, p. 368) study, the possible reasons for poor retention of out-of-state students were further explored. It appeared that possible causes were found in a lack of scholarship opportunities and timing of orientation programmes that were inconvenient for out-of-state students. At UKZN, there is no financial aid assistance or scholarships that are granted to international students who enrol on full time studies. Murtaugh's (*et al's.*, 1999, p. 368) study found that an additional area of concern was in the retention of black and other minority students whereby, as a direct result of the analysis, a marketing plan aimed at high achieving black students in Oregon was developed. The study also found that non-residents had higher attrition rates than those students at residence, as well as international students, and that there were statistically significant associations of retention with ethnicity/race and college at first enrolment.

The benefits of this study cannot be underestimated but can be further explored to add value to UKZN as Oregon University has from Murtaugh's (*et al's.*, 1999, p. 368) study in the institutions marketing, recruitment and retention initiatives. In a related study by Poole (2001, p. 395) a lecturer in Management at the School of Management, University of Western Sydney, Australia, entitled "Moving towards professionalism: The Strategic Management of International Education Activities at Australian Universities and their Faculties of Business", focused on the entrepreneurial activities of international students. Factors such as finance and quality of lectures received, among other such activities of these students at Australian campuses, found Australian universities received A\$770 million in 2000 from international student fees, therefore, it was crucial for such universities to manage international activities in an efficient, effective and sustainable manner and this was critically important to virtually every institution in the Australian higher education sector (Murtaugh, *et al.*, 1999).

Poole's (2001, p. 396) study shows that there was an increase in international students to Australian Universities from 1990 to 2000 by 20 000 international students to 120 000 international students. No doubt that one of the reasons for the successful increase in international students at Australian Universities is found in Poole (2001, p. 396) who quoted that

“Higher education has become one of Australia’s biggest and most important services export, and its universities have successfully exploited the boom in demand for their services”. This is an important point for UKZN in that international applications have increased year on year indicating a high level of demand for education. Thus, UKZN, should pay attention to successor recruitment strategies of international students when revising its current strategies or implementing new ones in the future. Increasing the intake of international student enrolments would naturally increase the future income generation for the institution.

People have so many more options to choose from than in the past, when it comes to their education. There is global competition from institutions across countries that compete to attract foreign student enrolments. This is no different for UKZN, who is striving to be the number one university in the country by 2013. This information was found in the UKZN 2011 to 2013 planning documentation and is being made known to all concerned stakeholders who play a role in building a better university for the future (www.ukzn.ac.za). The benefits for UKZN, who is aiming to be the number one university in the country, to be at an advantageous position over other world leading educational institutions and competitors in its recruitment and retention strategy of international students, would pay dividends in the future.

According to Poole (2001, p. 395), when businesses, such as universities, become international, they are faced with the need to manage the complexities, risks and challenges associated with international operations. Poole (2001, p. 398) has used Thompson and Strickland’s 1999 strategic management framework model (1999, p. 4) in emphasising the five tasks of strategic management. These are highlighted as follows:

1. Developing a business mission and strategic vision;
2. Setting objectives;
3. Crafting a strategy to achieve the objectives;
4. Implementing and executing the strategy; and
5. Evaluating performance, monitoring new developments and initiating corrective adjustments.

Tasks 1, 2, 3 or 4 as required are to be used as ‘diagnostic tools’ in developing and understanding university international strategies and management processes, to guide and provide the strategic management frameworks outlined by Thompson and Strickland (1999, p. 4). This model would be a useful tool to be considered by UKZN stakeholders, interested in strategic management. The objective and findings of Poole’s (2001, p. 421) study strengthens the assertion of this dissertation in that it is vital for any institution to recognise the importance of internationalisation and to effect strategies in this direction. (Poole, 2001). Andrade (2006, p. 133) stated that international students and their dependants supply over US\$13 billion dollars annually to the US economy. Andrade (2006, p. 133) also found that Australia has benefited from skills of international students and those that opted to stay in the country and work, in the fields of information and communications technology and engineering. The implications of recruitment are for nations to set strategies to attract international students but consider the educational and cultural experiences of these students in the destination country. In order for UKZN to ensure that current support programmes for international students are successful, research needs to be conducted to identify grey areas and implement changes (Andrade, 2006).

The author of this study supports Andrade’s (2006, p. 133) view that international students should not be taken for granted and seen as ‘cash cows’. Appropriate information, services, and programmes are critical to helping international students have positive experiences and to fulfil their educational goals and return home as satisfied customers. By analysing the data in this study, the academic success in terms of first year achievements, graduation rates, and retention rates is an indicator of the success of international students at the FMS, UKZN.

2.4 A Decline in Student Numbers at Educational Institutions

One of the concerns in the conceptualisation of this study was that the FMS had not met its 15% target on international enrolments in 2009 and 2010 and generally declining student numbers at institutions is a real concern to stakeholders in the education fraternity as is evident from researchers across many educational institutions worldwide, some of which are cited in this chapter. The reasons for this decline in international student numbers have not been

investigated by the FMS. In a study by Oduleye (1985, p. 17) of the Department of Biological Sciences, University of Ilorin, Nigeria, entitled “Decline in Nigerian Universities” the reasons for decline in student numbers were found in the management and administration of these universities that remained unchanged for the past three decades despite major changes in the environment. Oduleye (1985, p. 17), found that over the years there was no alignment with the changes effected in the environment and that university administrators’ conservative thinking of this phase of negative growth was entirely attributable to external rather than internal factors. Oduleye’s (1985) study was done many decades ago, on the decline of students in Nigerian universities specifically; however, today this problem of declining student numbers at educational institutions still exists, as is evident from some of the more recent literature cited in this section.

Although, there is the aspect of inadequate funding as a major factor in the Nigerian University’s present decline, management aspects were highlighted in Oduleye’s (1985, p. 17) study that may have also contributed to this decline in student enrolment. Oduleye’s (1985, p. 17) further confirms that the impact of student decline fell more on areas of academic function than on supportive functions of the university. The relevance of Oduleye’s (1985) work in line with this study is to create awareness that the FMS has fallen short in meeting its enrolment target of 15% in recent years on international student intake and were short in the overall target of local students over the past few years, making this an area for concern and investigation for UKZN and to look at the effectiveness of management and administration in order to improve recruitment and retention of international students into the institution (Oduleye, 1985).

The good news found on World Education News and Reviews, (2007), gives insight into an article entitled ‘International Student Mobility: Patterns and Trends’ by Verbik, Hobsons and Lasanowski (2007), has also emphasized the importance of international student mobility over the past 10 to 15 years, which has become an important part of the global higher education landscape. Tertiary education numbers worldwide at educational institutions in 2005 have increased to 2.7 million making this a 61% increase since 1999, a high growth in a short space of time due to significant changes in the infrastructures and capacity of higher education systems across the world.

Verbik, Hobsons and Lasanowski (2007), stated that the large majority of national governments have allocated more funds to higher education to improve quantity and quality of tertiary education offered within the borders of their countries. Students from rapidly growing economies are able to participate in higher education abroad, making the worldwide tertiary enrolments 40% higher than they were seven years ago, with more people participating in higher education than ever before. This in itself confirms that there is a market to attract international students into UKZN, more especially into the FMS. (World Education News and Reviews, 2007).

Reasons for concern for educational institutions in South Africa and UKZN, in particular, from more news in this article confirmed that the United States, United Kingdom and Australia have all experienced a decline or slump in enrolments when compared with the growth experienced in previous years. This fact is an important point for UKZN to note, considering that these overseas countries have “superior” educational institutions favoured by many international students, yet they have experienced a decline in student enrolments.

In another more recently related article that appeared in *The Economist* (2010), entitled “Foreign University Students: Will they still come?” written by an unknown author, gave insight into world leader countries like Britain and United States of America, that strategise to compete in the intake of international students, because the world is fast becoming a smaller place with many more choices and opportunities afforded to citizens. It was found that that over a million students went outside their home countries to seek education abroad and two decades later the figure almost doubled and less than a decade thereafter the figures tripled. The findings were that the lack of good institutions was in short supply. This makes it a good opportunity for UKZN to work towards gaining a larger market share of international students into the University in the future. This study provides insight into the quality and quantity of students from various countries. It could, therefore, pave the way to increase recruitment and retention initiatives in countries that are untapped (*The Economist*, 2010).

2.5 Academic Success and Progression of International Students

Another objective of this study was to investigate the academic success of international students in the population by analysing and categorising the first year examination results of these students. Similarly, a study conducted by Putman (1991, p. 44) entitled “The Academic Performance of Foreign Students”, found that to predict academic success at United States universities, test scores and previous grades were used as basic standards in determining probable success of their own students and by international students.

UKZN uses matriculation final examination marks on specific subject requirements as part of the entrance criteria to degree programme studies. Putman (1991, p. 44) is of the view that verbal, cultural and mechanical factors make it impossible to judge foreign students’ scores by the usual American norms. Therefore there is less certainty of the meaning of foreign students’ previous grades than that of United States local students. Putman (1991, p. 44) conducted a previous study on 546 foreign graduate students who had enrolled at Columbia University from 1945 to 1950 and found that only two admission criteria had practical value for prediction of foreign students’ success. One was grades in previous academic work where the marks from foreign institutions were converted to Columbia terms by a series of conversion scales devised for this purpose, the average of these converted marks correlating significantly with Columbia grade averages.

The other significant factor was English test scores. A functional knowledge of English was found to be a determining factor in the success of foreign students although, inevitably, English is a problem for the majority of foreign students. Putman (1991, pp. 44-45) confirms that very often a student who thinks highly of his English is shocked to find, upon arriving in the United States, that he can neither understand nor be understood. English and mathematics are the two main predictors used for selection of international students into the Faculty of Management Studies at UKZN. Within this study, the academic performances of all international students enrolled on full and ‘other type of matriculation certificate in the first year of their studies were

analysed against individual performances, against class averages and comparisons on academic success.

Putman (1991, p. 44) has confirmed that Universities in the United States found it difficult to determine scores of international students and what they fully mean to an institution. It is often the case that UKZN cannot fully determine every set of results received from all countries by international applicants. HESA is the matriculation authority that UKZN uses to determine whether or not applicants have satisfied the minimum requirements with respect to full matriculation exemption or 'other' matriculation certificate types. (Putman, 1991).

While this study has focused on the academic performance of undergraduate international students it has examined and tracked data to investigate the progress of these students onto postgraduate studies. The author, therefore, found an interesting study done by Yang and Lu, (2001) entitled 'Predicting Academic Performance in Management Education: An Empirical Investigation of MBA Success'. Yang and Lu (2001, p. 15) used a prediction model developed with multiple regression and results show that undergraduate grade point average and scores on the Graduate Management Admissions Test had significant impact on several precedent variables on the academic performance in an accredited MBA programme. The author of this paper did not investigate causal reasons for academic performances on international students as a questionnaire is not part of this study. However, the average scores of international students' first year examinations marks were analysed and the statistical mean applied to obtain an indication on academic performances at the FMS, UKZN. This study also covers the comparison of international students' module performances to that of class average performances. (Class average performances include both local and international students across the campuses that wrote examinations on the computational modules.)

Yang and Lu (2001, p. 19) stated that international students can be a valuable asset for any graduate MBA programme, because these students can help Faculty members to enhance awareness of international implication and global perspectives and this can be the same for UKZN. As in so many other studies done on international students, these authors also inform

that international students have language barriers to overcome. A strong recommendation from Yang and Lu (2001, p. 19) is that business educators should take a proactive role in increasing our international perspective and examine the global implications of their business area. Although, Yang and Lu (2001, p. 19) used MBA students in their study, the key recommendations relating to international students came through strongly on the importance of the intake of international students and the author of this study agrees that the intake of international students into any institution is important towards building and strengthening international ties with other countries and in meeting with the international student quota of the institution. (Yang and Lu, 2001).

2.6 Satisfaction with Life Among International Students

A study conducted by Lackland (2001, p. 315) entitled “Satisfaction with Life among International Students: An Exploratory Study” investigated a sample of 304 international students, made up of 159 males and 145 females at the University of Bergen, Norway, and it was found that these students, on the whole, had satisfaction with life, meaning that students were happy people in terms of the number of friends they had, their financial status and were not affected by discrimination issues. These students were satisfied with the information they received prior to enrolling for studies at external universities. However, students from Europe and North America were more satisfied than their peers from Africa and Asia. Factors such as the number of friends, finances, discrimination and information received prior to the foreign sojourn, significantly affected the student life satisfaction. This is something that is not specifically known about the FMS’s international students at UKZN. A further study could be done in this area to find out from past and current international students at UKZN, their satisfaction levels upon receiving the necessary information from the institution and in making their choice to study here, as well as their approval of campus life and lectures and any other similar factors.

Lackland (2001, p. 315) found that language proficiency with respect to English languages did not show a significant effect on student life satisfaction of international students. Sam (2001, p.319) confirms that a number of studies from English-speaking host countries have suggested

that international students' overall ability in English is closely related to their academic success and overall adaptation (Barratt & Huba, 1994; Crano & Crano, 1993; Lewthwaite, 1996; Ying & Liese, 1990). Crano and Crano's (1993) study entitled "A Measure of Adjustment Strain in International Students" was undertaken to develop a reliable and valid measure of the stresses that international students faced in adjusting to their new environment. Crano and Crano (1993, p. 277) conducted their studies in two phases to measure adjustment strains of their sample of international students sojourning in the United States. In phase 1 a self-concept scale was administered to the sample of students 3 to 4 months prior to their departure from their home countries and in phase 2, that was 6 months later, the same measures were re-administered to the sample of students together with a general information questionnaire. (Crano & Crano, 1993, pp. 270-271). Crano and Crano (1993, p. 268) felt that international students into the U.S educational system held importance and, therefore, it was necessary to understand the factors that affected the quality of these students adjustment. (Lackland 2001). (Lewthwaite, 1996). Ying and Liese, 1990). (Crano and Crano, 1993).

Lewthwaite (1996) conducted a study entitled "A Study of International Student's Perspectives on Cross-cultural Adaptation" with the aim of the study to discover and describe how international students experience and adapt to their new academic, social, cultural and linguistic environment. The author used questionnaires and interviews on 12 post-graduate international students to gather useful information to conduct the study and found that there were high levels of frustration, stress and even depression among these students on the lack of deep integration with New Zealanders as well as irritation with aspects of their host culture. It was found that the greatest block to adaptation was lack of intercultural communicative competence (Lewthwaite, 1996, p. 167). The 12 students in Lewthwaite's study originated from Indonesia, Taiwan, Thailand and Japan and were chosen to study at a university in New Zealand because they had initial introduction to New Zealand and university life at the University's English Language Centre, and had passed the English Language Proficiency test (Lewthwaite, 1996, p. 172). Students were asked to comment on various aspects that have aided or hindered them in adapting to their new environment to which there was bemusement and anger by sponsored students at the lack of substantial information and preparation for cross-cultural adjustment given prior to their

departure. Students found that it was difficult to meet with New Zealand people outside of their study context even though the desire and motivation was there to do so, the academic workloads made it increasingly difficult to do so (Lewthwaite, 1996, p. 175).

The findings from Lewthwaite's study revealed three aspects regarding international students academic life:

- (1) the important role of their academic supervisors in their adaptation,
- (2) their general satisfaction with the quality of their coursework, and
- (3) the stress generated by producing written essays and producing spoken discourse in tutorial or lecture situations (Lewthwaite, 1996, p. 177).

These international students felt great frustration on their lack of confidence in their English language ability to contribute in lectures or seminars, although, they did have a strong motivation to do so. Problems were identified in these students understanding of the lectures, taking notes, reading academic literature and understanding the informal New Zealand variety of English of both the staff and students (Lewthwaite, 1996, p. 178). The findings and points made in Lewthwaite's (1996) are worthy of note especially the value of English language. It is no wonder therefore, that UKZN and most South African Universities such as Witwatersrand and Cape Town are stringent on the English language admissions criteria when selecting students to study on degree programmes although, as found in Lewthwaite's study, foreign students that had an acceptable level of English proficiency, still experienced difficulty in communication and receiving of lectures at their host countries. (Lewthwaite, 1996).

Lackland (2001, p. 319) further confirms that in an 11-nation study among international students, financial difficulties were found to rank as the greatest problem in all countries (Klineberg & Hull, 1979). (Lackland, 2001). Klineberg and Hull (1979, pp. 3-4) claimed that the study they conducted was a truly international investigation in which the same techniques were applied and the same questions asked of their respondents in a number of different countries and that their study was the most extensive cross-national study of university exchanges ever conducted.

These authors focused primarily on a problem of particular interest to the United Nations Educational, Scientific and Cultural Organization (UNESCO) on students as links in the relationships between cultures as they regard this as a very important issue. These authors found that international students faced many difficulties outside universities, such as entrance to these universities; the processing of credits granted for academic work previously completed at the home university and had difficulties with obtaining much needed information from outside universities to assist them in their preparation to their destination universities. (Klineberg and Hull, 1979).

Among these difficulties, there were language facilities, academic failure, and lack of access to professors or instructors to give students the advice required, inadequate library facilities, poor laboratory equipment, an unsatisfactory level of instruction - either too complex or too simple, courses which lacked relevance to students' interest, and so on.

In 2012, the Green Paper produced by Department of Education and Training, on all Further Education and Training Colleges (FET) and Universities in South Africa, stated that student success rates are negatively influenced by poor living conditions due to the poor quality of residences on and off campus and student support services are often not well integrated across academic and administrative functions (Green Paper, 2012, pp. 44-43). The Department of Education and Training has listed a number of concerns relating to the education system policies and regulations in South Africa and it felt that it would most probably be beneficial to rewrite the education policy from scratch. However, this is not a viable option. Some of the proposals made in the Green Paper (2012), were to increase enrolments within FET Colleges to address the need for more skills training in the future. When this begins to take place, Universities may lose applicants to FET Colleges. The Green Paper (2012) considers education on a national level and has expressed many concerns ranging from poor residences to lack of funding and poor service levels with academic and administrative staff at FET Colleges and at Universities. The Green Paper (2012) also found that curriculums offered at these institutions need to be upgraded and should cater for a wider range of student needs. This insight from SA's the Green Paper that

affects student enrolments and throughput rate both at undergraduate and postgraduate levels will also affect international students that study at educational institutions in this country (Green Paper, 2012). Lackland's (2001, p. 320) study confirms that international students have been found to be sensitive to the host country's attitudes towards the students' country. Lackland (2001, p. 320) makes reference to Mastenhauser (1983, p. 164) who pointed out that international students tend to be viewed as handicapped in several areas, such as inadequate language ability, poor academic preparation, and general inferiority to domestic students, and that international students are vulnerable to discrimination, particularly ethnic and racial discrimination. This is an area UKZN could investigate in the future to increase its rate of intake and overall academic performance by students.

Although, these conditions exist and international students may be affected by them in some way or another, Lackland (2001, p. 315), suggests that international students have, in recent years, come to constitute a large proportion of the world-wide student body in higher learning institutions and that it is an agreeable fact that most institutions have international students. Ramsay, Marker and Jones, (1999, p. 129), entitled "Academic Adjustment and Learning Processes: A Comparison of International and Local Students in First-Year University", examined the academic adjustment and learning process of 20 international and local first year students using a semi-structured interview study based on the completion of students first year in the Faculty of Commerce and Management. Students had reported on positive and negative critical incidents which helped or hindered their learning during the first year. Students in this study described their feelings, thoughts and behaviours in relation to these incidents. As discussed earlier in this chapter, a future study would be useful in gaining more in-depth knowledge on international student experiences at the FMS, UKZN (Lackland, 2001).

In a study by Anderson (1994, pp. 293-329) entitled 'Academic Adjustment and Learning Processes: A comparison of international and local students in first-year university' it was found that adjustment to university had been conceptualised in different and sometimes quite limited ways. Anderson (1994, pp. 293-328) found adjustment, to be a dynamic and interactive process that takes place between the person and the environment and is directed towards an achievement of fit between the two. This author presented a cross-cultural adaptation model where adaptation

refers to the long-term outcome of many shorter term adjustments and proposed that learning takes place during adjustment involving the interplay of emotions and cognitions which are followed by associated actions. Anderson (1994, pp. 293-328) found that positive incidents also impact on academic adjustment and the learning processes. While generally all students undergo adjustment processes during first year university, there is evidence to suggest that international students experience further difficulties in particular areas. The author of this paper echoes these same sentiments on international students in that transitional stages for international students cannot be an easy one, yet for some it could be. What one international student may view as a positive factor in adjusting to the university environment may be a negative factor for another international student (Anderson, 1994).

Ramsey (*et al.*, 1999, p. 132) found that on several studies by other writers international students have particular study preferences and difficulties which need to be addressed. Ramsey (*et al.*, 1999, p. 132) found that in Mullins (*et al.*, 1995) international students expressed greater concern about difficulties common to undergraduates and experience exacerbation of stress because of linguistic difficulties, social isolation and homesickness. Ramsey (*et al.*, 1999, p. 132) also stated that mature age students usually make their study decisions based on highly relevant personal goals and priorities. This is an interesting find from Ramsey (*et al.*, (1999) in contrast to the FMS who does not particularly favour taking in students on age exemption certificates (mature students) on full time undergraduate degree programmes. Ramsey (*et al.*, p. 132. 1999) expressed views from Edmond (1996) and McInnis & James (1995) where it is suggested in the literature that different groups of students may experience the learning context in different ways (Ramsey, *et al.*, 1999).

The experience in dealing with mature age students at the FMS supports Ramsey's (*et al.*, 1999, p. 132) view that mature age students do make their study based on relevant personal goals and priorities. (Ramsey, *et al.*, 1999). This view is not supported by Richardson (1995, pp. 11-12) entitled "Mature students in higher education: An Investigation of Approaches to Studying and Academic Performance" who argued that mature age students are often negatively stereotyped in terms of their needs rather than their strengths as was shown in his British study, although

mature age students achieve slightly better marks than non-mature students and tend to attain their degree in the minimum time period. When dealing with international candidates, UKZN should take into consideration that some of the aforementioned conditions exist at the institution and that international academic performance may be affected by them to a certain extent. The first year academic performance of international students that can be viewed in Chapter Four of this study may be an indicator of how well these students coped in the transitional stage of their study life (Richardson, 1995).

2.7 Benefits of Proficiency in English Language

In Putman's (1999, p. 44) study there is emphasis on the importance of international student's proficiency in the English language (Putman, 1999). English language proficiency is one of the predictors with mathematics as the stronger predictor that is used in the admissions selection criteria at the FMS, UKZN. English language proficiency is not only required by UKZN but at universities such as WITS, UCT and other universities worldwide. Andrade (2006, p. 131) in her study entitled 'International Students in English-speaking Universities: Adjustment Factors', it was found that international students in institutions of higher education in English speaking countries make valuable educational and economic contributions. A recommendation by Andrade (2006, p. 150) is that in order for certain benefits to continue universities must become more knowledgeable about the adjustment issues international students face and implement appropriate support services.

Andrade (2006, p. 131) found that achievement is affected by English proficiency, academic skills and educational background and goes on to say that by understanding international student adjustment issues there are global implications for intercultural education. The rationale for international student recruitment is motivated by a number of factors with the most obvious being economic (Andrade, 2006). In Ying and Liese's (1990) study entitled "Initial Adaptation of Taiwan Foreign Student to the United States: The Impact of Pre-arrival Variables", found that US universities use the TOEFEL testing to evaluate the level of English of entering foreign students and a score of 500 or above usually means students have an acceptable level of English to cope at universities in the US, however, this did not mean that a higher self-assessed English

ability was predictive of higher emotional well-being. Ying and Liese (1990, p. 831) found that what is important is not how well one performs on the TOEFL, but rather how confident a student is on his or her English ability. These authors stated that TOEFL measures English structure and grammar, listening comprehension and reading and does not examine the student's ability and courage and ease in conducting conversation which is crucial to the students' success in adaptation at a host university (Ying and Liese, 1990, p. 841). (Ying and Liese, 1990).

It is common practice for universities such as UCT and WITS to have support services in place for international and local students and this is no different for UKZN as well. The analysis on retention and graduation rates is an indicator of whether or not students remain at UKZN, where attrition rates are higher, then UKZN's support services is one of the areas to be investigated in the future. According to Sam (2001, p.326) language proficiency with respect to English languages did not show a significant effect on student life satisfaction of international students. The study found that students were satisfied with their peers, friends and with the information they received prior to enrolling at outside institutions. This is an important part of recruitment and retention drive for UKZN as an exploratory study similar to that of Sam's (2001) to provide answers that the University could use to evaluate the position of its own composition of international student satisfaction levels and thereafter, implement and execute a strategy to achieve desired results. (Sam, 2001).

2.8 Boom in the Demand for Higher Education

The Economist (2010), confirmed that the demand for higher education is booming around the world and that in rich countries like Britain, the number of university students increase annually and there are not enough places to accommodate all. Wealthy families in fast growing economies such as China and India can now afford to send their offspring to university but world-class institutions are too few. Students are becoming more mobile so if they cannot find what they want locally they seek education abroad. The OEDC, known as a rich-country think-tank, states that in 1980, over a million students enrolled at universities and colleges outside their country of origin; two decades on, the figure almost doubled and, less than a decade thereafter, the figures tripled. Britain is said to be a world leader in higher education second only to

America, and has attracted students, not only to its best universities, but to other institutions as well. The article gives a number of strategies that Britain employs in attracting students.

In as much as the state helps to fund foreign student education by grants to universities, this has not been enough to attract foreign students into institutions. The concern is that if foreigners go elsewhere to countries other than Britain, it would mean that the quality of education available to British students will suffer or tuition costs would increase. It was also stated that Universities intent on growth in these officially austere times are particularly reliant on foreign students and that there are other reasons besides increasing revenue to seek out foreign students. One such reason is that students from other countries give universities a more international flavour, enriching the mix and broadening the experience of local students in the process. (The Economist, 2010).

2.9 Recent Survey on International Students at U.S. Campuses

In a recent online survey carried out by eight leading higher education associations namely, the Institute of International Education (IIE) in cooperation with the American Association of Community Colleges (AACC), American Association of State Colleges and Universities (AASCU), American Council on Education (ACE), Association of American Universities (AAU), Association of Public and Land-grant Universities (APLU), Council of Graduate Schools (CGS) and Association of International Educators (NAFSA), in November 2009, on 700 U.S. campuses, found that overall international student enrolments increased in that year in 50% of responding member campuses with 24% of the responding institutions that reported a decline and 26% reported that international student enrolments remained at the same level as the previous year.

It is interesting to see so many leading institutions becoming involved in the online survey and the outcome of such a survey. This survey not only acquired data on increase and decrease of international student enrolments at U.S. campuses but also discovered the reasons for changes and took steps to attract and retain international students. Johnson, Executive Director and CEO of NAFSA (2009) commented on the survey stating the reality is that the global competition for

talent and the explosion of higher education centres in other countries along with the economic downturn, make it imperative that the US moves toward a proactive integrated visa and immigration policy that ensures openness, accessibility, and attractiveness to the world's best talent and future leaders. UKZN too, should take steps to become more attractive to the world's best talent and future leaders.

2.10 Diversity and Culture

Embracing diversity is one of UKZN's goals, which undoubtedly, has many benefits and added advantages for the institution. The World's local bank, HSBC Holdings plc, on their website, (<http://www.hsbc.com/1/2/careers/diversity>) expressed that diversity was central to the company's brand and to the company diversity was more than staff adaptation to new situations and not just a focus on gender, ethnicity, disability or age: it is about open mindedness, embracing non-conformity and creating balanced teams. This bank believes that respect for individuals of all types inspires loyalty in their employees and customers which will have a direct line of sight to the achievement of business goals. This company sees diversity as a source of opportunity in employment or in customer markets.

A very strong point made by this bank is that in order to deliver a truly world class brand, the organisation needs to get better at living their values and behaviour at all levels of the bank. This confirms that employers welcome diverse employees which mean educational institutions must educate diverse students to meet supply and demand of economies. Singh (2010, p. 341) embarked on an action research study entitled "Encouraging Intercultural Communication Using an Action Research Approach", inspired by her experience in her class of students at UNISA at the Faculty of Science, where she found that students were developmentally un-prepared to handle cultural differences among their peers. In Singh's (2010) experience she found that people were just expected to get along despite there being difficult dialogues about race, ethnicity and other cultural differences that hindered students in their communication and understanding of each other. Singh (2010) found that students were unhappy with "the manner in which institution deals with the whole issue of diversity" and concerns from students were expressed that there were no programs in place to help them to get along with each other. This finding was prompted by the authors experience in multicultural and multilingual learning

environment where students were very reluctant to work with each other and in some instances even refused to associate or talk to each other feeling that they did not know enough about each other and there was no need for talk to people from different cultural or racial groups as students had their own friends (Singh, 2010, p. 342). The outcome of Singh's (2010, p. 349) study found that using an action research approach was particularly successful in teaching communication. Singh (2010, p. 350) emphasizes that by students learning about the different cultural practices, beliefs and ways of life, exposure is gained to new and different world views. Understanding diversity and culture, can lead to improved communication and interaction which would help to welcome international students to UKZN by local student peers as learning about each other has benefits towards self-development and tertiary studies.

Singh (2010, p. 341) explained that although South Africa is 15 years into democracy, difficult dialogues about race, ethnicity and other cultural differences are hindered where students are developmentally un-prepared to handle them. A reason for this may be explained in a study by Saundra (*et al.*, 2010, p. 166) entitled "Culturally Focused Community-Centred Service Learning: An International Cultural Immersion Experience" focused on Community-Centred service in South Africa as an experiential learning approach, stated that multicultural books and articles assigned in classes are the students' primary exposure to cultural differences. This results in a lack of direct contact with diverse populations and cultural awareness and knowledge that is acquired primarily via cognitive learning may remain at an intellectual level limiting students' ability to develop cultural competencies. Singh (2010) went on to mention that counsellors' knowledge learned in the classroom may be difficult to connect to real-life situations.

In trying to understand international customer profile, especially international customers, there should be understanding and tolerance of diversity. Singh (2010, pp. 341 – 352), found that her diverse class of students did not want to freely communicate with each other and were very reluctant to work in groups because students did not understand fully diversity and culture and were therefore quite comfortable to stay within groups of their own race. Singh (2010, p. 347) found that students did not understand that race does not mean culture and that there may be a diversity of cultures within one race group. Singh (2010, p. 350) made a point that by cultivating

respect for cultural practices, beliefs and way of life, students will be exposed to new and different world views. This, she hoped would broaden and inform student's perception of diversity and lead to a greater acceptance and tolerance of diversity in terms of race. Singh (2010, p. 350) suggested that in celebration of multilingualism, issues of culture and diversity need to be integrated into the curriculum and educators also need to be trained to deal with these issues to be able to skilfully handle discussions and debates in the classroom. (Singh, 2010).

Since UKZN supports diversity and employs staff to recruit students internationally, it should take cognisance of the valid points in the findings on Singh's (2010) study. Diversity and culture should be understood more widely by recruiters of international students, by the organisation itself and both local and international students as diversity has many positive effects and can lead to competitive advantage. In George's (*et al's.*, 2006, p. 31) study, he stated that diverse employees approach the same issue, for example on attracting customers – in different ways. (George, 2006). Diverse employees at UKZN would better understand diverse students adding to the efforts of the organisation's marketing and retention efforts of international students and this would therefore, add value to the University's goals. Embracing diversity is beneficial for an organisation like UKZN in attracting students and employees from diverse backgrounds.

According to Chaka Chaka (2012), "Diversity plays a crucial role in education". She believes that diversity (including gender) of a student body has a direct impact on the quality of education. Students whose peers have similar attitudes, beliefs, and experiences, she says, don't learn or gain nearly as much as associating with peers who are very different to them. Chaka Chaka would like to see more women in leadership positions in corporate South Africa and said UKZN could play a role in achieving this. "This University can contribute by increasing the flow of women into the mainstream of South African life, thereby contributing to a democratic society" (Chaka Chaka, 2012).

2.11 Conclusion

The books, journal articles and websites available on the topic of foreign students have guided some of the work undertaken in this study. Although the literature in this chapter is not always directly related to this study, the importance for educational institutions worldwide in recruiting and retaining international students is justified. The literature discussed in this chapter provides a useful platform for UKZN to address the decline in international student numbers and for the institution to identify factors that are useful and informative in future planning and decision making. In this Chapter, it is evident that UKZN's competitors such as UCT and WITS are successful in meeting international student quota, it would therefore, be beneficial for UKZN to become more attractive to international applicants in its recruitment and retention initiatives.

It is further evident from the literature cited in this chapter that English language proficiency is important for international students to possess in order for them to succeed with their studies outside their country of origin. Lewthwaite (1996) found that international students in the host countries experienced great frustration with their lack of English language skills and Putman (1991) found that a functional knowledge of English was a determining factor in the success of foreign students. Murtaugh (*et al.*, 1999, p. 368) study found that a lack of scholarships and bursaries were the possible reasons for poor retention of students from outside countries. This could be the case with UKZN which does not offer financial support to international students. UKZN should also consider that international students do experience adjustment factors as was found by Andrade (2006) and that recruitment is for nations to set strategies to attract international students, however, educational and cultural experiences of these students in the destination country has to be considered.

Lackland (2001) confirmed that international students were found to be sensitive to the host country's attitudes towards students' country and Mastenhauser (1983) pointed out that international students tend to be viewed as handicapped in several areas having inadequate language ability, poor academic preparation and general inferiority to domestic students. Mastenhauser (1983) also confirmed that international students are vulnerable to discrimination which ties in with Singh (2010) who discovered that culture and diversity were misunderstood

topics by students she sampled. Singh's (2010) study was conducted at UNISA, in Durban South Africa, this being on our door step and based on such a current study indicates that culture and diversity issues are prevalent at educational institutions. These adjustment factors could have a negative or positive impact on international student success and retention or attrition rates. Solid support services are imperative to international students in the host country. Poole (2001) advises that universities who become international are faced with the need to manage the complexities, risks and challenges associated with international operations.

A developing country such as South Africa would benefit greatly by addressing international educational needs and engaging in strategies to improve on marketing, recruitment and retention of international candidates from all parts of the world. Andrade (2006) advises that in order for certain benefits to continue, universities must become more knowledgeable about the adjustment issues international students face and appropriate support services should be implemented. South Africa is a promising country and having successfully hosted an event such as the FIFA World Cup, has gained the country much respect and admiration.

Chapter Three discusses the research methodology used in the study and takes into account the direction and focus of this study on the number of international applicants to the Faculty of Management Studies. The international student gender profile and country of origin are discussed within Chapter Four, and the comparison of the entrance requirements prescribed for international and local students, as subscribed by the University of KwaZulu-Natal, Faculty of Management Studies, are further explored in Chapter Four.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses in detail the sample of students selection, research design, research questions, informed consent, sampling, confidentiality, geographic location, data analysis, correlation research, statistical tools-descriptive statistics, validity and reliability of information to state the overview of this chapter.

3.2 Population and Sample Selection

The sample of students used in this study was taken as the total number of undergraduate international applicants that applied to the Faculty of Management Studies at University of KwaZulu-Natal from 2006 to 2010. These data were analysed to determine the total number of applicants that took up their offers and enrolled at the Faculty. Thereafter, 50% of these data on the enrolled international students was chosen at random to use as the sample. This data was made available by the Division of Management Information (DMI). The system used by UKZN to store data is known as Integrated Tertiary System (ITS).

According to Leedy and Ormond (2005, p. 207) the basic rule is that the larger the sample, the better. Leedy and Ormond (2005, p. 207) quote a basic rule of thumb as guidelines on sample sizes from Gay and Airasian (2003, p. 13) that for small populations (with fewer than 100 people or units) the entire population should be sampled. For a population of around 500, use 50% of the population for sampling and if the population is around 1500 then use 20% for sampling. In the case of this study the enrolled international population from 2006 to 2009 equalled a total of 260 students. The author chose to use 50% of the population equalling a total of 130 students across 2006 to 2009, to eliminate any bias. International students in 2010 were excluded from this section as student data was not available at the time. 2010 enrolments would only write examinations in June 2010 and work on this paper had already begun in February 2010.

The reason to separate the data for each year and capture it accordingly was done in order to:

- clearly indicate trends from one year to another thus enabling the reader to have a clear and logical synopsis of the entire flow of events from years 2006 to 2009, and,
- to coherently answer questions 2 and 3 and all subsections of the problem statement.

The study is both qualitative and quantitative. This study uses secondary data that is historical data to observe trends and patterns of international students over a period of time across 2006 to 2010. This relates to ‘historical research’ and Leedy and Ormrod (2005, p. 108) have described this as “an attempt to solve certain problems arising out of a historical context through gathering and examining relevant data”.

3.2.1 Sample

Simple random sampling has been used to pick out the sample of students for the purpose of this study. A list of international students that applied for studies at the FMS was obtained from DMI and the data was studied to find out how many of these applicants were selected for undergraduate studies in the Faculty. These were further examined to find out what number of international candidates took up their offers and enrolled at the Faculty from 2006 to 2010. The number of students that enrolled for study purposes was noted, and the decision was made to use 50% of international students for years 2006 to 2010 in the sample.

The sample of students was randomly chosen from the enrolment statistical reports obtained from DMI. This is known as simple random sampling. Simple random sampling is the equivalent of placing all names into a hat and the required amount ‘blindly’ picked out. Every student has a fair chance and equal chance of being represented in the population. According to Leedy and Ormrod, (2005, p. 207) ‘Randomly’ should not be regarded as haphazardly or capriciously as randomly means that a mathematical procedure is employed to ensure that selection is entirely random and the result of blind chance. The process should yield a sample that respects and is representative of the population.

Students' profile and performances were examined and studied. The sample frame in this study represents students from various countries that applied and registered for studies at the FMS, UKZN in 2006 to 2010. This includes students' gender, country of origin, year of study, previous matriculation status and any effective changes to the original matriculation status. Data was analysed to find out the favoured degree choices of applicants, number of offers made to applicants, number of applicants that took up their offers and enrolled for studies.

International students' data was further examined to find out whether they dropped studies or continued with studies, their graduation status, their academic performances in the first year of studies both on an individual and on a class average performance comparison of the subject modules: mathematics, statistics and accounting modules and whether or not these students continued towards enrolling and completing further studies. In Chapter Four the reader will find detailed tables and trends plotted from graphs used to illustrate the findings from the sample of students used for the purpose of this study.

The population of international students used in this study includes students from any and every country as the trends show in Chapter Four of the study. There was no bias by the author in how geographic location of any international student in the population had come through, as all international students, in the sample, were randomly chosen. The actual study itself is based on the student population of the Faculty of Management Studies at the University of KwaZulu-Natal incorporating international students from both the Pietermaritzburg campus and the Westville campus into the population, as the Faculty operates across both campuses. This study has used secondary data available by Division of Management Information taken off the UKZN's Integrated Tertiary System.

The data provided by the Division of Management Information led the author to randomly extract the sample and thereafter use the sample of international student numbers to manually print, from the UKZN's Integrated Tertiary System, the academic records of each international student in the population to obtain specific data to aid in answering the research questions of this

study. This study is both qualitative and quantitative. This study uses secondary data that is historical data to observe trends and patterns of international students over a period of time across 2006 to 2010. This relates to ‘historical research’ and Leedy and Ormrod (2005, p. 108) have described this as “an attempt to solve certain problems arising out of historical context through gathering and examining relevant data”.

3.3 Research Design

The choice of data to commence the study was carefully ordered from DMI off the ITS system at UKZN. Data used was based on international applicants in the first instance whose interests led them to make applications to the Faculty of Management Studies on various degree programmes. This set of data was then examined to find out the number of applicants that took up their offers and enrolled for undergraduate studies in the Faculty of Management Studies. Once the number of applicants that took up their offers and had enrolled for undergraduate studies was determined, the study considered 50% of students (130 out of 260 students) from 2006 to 2010 to examine the next set of data in order to answer the problem statement questions and sub-questions. The sample was randomly chosen and included students across all degrees, i.e., on the Bachelor of Business Administration Degree (part time), Bachelor of Administration Degree, Bachelor of Business Science Degree, Bachelor of Commerce Degree and the Bachelor of Commerce in Accounting Degree programmes across both the Pietermaritzburg and the Westville Campuses.

As mentioned above, statistical reports were ordered from DMI on the total number of applicants that made applications to the FMS from 2006 to 2010. This report included the total number of applicants that applied for studies on the various degree programmes and reflected the number of candidates that were successful or unsuccessful in their application. The successful applicants were identified by a specific selection code used to capture the data onto ITS and these figures were extracted and captured onto an Excel spreadsheet. This step assisted the author to determine what percentages of applicants were successful in obtaining offers to study.

The next step was to determine, by viewing another specific code on the same set of statistics, the number of international students that took up their offers and enrolled for studies. On the

statistical report an 'O' against the student names and numbers meant that these applicants got offers to study at the FMS. Still using the same statistical report, any applicants with 'A' status codes against their names was an indication that such applicants had paid their initial deposit to the University, therefore, the 'O' status code on the system converted to 'A' ensuring that applicants had secured their offer of a seat and were serious about studying at UKZN.

The researcher randomly chose 50% of the international students as the sample from those international applicants with 'A' status code against their names and student numbers from 2006 to 2009, irrespective of gender, matriculation type, campus choice, degree choice or which country they originated from. This approach would eliminate any bias in choosing the sample. Students in 2010 were left out at the time as data was not available on that class of students at the time of this study.

The data from the statistical reports obtained from DMI was reorganised on Excel spread sheets to easily identify information that could answer the three main questions and the sub-question of this study. For every international student that showed up in the 50 per cent sampling, academic records were printed out manually by the author from the ITS data-base by entering the individual student numbers into the computer programme and ordering the data which was printed for analysis. The 50 per cent sample of students used in this study from 2006 to 2009 made up a total of 130 international students.

These academic records were clipped together and sorted in order of the degree that international students were enrolled. When this was completed, the researcher assigned numerical values in place of the nine digit student numbers that are normally given to students. This was done to maintain student confidentiality. Student's specific data needed for analysis was captured against their degree choice using the numerical numbers assigned to them. If there were 10 students, for example, in 2006 that had enrolled on BBADM degree, then numbers 1 to 10 were assigned to this set of students under 2006 and the data pertaining to each student was captured accordingly.

Following this, a list bearing the 130 student numbers was manually entered onto a spreadsheet and sent off to DMI to request the tracking of matriculation information on those students prior to any changes made on the matriculation status at a later stage of the students study life. Conversion of the initial matriculation type does take place when international students apply to the Higher Education of South Africa (HESA) for a Full or Complete Matriculation. Once the list was made available from DMI the specific matriculation data for each international student was then recorded on the Excel spreadsheets.

The list showing the matriculation status of students obtained from DMI came through on numerical values. For example 1 indicates that applicants had a full matriculation certificate when they initially applied for studies. 2 to 10 indicated they had 'other' matriculation types (i.e. conditional, foreign, or age exemption) when they first applied for studies. Since matriculation types do change, as international students apply to HESA for conversion of matriculation type, the student records are updated and the initial matriculation type of students may be erased. However, the DMI does store all data and the historical data prior to any changes that were made to international student records, was obtained from DMI. To simplify and separate the collection of data, columns were set up on the main data Excel spread sheet, one for entry of data on the initial type of matriculation students applied on, and another column was used to input data on whether the matriculation certificates were converted at some point.

The international student gender status was sourced from the biographical data screen on ITS by using original student numbers of each student in the population. This data was then inserted against the new numerical numbers assigned to these students on the Excel spread sheets. Each student's country of origin was identified by the author using a manual process on ITS. Once this information was obtained, it was recorded manually onto the hard copies of the students' previously printed academic records and thereafter, entered directly onto an Excel spreadsheet, matching the information to the correct country and student in the population. As mentioned earlier, the modules on which international students enrolled for in their first year of studies, were identified and the data captured accordingly, onto the Excel spread sheets together with each students' final examinations mark achieved on each specific module.

The graduation status or completion rate of each international student in the sample was determined by analysing their academic records. Although, there is no status code to identify which students have graduated or not, this could be confirmed by the words ‘degree complete’ on some of the student academic records. From the author’s experience at the Faculty, students who have ‘degree complete’ status will graduate at the next graduation ceremony following the year of degree completion. All students who had ‘degree complete’ status on their academic records were identified and this information was entered accordingly onto the Excel spread sheets.

The academic records of these international students were also used to find out whether or not students continued to enrol for further studies. In order to obtain this set of data each student’s academic record was examined. If a student began studying in 2006 and stopped halfway during 2008, his or her record would reflect that studying ceased in the second semester of 2008, as no further modules would be reflected beyond this period. If the undergraduate degree was completed, then at the end of a specific year of study the status code on the academic record would indicate ‘degree complete’ and the year that the student completed the degree. However, if a student completed his or her degree and then enrolled for higher studies, this information would be visible on the student’s academic record.

The simplicity and logic of the process is due to the fact that students use one student number assigned to them throughout their study life at UKZN, their biographical and academic details are captured against this same student number which makes it easy to keep track of these students. Furthermore, if some students had taken a break from studies and returned a few years later, they would resume studies using the same student number initially assigned to them upon first application to UKZN. Updates on student records are made on ITS and this system also stores historical student data. Students’ academic records were examined to find out the campus choice of each student in the population. The researcher managed to determine this by studying the codes on the academic records of each student, where students enrolled for degree studies at the Pietermaritzburg campus the symbol ‘P’ was used on the enrolled module codes and for

Westville campus symbol code 'W' was found at the end of the module codes. Upon identifying which campus each student enrolled at, the data was then organised and entered onto Excel spreadsheets.

Once all sets of data were obtained to assist in answering the problem statement questions of this study, it was cross checked by the author for accuracy and reliability and when satisfied that these conditions were met, the author then began to re-organise the data in order to complete this study.

Data from the spread sheets were copied onto new spread sheets to categorise data according to data requirements and relevancy of each research question and sub-question of this study. They were then transferred into Microsoft Word where the data was put into tables and graphs to condense information and better demonstrate large sections of complex data so that the reader can easily understand the presentation. According to Leedy and Ormond, (2005, p.248) usually graphing data is useful in revealing patterns in a data set.

3.4 Research Questions and Methodology

The study has focused on the following:

- Methodology used to determine the profile of international students in the Faculty of Management Studies from 2006 to 2010.

The data on the number of applications received by international applicants by the Faculty of Management Studies was examined and analysed to find out from this number of applications how many offers were made to applicants to study for undergraduate degree programmes from 2006 to 2010. Once this was established data was further analysed to find out how many of these candidates took up their offers to study in the Faculty of Management Studies. Data was examined to find out international student gender on all applications received by the FMS, on enrolments and on choice of degree. The sample data was analysed to find out the student gender profile of graduates. Data was examined on 2006 to 2010 international enrolments to find

out what number of international students went to Westville and Pietermaritzburg Campuses and on which undergraduate degree programmes these students enrolled on.

The sample data was examined and analysed to find out international students country of origin at the FMS from 2006 to 2010. Information on the undergraduate entrance criteria prescribed by the FMS for local and international applicants was obtained from the Faculty's Handbook, the University Wide Prospectus and the University's website. This data was organised into tables where the reader can immediately view the differences in the two sets of criteria prescribed for local and international applicants.

- Methodology used to determine the academic performance levels of international students in the Faculty of Management Studies from 2006 to 2009.

This section investigated average performance levels of first year undergraduate international students from 2006 to 2009 only. (2010 international students will be excluded as no data is available on their performance levels as yet). The measure of performance levels were determined using the students individual scores achieved for all modules taken in the first year of study. The mean was applied on these scores to international student's individual performances in the population.

The sample of students was analysed to find out how many students had dropped studies and how many had continued with their studies. These students were then tracked to find out how many had graduated from the class of students that entered the Faculty in 2006 and 2007 as the data on graduated students was not available for the 2008 first year students in the sample at the time of this study. These students were further tracked to find out the trends and patterns of their enrolment on higher studies and the graduation from these studies. The class of students in the sample that enrolled for studies in 2009 and 2010 would not be in the graduate status just yet.

The mean was also applied to measure students performances based on class averages on the computational modules namely, mathematics, statistics and accounting modules enrolled on in

first year studies. The reason for this is that mathematics is the main predictor used by the Faculty as part of the entrance selection criteria for undergraduate degree programmes. Each student's individual mean scores and class average scores were taken into consideration when the academic performances were measured then rated on classification of results namely, 1st class, 2nd class upper division, 2nd class lower division, 3rd class and fail as classified in the Faculty of Management Studies Handbook of 2009 and converted to Pass A to Pass C and Fail = D by the author for ease of arranging the information that was illustrated on graphs in Chapter Four.

The first year success rate of international students with Full/complete and 'Other' matriculation exemption types was also not mentioned in the problem statement. The author decided to take the analysis a further step in comparing the academic performance of both sets of international students in their first year of study that entered the Faculty on Full/complete exemption and 'Other' matriculation types.

Although, not initially discussed in the problem statement, the author went a bit further in analysing the sample of international students' academic performance on computational modules taken in their first year of study. This was of interest because mathematics is one of the main predictors used by the FMS in the entrance criteria to degree programme studies. The available data was arranged in a table to identify which countries produced the higher performing international students. All students in the population had their country of origin listed in a table and their mean, median and range scores were assigned to the relevant columns which also indicated their individual class scores on Pass Types A to D or Fail status.

This allows the reader to view the students' mean scores based on individual performances and immediately observe from which countries the high performing students originate. Although initially stated in the problem statement that only students who had a pass mark of 50% (this is considered a pass mark if achieved on any module) or higher will be tracked to find out country of origin, some students who have failed on first year modules are also reflected in the table.

The performance averages (mean) were rated as per rule GR29 listed in the 2010 Handbook of the Faculty of Management Studies under “classification of results” on page 10 as follows:

Table 3.1 Classification of Results

Mark % Achieved	Referred to in the FMS Study Handbook as:	Referred to in this study as:
75% upwards	= 1 st class	Pass A
70 – 74%	= 2 nd class, upper division	Pass B
60 – 69%	= 2 nd class, lower division	Pass C
50 – 59%	= 3 rd class	Pass D
Less than 50%	= fail	Fail F

Source: Faculty of Management Studies Handbook, 2010, p.10.

As mentioned in Chapter One, the research in this study was further adapted with the classification of passes into Pass A to C and Fail for students with below 50%. A score achievement of 75% upwards would be Pass A, 70 to 74% is Pass B, 60 to 69% is Pass C, 50 to 59% is Pass D and less than 50% is a fail (F).

- The methodology used to determine first year success rate of international students’ with Full/complete and ‘Other’ matriculation exemption types.

The first year success rates based on international students’ mean performance levels on all first year modules studied at the FMS. The 130 sample of students were separated into those who entered the Faculty on full/complete matriculation exemption to those on ‘other’ type of matriculation exemption to complete the analyses of this sub question.

- The methodology used to determine the success rate of students on first year computational modules.

The success rate of international students in the population is measured by the class averages of all students that wrote examinations in 2006 to 2009 on Accounting, Quantitative Methods and Statistical subjects in their first year of study at the FMS.

- The methodology used to determine which countries produce the higher performing students

Upon completing part of the analysis on international student performances, only those students with a performance score average of 50% (50% is considered a pass) and higher will be tracked to find out from which countries the higher performers originate. The author has chosen to display the results of every student in the population whether it was a pass or a fail as represented in Chapter Four of this study.

- The methodology used to determine how many registered international undergraduate students from 2006 to 2009 progressed to second and third year of study.

Registered international undergraduate students were tracked to find out how many of these students continued with their studies compared to the number of students that dropped out from their studies altogether across 2006 to 2010. Students who continued with their studies were tracked to find out the graduation rates from the class of students registered in 2006 and 2007 only.

Note that the minimum time period for degree completion is 3 years for Bachelor of Commerce, Bachelor of Accounting and Bachelor of Administration Degree programmes, and 4 years for Bachelor of Business Science and Bachelor of Business Administration Degree programmes (part time study), although students can take longer to complete their studies. (Student enrolments in 2008 and 2009 may only graduate after 2010, a few years after the date of their

first enrolment and on completion of their studies).

3.5 Informed Consent

Permission was obtained from the registrar's office of UKZN and approved by the Registrar; Professor Jane Meyerowitz granted the author access to obtain data as required from the University's ITS data-base provided the confidentiality of each student was not exploited in any way whatsoever. A certified copy of the proof of consent (Ethical Clearance Certificate) is attached as Appendix B at the end of this study. Since this study has used secondary data, no further consent was necessary from students as participants for this study.

Permission was sought to use secondary data gathered from UKZN's ITS system and that all information obtained and used would not exploit any student by mentioning student names or numbers in the research. This was adhered to by obtaining the necessary data and re-organising the data onto Microsoft Word and onto Excel spread sheets where student numbers and names were eliminated. Each international student's information was captured onto Excel spread sheets using newly assigned numerical values by the author. No actual student numbers or names were mentioned in any part of this study.

3.6 Statistical Tools – Descriptive Statistics

The author chose to use descriptive statistics to illustrate points of central tendency on students' individual average scores. The first year individual scores of each international student in the population were taken and the mean was applied to find out how well these students performed in first year. The classification of the percentages derived from the mean for each student were then converted to Pass A, B, C, D and Fail. Pass A is rated as a 1st class pass and Pass B as 2nd class pass on upper division, Pass C is rated as 2nd class pass on lower division and Pass D is rated as 3rd class pass. Students with below 50% in a module have failed. The class averages for each module across years 2006 to 2009 and across degrees were obtained from DMI. The author had to re-arrange data of all registered international students in the population on Excel

spread sheets according to the degree in which students enrolled. Where DMI was not able to provide class averages for two of the modules, the enrolment code and module descriptions were emailed to the School of Economics to provide the class averages information. All modules and codes finally matched and the data received from DMI and School of Economics were captured against each registered student in the population onto the Excel spreadsheets.

Once all the data was organised, the author compared individual international students mean to the class average scores on the specific modules international students enrolled for in their first year of study. The mean scores on individual and class average scores were plotted and tables and graphs were used in Chapter Four of this study showing the outcome of the results. Statistical mean, median and range were used in a number of ways to show academic performances as can be seen in Chapter Four. The mean and median were used to calculate class average scores on all modules that the population of international students studied and wrote examinations for, in their first year of studies. The use of tables and charts illustrate the class average performances of all students by degree in 2006 to 2009.

To get the mean, each student's examination marks were taken and calculated to obtain total score then this score was divided by the number of modules taken by the student in first year of study to arrive at the mean. An example: in the case where a student had done 5 modules in first year of study and his/her marks were 50, 70, 55, 65 and 80 then the following calculation was done: Calculate: $50+70+55+65+80 = 320$

Answer: $= 320/5$ (number of modules taken in first year) therefore, mean = 64%.

The median was arrived at by rearranging the first year examination marks in ascending order and taking the middle or central figure as the median for example: 50, 55, 65, 70 and 80. The median is, therefore, 65 (being the middle number)

Where an even set of marks were found, for example 8 sets of marks then once they were arranged in ascending order, the two middle numbers, that is, the fourth and fifth mark in the set of results, were added and divided by two to get an average median.

Mode is where a number within a set of numbers is repeated the most number of times. Since this did not apply to many of the students in the population, mode was not considered.

The range was used on some sets of scores. Range is derived by subtracting the lowest number in a set of number from the highest number. An example of a student's scores again as shown above is: 50+70+55+65+80. Since 80 is the largest number and 50 the smallest, the range would be: $80-50 = 30$ therefore the range is 30.

3.7 The Validity and Reliability of Information

The validity of the information sourced from statistics using the University of KwaZulu-Natal's main data source programme known as Integrated Tertiary System (ITS) is valid in that the information that is captured onto the system records every international students' detail onto the system from beginning to end of a student's academic registration at UKZN.

When applicants make application to study at UKZN, the most important pieces of information are captured from the application forms onto the system by trained data capturers. The decisions that staff make at various faculties, be it rejection of applications or offers made to applicants, are all captured on the ITS data-base by trained staff where procedures and protocol are followed. There are specific status codes used for each type of offer made. When applicants take up their offers, the status code will change from a firm offer to an acceptance of firm offer. In this way the system can track how many applicants applied to the campus for an undergraduate degree programme in any particular year.

The system stores data on all offers made to applicants and by analysing this data one can determine the number of applicants that took up their offers of a seat to study at the Faculty. The entire process from application to enrolment and to graduation of each and every student at the University of KwaZulu-Natal is recorded and stored on the ITS database. Specific statistical reports are available from DMI and can be ordered by listing the variables to be used in the extraction of such data. The validity and reliability of the information used from the statistic

reports requested from DMI for the purpose of this study can be regarded as that of being very accurate. Chapter Four represents the findings of this study followed by conclusions and recommendations made in Chapter Five.

3.8 Conclusions

This chapter began with an introduction and covered the following topics explaining in detail what this study entails with regard to the research methodology used, discussing method, and correlation research, use of statistical tools using descriptive statistics where the mean, median, mode and range were discussed and demonstrated how they was used in this study. The research design and research questions were discussed. The population, informed consent, sampling frame, confidentiality, geographic location, data collection, data analysis were topics discussed.

CHAPTER FOUR

FINDINGS AND RESULTS

4.1 Introduction

This chapter is comprised of the findings and results of the study. Chapter Four gives an in depth analysis of the three main questions in the problem statement and the sub-questions within each main question. The sample data was analysed to show relevance to the three main and sub-questions and objectives of this study.

Data was sorted and arranged into tables from which the information was further plotted and shown on figures depicting the trend of international student profiles and performances, making it easier for the reader to quickly understand the analysis and findings of each main question and sub-question.

4.2 What is the profile of international students in the Faculty of Management Studies from 2006 to 2010?

Data was examined to find out trends on international applicants into the Faculty of Management Studies over a five year period from 2006 to 2010.

4.2.1 Trend in International Application Status from 2006 to 2010

This section investigates the total number of applications received from international students from 2006 to 2010. These applications were further analysed to find out how many applicants had accepted their study offers and became enrolled students in the Faculty. Upon determining these numbers, 50% of the enrolled international students across 2006 to 2010 were used in the sample in this study.

Table 4.1 International Students' Application Status 2006 – 2010

Years	2006	2007	2008	2009	2010
Applications received	492 (100%)	516 (100%)	309 (100%)	724 (100%)	789 (100%)
Number of offers made	126 (26%)	125 (24%)	102 (33%)	160 (22%)	163 (21%)
Actual number of enrolments	67 (53%)	54 (43%)	60 (59%)	80 (50%)	73 (45%)
N = 50% of the enrolments	33 (50%)	27 (50%)	30 (50%)	40 (50%)	37 (50%)

Source: Author compiled data from statistical reports provided by DMI of UKZN, 2010.

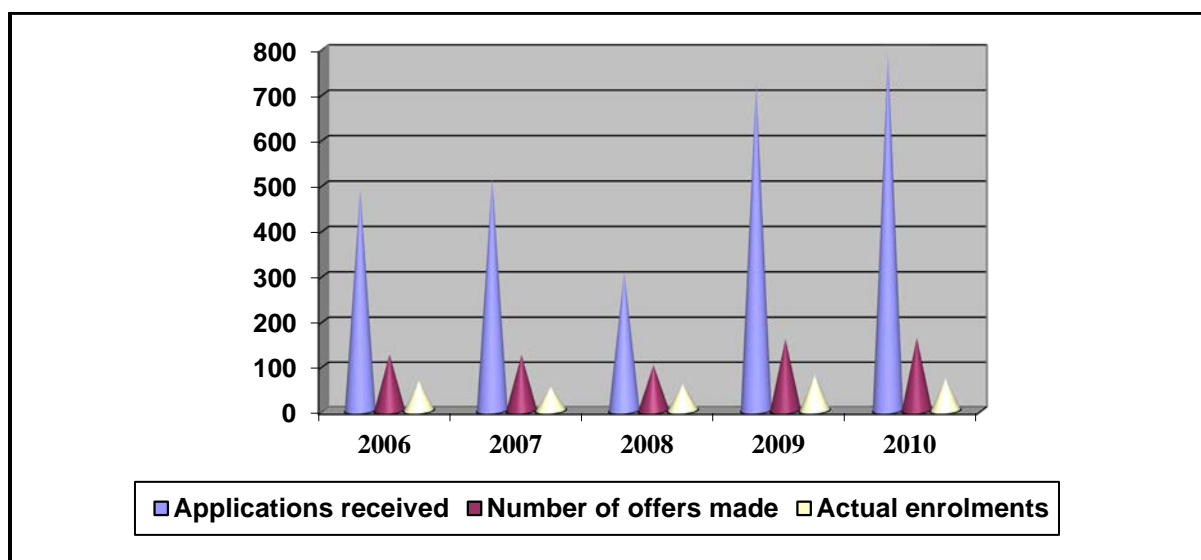


Figure 4.1 International Application Statuses 2006 – 2010

Source: Author compiled data from statistical reports provided by DMI of UKZN, 2010.

4.2.2 Findings on Application, Offers and Enrolments - 2006 to 2010

Table 4.1 depicts the trend in international applications received by the FMS from 2006 to 2010 to the number of study offers that were made to these applicants and the number of applicants that took up these offers and enrolled for undergraduate studies. The illustration of the trend in applications, offers made and enrolments are shown in Figure 4.1. In 2006, the number of applications received by the Faculty was at 492 and of this only 126 (26%) applicants actually qualified for entry into the Faculty for undergraduate degree study purposes and were selected

and offered seats to study. Of this total of 126 offers that were made to international students, there were only 67 (53%) applicants that took up the offers and enrolled for degree studies.

In 2007 there were 516 international applications received by the FMS indicating a slight increase from the 2006 international applications that the Faculty received in that year. There were 125 (24%) offers made to international applicants in 2007 of which 54 (43%) turned into acceptance of offers and into actual first year enrolments in the Faculty. In 2008 the trend indicates a huge decline in international applications when compared to 2006 and 2007. In 2008, there were 309 international applications received by the Faculty of which 102 (33%) offers were made to international applicants that resulted in 60 (59%) applicants that took up their offers and enrolled at the Faculty for study purposes.

In 2009 the trend in applications received by the Faculty showed a high incline in numbers when compared to the total number of applications received in 2006, 2007 and 2008. There were 724 international applications to the Faculty in 2009 yet, only 160 (22%) offers were made to these applicants that resulted in 80 (50%) applicants that took up their offers and enrolled for degree studies. In 2010 the trend in applications received showed that there was yet another increase by 9% on the 2009 figure in the total number of applications received by the Faculty. Of the 789 international applications received by the Faculty in 2010, only 163 (21%) offers were made to applicants and 73 (45%) of applicants took up the offers and enrolled for degree studies.

4.2.3 Summary on International Applications, Offers and Enrolments

The number of international applications received in 2006 to 2010 (309 to 789 applications) outweighed the number of offers (21% to 33%) made to applicants. The number of offers in turn outweighed the number of actual enrolments across 2006 to 2010. The actual enrolment figures were at 43% to 59% of the total number of offers made to international applicants. The reasons why the applications to offer and acceptance rate has had a downward spiral, would be an interesting future study. It is imperative for UKZN to aim for a higher offer and acceptance rate to meet the international student quota in future years.

4.3 Trend in Gender Profile of Enrolled International Students in 2006 to 2010

This section investigated the sample data of international students to find out the trend in gender of these students in 2006 to 2010. The trend in international student gender status, across 2006 to 2010 as shown on Table 4.2 and Figure 4.2 below indicates that, there were more male international students enrolled on undergraduate degree programmes at the FMS than there were female students in this period.

Table 4.2 Enrolled International Students Gender Status from 2006 to 2010

Years	2006	2007	2008	2009	2010
Male students	17 (52%)	16 (59%)	18 (60%)	24 (60%)	28 (76%)
Female students	16 (48%)	11 (41%)	12 (40%)	16 (40%)	9 (24%)
Total students	33 (100%)	27 (100%)	30 (100%)	40 (100%)	37 (100%)

Source: Compiled by author from statistical reports provided by DMI of UKZN, 2010.

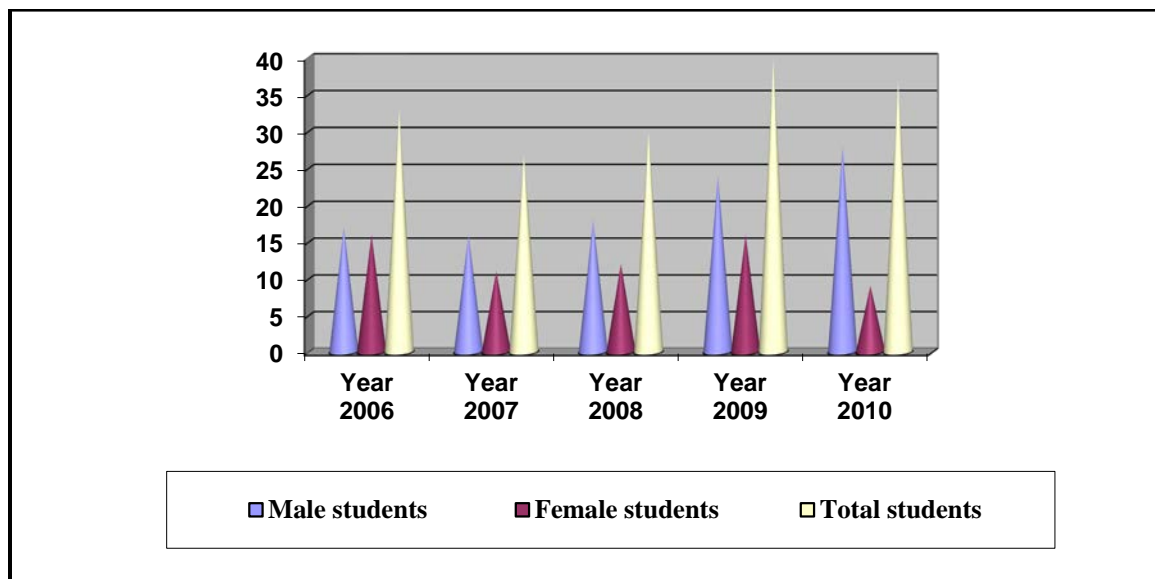


Figure 4.2 International Enrolments by Gender, 2006 to 2010

Source: Compiled by author from statistical reports provided by DMI of UKZN, 2010.

4.3.1 Findings on Trend on Gender of International Enrolments in 2006 to 2010

In 2006 there were more international male 17 (52%) student enrolments across degree programmes in total for that year than there were female student enrolments. Female international student enrolments in 2006 totalled to 16 (48%) of enrolments for this year.

In 2007 this trend continued with 16 (59%) international male student enrolments and 11 (41%) of female student enrolments.

In 2008 a male dominated trend is again evident with 18 (60%) male student enrolments and 12 (40%) female student enrolments.

In 2009 there were no changes to the stronger presence of male student enrolments in the FMS with 24 (60%) male and 16 (40%) female student enrolments.

In 2010 yet again, there were a higher number of male students to female students in the FMS. There were 28 (76%) male student enrolments and 9 (24%) female student enrolments across degree programmes.

4.3.2 Summary on Trends on Gender of International Student Enrolments in 2006 to 2010

International male enrolments outweighed that of female enrolments in all years across all degrees programmes in 2006 to 2010. International male students increased in numbers each year from 2006 to 2010 while the female students decreased significantly in these same years. Male dominance in student enrolments in 2006 to 2010 is evident in this finding.

4.4 International Enrolments by Campus and Degree Programmes

In this section, the results on international enrolments on the Westville and Pietermaritzburg campuses on particular undergraduate degree programmes in 2006 to 2010 are depicted in trends as shown on the Table 4.3 and illustrated graphically in Figures 4.3 and 4.4 below.

Table 4.3 International Students Campus and Degree Choices from 2006 to 2010

Degree	BBADM		BCOM		BCOA		BBSC		BADMIN		Total Per year (P + W)
	P	W	P	W	P	W	P	W	P	W	
Year 2006	11 (33%)		16 (48%)	1 (3%)		3 (10%)		2 (6%)			33 (100%)
2007	4 (15%)		13 (48%)	9 (33%)						1 (4%)	27 (100%)
2008	11 (37%)		4 (13%)	4 (13%)	2 (7%)	6 (20%)		3 (10%)			30 (100%)
2009	20 (50%)		15 (38%)	1 (2%)		4 (10%)					40 (100%)
2010	15 (40%)			11 (30%)		11 (30%)					37 (100%)
Total per Degree & campus	61		48	26	2	24		5		1	167

Source: Compiled by author from statistical reports provided by DMI of UKZN, 2010.

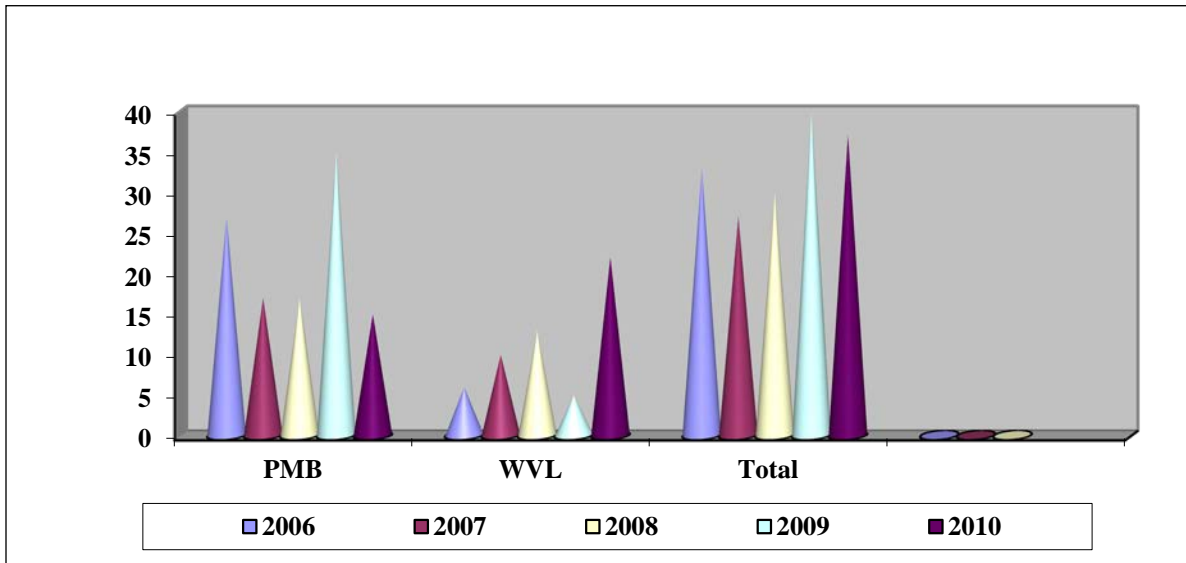


Figure 4.3 International Student's Choice of Campus 2006 to 2010

Source: Compiled by author from statistical reports provided by DMI of UKZN, 2010

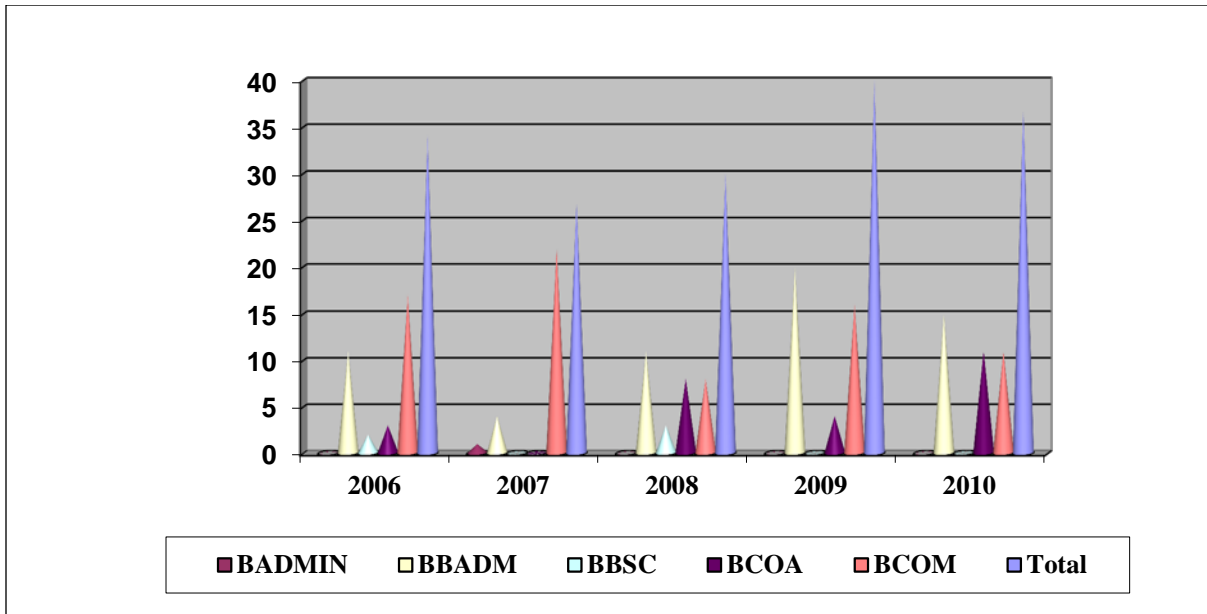


Figure 4.4 International Enrolments by Degree Programme 2006 to 2010

Source: Compiled by author from statistical reports provided by DMI of UKZN, 2010

4.4.1 International Student Enrolments at Pietermaritzburg and Westville Campuses

In 2006, the total of 33 (100%) international student enrolments were made up of 27 (82%) international student enrolments at Pietermaritzburg campus and 6 (18%) international student enrolments at Westville Campus. In 2007, the totals of 27 (100%) international student enrolments were made up of 17 (63%) international students at the Pietermaritzburg campus and 10 (37%) international students at the Westville campus.

In 2008 the total of 30 (100%) international enrolments made up of 17 (57%) international students that were enrolled at the Pietermaritzburg campus and 13 (43%) international students enrolled at the Westville campus. In 2009, the total number of international students in the Faculty were 40 (100%) with 35 (88%) international student enrolments at Pietermaritzburg campus and 5 (12%) enrolments at the Westville campus.

4.4.2 International Student Degree Choice, 2006 – 2010

The six main undergraduate degree programme offerings were considered as part of this study and the findings are as follows:

- **Bachelor of Administration Degree Programme**

In 2006, there were no students enrolled for the Bachelor of Administration Degree (BADMIN) programme and in 2007 there was also only one (4%) of the total of international students that enrolled for the BADMIN Degree programme. In 2008 to 2010, there were no international student enrolments in the population for this degree programme.

- **Bachelor of Business Administration Degree Programme (part time)**

In 2006, there were 11 (32%) international enrolments on the Bachelor of Business Administration Degree programme (BBADM) and in 2007 there was a significant decline with only 4 (15%) international enrolments on this degree programme. In 2008 an increase to the 2007 figure showed 11(36%) international enrolments in this year for this degree programme and in 2009 international enrolments on the BADMIN Degree programme reflected an increase on the 2008 figure to 20 (50%) international students in this year.

In 2010 the international enrolment figures dropped in comparison to the 2009 figures by 10% to 15 (40%) international students on this degree programme. (In 2006 to 2009 all international students that enrolled on the BBADM programme studied at the Pietermaritzburg campus as this programme was not offered at the Westville campus at the time. The BBADM programme has now been offered at the Westville Campus since late 2009 to present).

- **Bachelor of Business Science Degree Programme**

In year 2006, there were 2 (6%) international enrolments for the Bachelor of Business Science (BBSC) Degree programme and in 2008 there were 3 (10%) international student enrolments on this degree programme. There were no international student enrolments on the BBSC Degree programme in 2007, 2009 and 2010.

- **Bachelor of Commerce in Accounting Degree Programme**

The number of international students enrolled for the Bachelor of Commerce in Accounting (BCOA) Degree programme in 2006 was 3 (9%) with no international enrolments on this degree programme in 2007. There was an increase in enrolments in year 2008 to 8 (27%) international enrolments for the BCOA Degree programme and a 50% decline on this figure to 4 (10%) international enrolments in 2009. An increase is seen on this degree programme in 2010 with 11 (30%) international enrolments on the BCOA Degree programme for this year.

- **Bachelor of Commerce Degree Programme**

In 2006, the highest number of international students, that is 17 (50%) students, enrolled for the Bachelor of Commerce (BCOM) Degree programme compared to all other degrees in that same year. In year 2007, the number of enrolments increased to 22 (80%) ensuring the popularity of the BCOM Degree programme as the most popular choice of degree programme chosen by international students in this year. In 2008 there was a massive drop in international enrolments to 8 (27%) students on the BCOM Degree programme.

A 100% increase from the 2008 figures is evident on international student enrolments in 2009 with 16 (40%) international enrolments for this degree programme in this year. In 2010, there is a decline in international enrolments by 11 (30%) international student enrolments on the BCOM Degree programme. As shown on Figure 3, the international enrolment trend reflects the highest number of international student enrolments on the BCOM Degree programme in all years in comparison to all other degrees over 2006 to 2010. In the researcher's opinion the BCOM Degree programme is more prestigious than the BADMIN Degree Programme and this could be one of the reasons for a higher number of applications to this programme. Another reason, in the experience of the researcher is that although, applicants apply for BBSC Degree Programme and BCOA Degree Programme, often international applicants do not fully meet with the high entrance requirements for these programmes and are therefore, considered for their next choice which is usually, to the BCOM Degree Programme. Another interesting fact is that the BADMIN programme was not offered at the Pietermaritzburg campus in past years and only became available to applicants in 2007. The BBADM Programme (evening classes) was offered at the PMB campus and only in 2007 it began to be made available to candidates at the Westville campus.

4.4.3 Summary on Campus and Degree Choices by International Students

The campus choice by international students as the trend reflects on Table 4.3, and illustrated in Figures 4.3 and 4.4 above is that in total over 2006 to 2009, the highest number of international enrolments were at the Pietermaritzburg campus in comparison to Westville campus. The outcome of results shows that in 2006 to 2009 Pietermaritzburg campus was a more popular or favoured campus by international students than Westville campus. In 2010, there were more international enrolments on the Westville campus than the Pietermaritzburg campus although, more stringent admissions criteria applied to international candidates in this year. The researcher obtained email confirmation from the university's international office that in 2010 a higher number of Zimbabwean candidates applied and enrolled at the Westville campus due to having financial assistance from their home country.

In total, there were a higher number of international students enrolled on the Bachelor of Business Administration Degree programme when compared to Bachelor of Administration Degree, Bachelor of Business Science and Bachelor of Accounting Degree programmes. In the researcher's experience, where international applicants fall short of meeting the admissions criteria to a particular degree programme of their choice (usually their first or second choice) they are then offered a seat to study on a degree programme where they do meet the entrance requirement for that programme.

The entrance criteria prescribed by the FMS for entry to BBADMN Degree Programme is lower than the entrance criteria to all other undergraduate degree programmes offered at Faculty. As reflected on Table 4.3 and Figure 4.4 above, the most popular choice of degree programme sought after by international students is the Bachelor of Commerce degree programme. The Bachelor of Business Administration Degree programme is the second most popular degree programme choice by international students. The demand and popularity of the Bachelor of Administration Degree programme and the Business Science Degree programme is extremely low as is reflected in the trends in Table 4.3 and Figure 4.3.1 above. One of the reasons that the Bachelor of Administration Degree programme has not attracted a high number of international students onto the programme could be because this programme was offered at the Westville campus in past years and only started to be offered at the Pietermaritzburg campus in 2009.

The campus choice favoured by international students as shown in the findings is the Pietermaritzburg campus and a reason for this is the availability of residence at that campus. Residence places are not easily available at the Westville campus due to the high number of students that occupy housing on this campus. A reason that the Bachelor of Business Science Degree does not attract a high number of international students onto the programme is that this degree demands the highest entrance requirement compared to all other undergraduate programmes that the Faculty offers. This is the only degree that also takes a longer period of time to complete, that is 4 years, as opposed to the other degree programmes that can be completed in a minimum time period of 3 years.

4.5 International Student's Country of Origin, 2006 to 2010

This analysis is conducted on the various home countries of enrolled international students from 2006 to 2010. There were a total of 164 international enrolments from various countries.

Table 4.4 The Total Number of International Students from Various Countries

Country	2006	2007	2008	2009	2010	Total
Botswana	5	1	1	1		8
Burundi		1		1		2
China			1		1	2
Congo		1				1
Cuba			1			1
Kenya	1		1			2
Korea			1			1
Lesotho	5	1	1			7
Madagascar			1			1
Malawi		1	1	1		3
Mauritius		2				2
Mozambique	1					1
Namibia	1					1
Nigeria			1		2	3
Pakistan	1					1
Rwanda		1		1	1	3
Swaziland		1	2			3
Tanzania	1		1			2
Uganda		1				1
Zambia	1			3		4
Zimbabwe	17	17	17	33	30	114
Unknown Country			1			1
Total Students	33	27	30	40	34	164

Source: Compiled by author from statistical reports provided by DMI of UKZN, 2010

4.5.1 Student Enrolments from Various Countries

In 2006 to 2009, 1 international student came from each of the following countries: Congo, Cuba, Korea, Madagascar, Mozambique, Namibia, Pakistan, Uganda and an unknown country (this student did not indicate his or her country of origin on the application form). A total of 2 international students came from Burundi, China, Kenya, Mauritius and Tanzania. A total of 3 international students came from Malawi, Nigeria, Rwanda and Swaziland and a total of 4 international students came from Zambia. The highest number of international students came from Zimbabwe totalling 114 students.

4.5.2 Summary on Students from Various Countries

The trend in student enrolments from various countries as depicted in Table 4.4 shows that across all countries from Botswana to Zambia the supply of international students to UKZN, the FMS are between 1 to 8 students across 2006 to 2010 except for Zimbabwe where it is evident that the highest number of students, that is 114, were from this country.

The researcher took the liberty to enquire by written correspondence using emails to the international office at UKZN as to the views on why Zimbabwe is the bigger supplier of international students, and furthermore, that the inflow of students had increased from 2009 to 2010. The response revealed (see attached Appendix C) that since 2009, Zimbabwe students were now receiving a Presidential Scholarship from their home country, and more Zimbabweans were taking up study opportunities at UKZN because of this financial assistance. This proves that availability of funds would encourage and increase student numbers into UKZN. To increase internationalisation, an effective marketing strategy to recruit students more widely from countries worldwide, should be implemented.

4.6 Retention, Drop Out and Graduation Rates of International Students

How many enrolled international undergraduate students from 2006 to 2009 progressed to second and third year of study and how many have graduated and enrolled on higher studies and then graduated from higher studies?

The retention, drop out and graduation rates of international students are analysed in this section with the figures from the sample given on Table 4.5 and the results illustrated in Figure 4.5 below.

Table 4.5 Retention, Drop-Out and Graduation Rates, 2006 to 2009

First Year of Registration	Number of Students	Continued Studies	Dropped Studies	Graduates on UG programmes
2006	33 (100%)	28 (85%)	5 (15%)	23 (70%)
2007	27 (100%)	22 (81%)	5 (19%)	12 (44%)
2008	30 (100%)	21 (70%)	9 (30%)	
2009	40 (100%)	40 (100%)	0 (0%)	
Total students across 2006 to 2009	130 (100%)	111 (85%)	19 (15%)	

Source: Compiled by author from statistical reports provided by DMI of UKZN, 2010

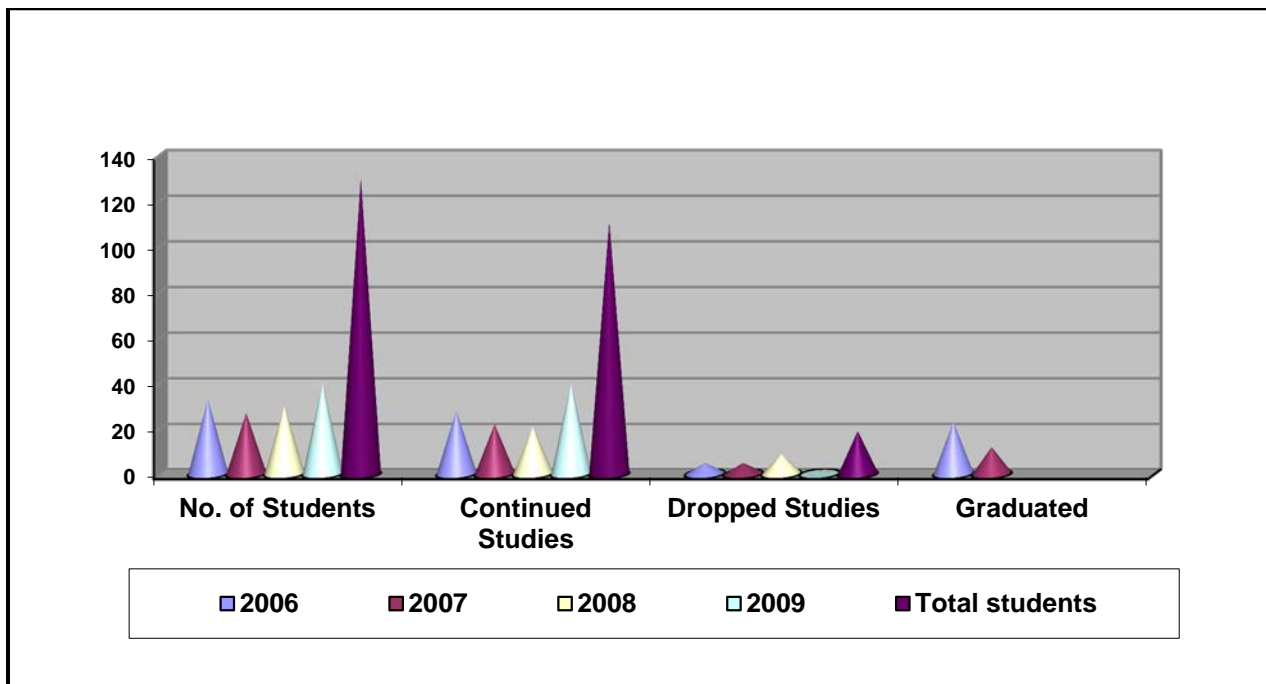


Figure 4.5 International Enrolments – Retention, Drop-out and Graduation Rates, 2006 to 2009

Source: Compiled by author from statistical reports provided by DMI of UKZN, 2010

4.6.1 Findings on Internationals Students that Dropped or Continued with Studies and Graduated

In year 2006, there were 33 (100%) international students of which 5 (15%) dropped out of studies at some point and only 28 (85%) students continued with their studies of which a total of 23 (75%) students eventually graduated from undergraduate degree programme.

In 2007 there were 27 (100%) international student enrolments of which 5 (18%) students dropped out of studying at some point and only 22 (81%) students continued with studies and 12 (44%) of these students eventually graduated from undergraduate degree programme.

In 2008, there were 30 (100%) international enrolments and 9 (30%) students dropped out of studying at some point leaving 21(70%) students who continued with studies.

In 2009, there were 40 (100) international enrolments and no students dropped out of studies.

4.6.2 Summary on Student Retention, Drop Out and Graduation Rates

There was a total of 130 (100%) international enrolments in years 2006 to 2009 and of this 19 (15%) students dropped out of studies at some point, either in the second or third year of study. 111(85%) students continued with their studies. That equates to 85% of students showed perseverance and took their study opportunities with serious commitment and stayed on board, resulting in 35 students having graduated from the 2006 and 2007 first year enrolments.

4.7 Comparison of Entrance Criteria for Local and International Students

In Table 4.6 below the entrance requirements prescribed for both local and international students are shown.

Table 4.6 Entrance Criteria to Degree Programmes Applicable to Local Students at the FMS

Degrees	Senior Certificate With Exemption	National Senior Certificate Degree (NSC)
BCOM	36 Matriculation Points Full matriculation exemption with endorsement. Mathematics on minimum HG 'D' symbol or SG 'B' symbol	31 NSC Degree Points Mathematics on Level 4 and Life Orientation Skills and English Language on Level 4.
BCOA	36 Matriculation Points Full matriculation exemption with endorsement. Mathematics on minimum HG 'D' symbol or SG 'B' symbol	32 NSC Degree Points Mathematics on Level 5 and Life Orientation Skills and English Language on Level 4.
BADMIN	30 Matriculation Points Senior Certificate Mathematics on Minimum HG 'E' or SG 'D'	28 NSC Degree Points Mathematics on level 3 Life Orientation Skills and English Language on Level 4
BBADM	30 Matriculation Points Senior Certificate Mathematics on Minimum HG 'E' or SG 'D'	28 NSC Degree Points Mathematics on level 3 Life Orientation Skills and English Language on Level 4
BBSC	38 Matriculation Points Senior Certificate Mathematics on Minimum HG 'B'	34 NSC Degree Points Mathematics on level 6 Life Orientation Skills and English Language on Level 4

Source: Author compiled table from University wide undergraduate prospectus, 2008 and 2009, UKZN.

4.7 Entrance Criteria applicable to International Students (most commonly used)

Degrees:	Common Entrance Criteria Applicable to all Degrees
BCOM BCOA BADMIN BBADM	<ul style="list-style-type: none"> • Applicants must qualify and provide proof of full exemption certificate or confirmation of this from HESA.(Ordinary Conditional, Age Exemption, Senate Discretionary Exemption and Foreign/immigrant Conditional Exemptions could be considered but is not encouraged.) • Ordinary ‘O’ and Advanced ‘A’ level subjects accepted provided proof of pass in English and Mathematics on at least 50% or higher is evident on the school leaving • Four Advanced Subsidiary subjects acceptable with Mathematics and English pass at 50% or higher is accepted. • HIGGSCE and IGGSCCE subjects, acceptable provided proof of Mathematics and English on acceptable pass level of at least 50% is evident.
BBSC	<ul style="list-style-type: none"> • The above criteria would apply to entrance on the BBSC degree programme except for mathematics which must be at a minimum of 60%.

Source: Author compiled table from University wide undergraduate prospectus, 2008 and 2009, UKZN.

4.7.1 Degree Entrance Requirements Applicable to Local Applicants

The entrance requirement to degree studies within the Faculty of Management Studies has changed, in accordance with legislation, from the previous matriculation examinations prior to 2008 where matriculated students finished high school with either a Senior Certificate with or without endorsement to the currently new National Senior Certificate Degree (NSC) examinations. As shown on Table 4.7 above, Mathematics and English subject passes are the main predictors used in the entrance criteria to degree studies in the FMS.

4.7.2 Entrance Requirements Prescribed for International Students

The entrance criteria to degree programme study prescribed for international students are as listed and shown in Table 4.7 above. The most commonly used entrance criteria pertaining to applicants from SADC and other African countries are listed on this table. The entrance requirements for international students from outside countries differ and are often complex. Therefore, under these circumstances such applicants are referred to HESA to obtain confirmation on the evaluation of matriculation exemption types to enable the Faculty in the decision making process.

International candidates who have completed high school in their home country and had completed part higher level studies at a recognized tertiary institution are referred to South African Qualifications Authority (SAQA) to evaluate the level of studies and equate to that of South African levels. Other matriculation types such as Conditional, Age, Foreign/immigrant, Senate Discretionary Exemption types (more commonly classified as ‘other’ in this study) are not highly favoured at the Westville campus, although, some candidates were granted Dean’s discretion consideration and had successfully enrolled on degree programmes in the Faculty. ‘Other’ matriculation types were acceptable at the Pietermaritzburg campus at a higher rate than Westville campus until more recently in 2009 the standardisation of selection processes began to be stringently followed by both campuses.

4.7.3 Comparison on Entrance Criteria Prescribed for International and Local Applicants

A common criterion in the entrance requirement by the FMS is that both local and international students must have Mathematics and English subject passes on highest school leaving certificate or alternatively, these subjects could have been passed at a recognised tertiary institution on a higher level of study. The difference in the entrance criteria prescribed for international and local applicants is that the points system applies to local students and does not apply to international students. At UCT (2011) (www.uct.ac.za) and WITS (2011) (www.wits.ac.za) the points system is applicable to both local and international applicants.

4.7.4 Summary and Comparison of Prescribed International and Local Entrance Criteria

There are different selection criteria used to select local students where a point system applies and this does not apply to international applicants. The commonality in the selection criteria prescribed by the FMS is that both local and international applicants must have passed Mathematics and English at the required level to be considered for entry into the Faculty. Another commonality is that both local and international applicants must qualify or be in possession of some type of matriculation *exemption* certificate to be considered for entry on any of the undergraduate programmes offered by the Faculty.

4.8 What are the academic performance levels of international students in the Faculty of Management Studies, 2006 to 2009?

The measure of performance levels was determined using a statistical approach applying mean, median and range on the first year modules of the sample. The mean included all modules in first year of studies only. This question investigated students in 2006 to 2009 only, excluding 2010 students as relevant data pertaining to examination scores were not available at the time of this study.

This section investigates the Academic performance levels of the sample of international students on computational modules such as Accounting, Statistics and Quantitative methods, against local students and examines the success rate of international students who were enrolled on full/complete matriculation exemption certificates to those on other matriculation types. Once this is determined an analysis is drawn to find out from which countries the highest performing students came.

4.8.1 The Success Rate of First Year International Students on full/complete and ‘other’ Matriculation Type Certificates

Table 8 that follows gives an indication on the pass categories of international students in the sample who entered the Faculty on Full/complete matriculation and on ‘other’ type of matriculation certificates. A comparison is made on the success and failure rates of both

categories of students and graphically illustrated in Figure 4.6 below.

Table 4.8 International Students Matriculation Type and Pass Category in 2006 to 2009

Matriculation Exemption Type	N	First Year Pass Categories A to D and Fail				
		Pass A 75 – 100%	Pass B 70 – 74%	Pass C 60 – 69%	Pass D 50 – 59%	Fail 0 -50%
Full Matriculation	23 (100%)	6 (26%)	3 (13%)	6 (26%)	6 (26%)	2 (9%)
Other Matriculation	107 (100%)	16 (15%)	32 (30%)	27 (25%)	23 (21%)	9 (8%)
Total	130	22 (17%)	35 (27%)	33 (26%)	29 (22%)	11 (8%)

Source: Compiled by author from statistical reports provided by DMI of UKZN, 2010

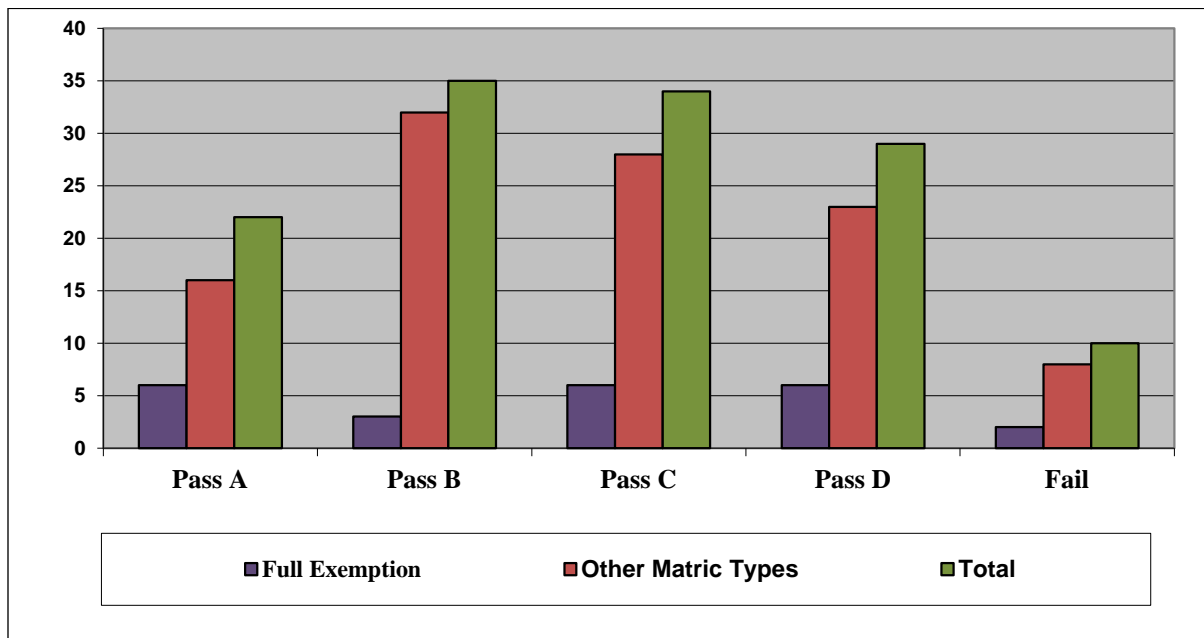


Figure 4.6 Academic Performance of Students on Full/complete and Other Matriculation Types, 2006 to 2009

Source: Compiled by author from statistical reports provided by DMI of UKZN, 2010

4.8.2 Full or Complete Matriculation Exemption

There were 23 (18%) of the total of the sample of 130 (100%) first year international student enrolments across 2006 to 2009 that had full/complete matriculation exemption when they applied for studies at the FMS. The academic achievements in first year of these 23 students with Full/complete matriculation exemption type made up 6 (26%) students that scored on Pass A, with 3 (13%) students who scored on Pass B and another 6 (26%) students that scored on Pass

C and finally, 6 (26.5%) students that scored on Pass D. There were 2 (9%) from the 23 international students who had failed first year studies altogether.

4.8.3 'Other' Matriculation Type

There were 107 (82%) from the sample of 130 (100%) international students on 'Other' Matriculation type certificates that enrolled for first year of study at the FMS. Of these 107 students 16 (15%) students who achieved first year scores on Pass A, 32 (30%) scored on Pass B, with 27 (25%) that scored on Pass C and 23 (21%) students had scored Pass D. There were 9 (8%) of the 107 students that had failed their first year studies altogether.

4.8.4 Summary on Matriculation Types

There were a total of 130 (100%) international students in the sample of which 23 (18%) were enrolled on full/complete matriculation exemption and 107 (82%) international students had 'Other' matriculation type on entering the Faculty. As is evident on Table 4.8 the success rate of the students on Full/complete matriculation shows that 21 (91%) of the 23 (in isolation of the sample) students passed first year studies with the remaining 2 (9%) that failed first year altogether. Those 107 (in isolation from the total sample) international students that were enrolled on 'Other' matriculation type had 99 (92%) students that passed first year studies successfully and 9 (8%) of these students failed first year of studies altogether.

4.9 International Students Achievements on Computational Modules

The academic achievement of international students compared to their class average percentages in computational modules are analysed in this section. These modules cover the accounting, mathematics and statistic modules taken by students in first year of their studies across degree programmes. Class averages percentages and total number of students that wrote examinations in these computational modules, include the sample of international students and all local students across campus in 2006 to 2009.

Table 4.9 International Student Class Average Achievements in Accounting Modules, 2006 to 2009

Accounting 101					Accounting 102				Business Accounting 112	
Year	2006	2007	2008	2009	2006	2007	2008	2009	2008	2009
Year Class Total	587	531	496	516	470	433	358	320	54	139
Total Students (all years)	2130				1581				193	
Year Class AV	58%	58%	56%	49%	55%	59%	57%	53%	54%	54%
Total Class AV	55%				56%				54%	
N= per/year	16	20	16	9	7	12	7	10	6	19
Total N=	61 (100%)				36 (100%)				25 (100%)	
N=met av.	10 63%	14 70%	10 63%	9 100%	7 100%	12 100%	6 86%	9 90%	5 83%	13 68%
Total N=AV Met	43 (70%)				34 (94%)				18 (67%)	
Pass A (75-100%)	3	3	7	0	4	9	6	2	2	3
Total on Pass A	13 (21%)				21 (58%)				5 (20%)	
Pass B (70 – 74%)	3	5	0	0	3	3	0	2	2	2
Total on Pass B	8 (13%)				8 (22%)				4 (16%)	
Pass C (60 – 69%)	4	6	1	5	0	0	0	4	1	6
Total on Pass C	16 (26%)				4 (11%)				7 (28%)	
Pass D(50 – 59%)	2	4	4	4	0	0	0	1	0	5
Total on Pass D	14 (24%)				1 (3%)				5 (20%)	
Fail (0 – 49%)	4	2	4	0	0	0	1	1	1	3
Total N=Fail	10 (16%)				2 (6%)				4 (16%)	

Source: Compiled by author from statistical reports provided by DMI of UKZN, 2010

- Accounting Modules**

There were a total of 2130 students that wrote examinations on Accounting 101 module of which 61 (100%) were international students and 43 (70%) of these students had met the class averages in 2006 to 2009. A total of 13 (21%) of the 61 international students achieved success on this

module on Pass A, with 8 (13%) of these students that achieved on Pass B, a further, 16 (26%) achieved on Pass C and 14 (24%) achieved on Pass D. There were 10 (16%) of these students that failed this module altogether. The highest number of students achieved success on Pass C.

On the Accounting 102 module, there were a total of 1581 students that wrote examinations in this module in 2006 to 2009 of which 36 (100%) were international students and 34 (94%) of these students had passed the module and met the class averages. The highest number of students, that is, 21 (58%) of the total of 36 international students achieved success at Pass A level, with 8 (22%) that scored on Pass B, a further 4 (11%) students scored on Pass C and 1 (3%) scored on Pass D level. There were 2 (6%) international students that failed this module altogether.

On the Business Accounting 112 module there were a total of 193 students across 2008 and 2009 that wrote the examination on this module of which 25 (100%) were international students and 18 (67%) of these students had met the class averages for this module. There were 5 (20%) of these students that achieved success on Pass A, with 4 (16%) that achieved success on Pass B, a further 7 (28%) of these students achieved success on Pass C and 5 (20%) of students achieved success on Pass D. There were 4 (16%) had failed the module altogether.

Table 4.10 International Student Class Average Achievements in Statistic Modules, 2006 to 2009

Quantitative Methods					Specialised Business Statistics			
Year	2006	2007	2008	2009	2006	2007	2008	2009
Total wrote	1497	1172	1533	1602	1350	929	1319	1699
Year Total (all years)	5804				5297			
Class Av.	55%	58%	56%	51%	57%	56%	54%	55%
N=	20	20	12	7	10	12	9	8
Total N=	59 (100%)				39 (100%)			
N=met Av.	16 (80%)	17 (85%)	11 (92%)	6 (86%)	8 (80%)	12 (100%)	9 (100%)	8 (100%)
Total N=av. met	50 (85%)				37 (95%)			
Pass A (75 – 100%)	9	15	9	4	6	8	5	6
Total Pass A	37 (63%)				25 (64%)			
Pass B (70 – 74%)	1	0	0	1	1	0	0	0
Total Pass B	2 (3%)				1 (3%)			
Pass C (60 – 69%)	4	2	2	0	1	4	1	1
Total Pass C	8 (13%)				7 (18%)			
Pass D (50 – 59%)	3	2	1	2	2	0	3	1
Total Pass D	8 (13%)				6 (15%)			
Fail (0 – 49%)	3	1	0	0	0	0	0	0
Total Fails	4 (8%)				0 (0%)			

Source: Author compiled and calculated data from ITS database, 2006 to 2009.

- **Statistic Modules**

There were a total of 5804 students that wrote examinations in the Quantitative Methods module in 2006 to 2009 of which 59 (100%) were international students and 50 (85%) of these student had met the class averages for this module. A total of 37 (63%) international students obtained results on Pass A level with 2 (3%) students achieved on Pass B level, 8 (13%) students achieved

on pass C and another 8 (13%) achieved on Pass D. There were a total of 4 (8%) of these students that failed the module altogether.

There was total of 5297 students that wrote examinations on the Specialised Business Statistics module of which 39 (100%) were international students of which 37 (95%) had met the class averages for this module in 2006 to 2009. A total of 25 (64%) of these international students achieved success on Pass A level with 1 (3%) student that achieved on Pass B and a further 7 (18%) that achieved success on Pass C level with the remaining 6 (15%) students that achieved success on Pass D level. There were no international students that failed this module.

4.9.1 Summary on the Computational Modules

The majority of international students on the Accounting modules have successfully met the class averages for these modules in 2006 to 2009. The failure rate of international students on the Accounting modules is minimal. The percentage of scores achieved on Pass A level on the Accounting 101 module increased when these students attempted the Accounting 102 module. It is apparent that these students began to work harder on Accounting 102 (second semester module) after finding out what was expected of them in the Accounting 101 module (first semester module). International students were a minority in comparison to the total number of students that wrote examinations on the Quantitative Methods and Specialised Business Statistic modules and have successfully met the class averages on these modules. A high percentage of these students achieved success over and above the class average percentages. International students are therefore, successful on the computational modules at first year level.

4.10 Which Countries do Higher Performing Students Originate from?

In this section, the sample of international students is analysed to find out from which countries the higher performing first year students in 2006 to 2009 came. International students' Mean, Median and Range is shown on Table 4.9 below with the Class Pass Type of students from various countries as a method to measure their academic performances. (Table 4.9 below shows students weakest to strongest mean).

Table 4.11 International Students Country and First Year Achievements at the FMS

(Mean scores are based on Individual first year Performances)									
N=130					Class Pass Type:				
					A	B	C	D	F
Country	No.	Mean	Median	Range	75-100%	70-74%	60-69%	50-59%	<50%
Botswana	8	44 – 69	57	32			4	3	1
Burundi	2	53 – 75			1			1	
China	1	77			1				
Congo	1	74				1			
Cuba	1	25							1
Kenya	2	60 – 68	64	8			2		
Korea	1	60					1		
Lesotho	7	48 -73	53	25		1	3	2	1
Madagascar	1	40							1
Malawi	3	46 – 74	73	28		2			1
Mauritius	2	40 – 45	43	5					2
Mozambique	1	53						1	
Namibia	1	71				1			
Nigeria	1	54						1	
Pakistan	1	79			1				
Ruwanda	2	55 - 72	64	17		1		1	
Swaziland	3	71 – 87	78	16	2	1			
Tanzania	2	32 – 54	43	22				1	1
Uganda	1	48							1
Zambia	4	57- 74	59	23		1		3	
Zimbabwe	84	28 – 84	70	61	17	24	25	16	2
Unknown	1	71				1			
Total	130				22	33	35	29	11

Source: Author compiled and calculated data from ITS database, 2006 to 2009.

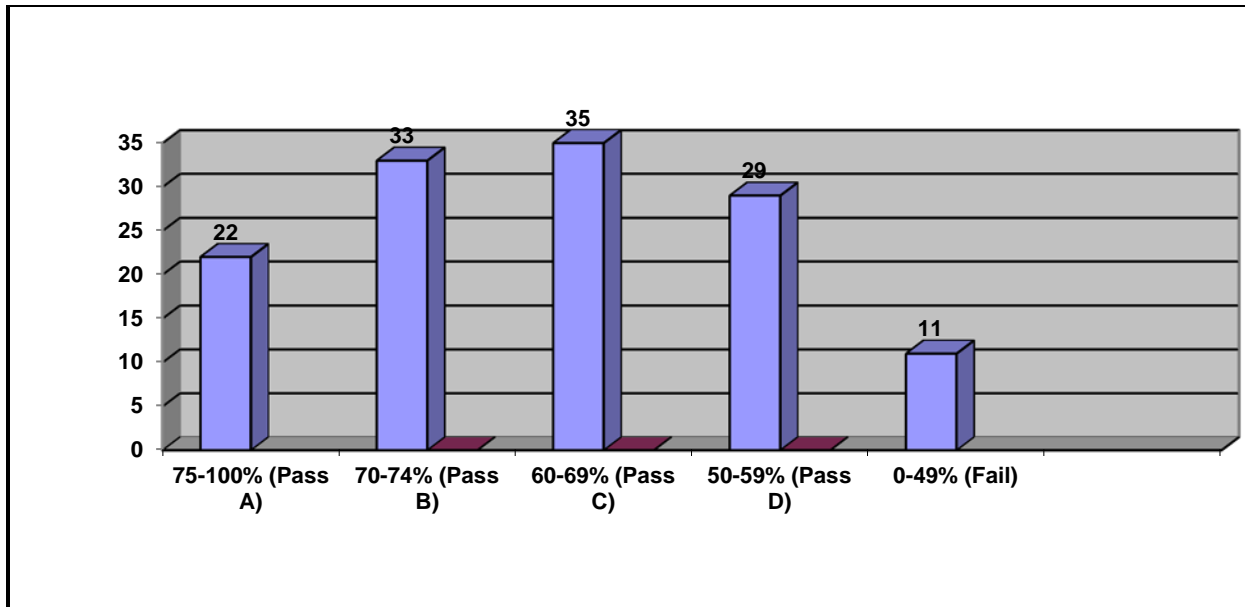


Figure 4.7 Students Individual Mean Scores – 2006 - 2010

Source: Compiled by author from statistical reports provided by DMI of UKZN, 2010

4.10.1 Mean Score, Median and Range of International Students

International students enrolled for first year studies across year 2006 to 2009 have all achieved academic success except for 11 out of the 130 students in the sample that had failed first year all together. International students had a weakest mean of 28% to a strongest mean of 84%. Their median score was between 43% and 78% and range was between 5% and 61%. Figure 4.7 above gives an indication on international students mean, median and range and class level pass from Pass A to Pass D and Fail. A detailed representation of this trend is described below.

4.10.2 International Students Academic Achievements on Pass A to Pass D

Where n=130 there were a total of 22 (17%) international students that achieved academic success on Pass A. These students came from Burundi, China, Pakistan, Swaziland and Zimbabwe. The majority, that is 17 students, in this first class pass category were from Zimbabwe. There are 33 (25%) international students in total that achieved academic success on Pass B. These students came from Congo, Lesotho, Malawi, Namibia, Swaziland, Zambia and Zimbabwe. One of these student's country of origin is unknown. There were 35 (27%) international students that achieved academic success in first year of their studies on Pass C.

These students came from Botswana, Kenya, Korea, Lesotho and Zimbabwe. There were 28 (22%) international students that achieved academic success on Pass D. These students came from Botswana, Lesotho, Mozambique, Nigeria, Rwanda, Tanzania, Zambia and Zimbabwe.

4.10.3 International Students Failure Rate

There were 11 (approximately 9%) international students that have failed first year modules and thus failed completely in their attempts at first year studies on their particular enrolled degree programme. These students that failed first year modules and first year studies came from Botswana, Cuba, Lesotho, Madagascar, Malawi, Mauritius, Tanzania, Uganda and Zimbabwe.

4.10.4 Summary on the Academic Performance Rates of International Students

Overall students from all countries performed well enough within the Pass A to Pass D categories as is evident from Figure 4.8 above. The trend depicted in this section indicates that the highest number of students passed on Pass C (60% - 69%). The second highest number of students passed on Pass B (70% - 74%) and the third highest number of students passed on Pass D (50% - 59%). The fourth highest number of students passed on Pass A (75% -100%). In total where n=130 there are 29 students that passed on the minimum pass level of Pass D, which means 90 students had passed over and above the acceptable level.

The minimum pass percentage to pass a module is set at 50%. Approximately, 11 international students of the 130 international students in the population failed first year modules with performance levels way below 50%. Students with Pass A came from Burundi, Pakistan, China, Swaziland and Zimbabwe. Students from all countries with the exception of the 11 international students that failed first year modules and therefore, first year studies, have shown their potential in succeeding in their first year of study at the Faculty. This is an important point of notification in this study. Research on similar types of studies (some examples are given in the Research Section in Chapter Two of this study), found that students who study outside their home countries have to work through many challenges such as language proficiency, adjustment

phases, difficulty in understanding lecturers, etc. in the transition stages. This scenario could be representative of the 11 failures as shown in Figure 6 above.

4.11 Chapter Summary on Results

In 2006 to 2010 the number of international applications that were received ranged 309 to 789 applications and this figure outweighed the number of offers (21% to 33%) made to applicants. The number of offers in turn outweighed the number of actual enrolments across 2006 to 2010. The actual enrolment figures were also lower than the number of offers made to international applicants in this period. This resulted in the Faculty not meeting its 15% quota of international intake of students over the years, especially in 2009.

It is evident from the results found in this chapter that international male enrolments outweighed that of female enrolments in all years across all degree programmes in 2006 to 2010. In Ying and Liese (1996, p. 829) the findings were that international female students experienced more problems during transition stage at university than their male counterparts. There was also more reluctance in females leaving their home countries to go and study elsewhere.

The most favoured campus as shown on Table 4.3, and illustrated in Figures: 4.3 above is Pietermaritzburg. One of the reasons for this is that Westville campus has over the years, and to date, had a shortage of residence places. Another reason for Pietermaritzburg emerging as the campus of choice in this study is that the BBADMN degree was not offered at the Westville campus over the past few years and this degree has attracted a high number of students onto the programme. Another underlying reason as discussed earlier in this chapter, is that admissions criteria was more stringently applied to international applicants at the Westville campus than was the case at the Pietermaritzburg campus.

International students in the sample across 2006 to 2009 have originated from various countries across the continent of Africa and beyond, with the highest number of students coming from Zimbabwe. A reason for this is due to the Zimbabwe Scholarships that were made available to most students that came to UKZN. Across many countries there are from one to seven students

that have come to UKZN and herein lies a great marketing opportunity to recruit and retain students from these countries at a higher rate. There is sufficient evidence from the examination and analysis of the findings of the sample of international students, in comparison to the class of students that wrote examinations on the computational modules, that international students have shown a higher average score than their counterparts across 2006 to 2009.

Of the total of 130 sample of international students 23 were enrolled on Full/complete matriculation exemption of which 21 (91%) of these students successfully passed first year of studies with 2 students that failed first year of studies. There was a total of 107 international students that had 'Other' matriculation type on entering the Faculty of which 99 (92%) students had passed first year studies successfully with only 9 (8%) of these students that failed first year of studies altogether.

The highest performing students (on Pass A) came from various countries such as Burundi, Pakistan, China, Swaziland and Zimbabwe. Of the sample of 130 international students, 90 of these students passed on Pass A to C and 29 students passed on the minimum pass level of Pass D. The 11 students that failed first year modules are only a minority in comparison to the total number that successfully passed first year modules. Students from all countries have shown great potential in succeeding in their studies.

The majority of international students achieved success on computational modules in meeting the class averages for these modules. International students in most cases achieved success on computational modules with scores that were much higher than the class averages for these modules.

The retention, drop out and graduation rates show that only a marginal number of international students had dropped out of studies at some point of their registration period with the majority of students continuing with their studies. There is evidence in the findings that the tenacity of the sample of international enrolments (130 students) in years 2006 to 2009 had a low drop-out rate of 19 (15%) students. However, the retention rate which resulted in 111(85%) students was,

higher.

Although the study focuses on one of the largest faculties within the university, the FMS is a starting point in providing new information to interested stakeholders in other faculties within UKZN to use in aiding their own recruitment strategy with regard to foreign student intake. A reason for increasing the intake or encouraging the future intake of international students into the FMS, is that it is beneficial for the Faculty over and above increasing revenue.

CHAPTER FIVE

DISCUSSION OF RESULTS

5.1 Introduction

In Chapter One the focus of this study has been discussed briefly giving the backdrop of the study. In Chapter Two, the literature review was discussed with respect to aspects of various studies by different authors that relate to this study. In Chapter Three, the research methodology was discussed giving the reader a thorough understanding on how the author conducted and shaped this study. In Chapter Four, the sample student data was analysed showing trends and patterns in relation to the research questions and sub-questions. The data was arranged into tables whereupon, the data was then plotted to graphically illustrate the trends and patterns that emerged on each set of student data.

This study was undertaken with the view that trends and patterns that emerge will enlighten interested stakeholders' knowledge. New knowledge could lead to action that may increase international enrolments in the FMS in future years, and assist the management of the Faculty to make well-informed decisions on future intake of international candidates into the Faculty and contribute to the growth of the University's student intake. This study could lead the management of the Faculty to review policies on the current entrance criteria applicable to international applicants based on the two classifications of international students that were enrolled in the Faculty in years 2006 to 2009 showing their quality and standard of academic success in their first year of studies, in continuation of their studies leading up to graduation level and in retention rates where students remained at UKZN and enrolled onto higher studies and graduated from these studies.

By examining, analysing and comparing the success rate of (1. international students that enrolled for studies on full matriculation exemption certificates) (2. to those admitted on 'other' matriculation exemption types), the outcome of results/findings would be an excellent indicator as to the logic of the selection process employed by the FMS. Which class of international students is more successful in academia? Should the FMS still be sceptical in selecting future students with 'other' matriculation type based on the outcome of results from this scenario in the

study? The results are shown in Chapter Four and subsequently discussed in this chapter of this study.

In this chapter, the three main questions and sub-questions on the profile of international students comprising international applications, offers and actual enrolments at the FMS, international students gender profile, degree programmes and campus choice as well as students country of origin are discussed. The discussion also includes: prescribed entrance criteria for local and international applicants, cohort of students (both local and international) success rates on computational modules, international students' retention, drop out and graduation rates and the academic performance rates of international students from various countries, are discussed from the results of the analysis in Chapter Four.

5.2 Discussion on International Student Profile in the FMS, 2006 to 2010

- International Applications, Offers and Actual Enrolments at the FMS

The trend in applications received by the FMS is one where the number of applications outweighed the number of offers which in turn resulted in a lower uptake of these offers by international students across 2006 to 2010. The fact that the FMS received a high volume of applications and steady growth receiving these applications in 2006 to 2010 (309 to 789 applications) confirms that there is wide interest from international students. The FMS can use this opportunity to capture this segment of the market (international) to recruit more students into the Faculty towards meeting the planned target figures in future years.

The importance of understanding your customer profile is necessary when providing a service to address customer needs. Faculty of Management Studies should undertake to understand their international customer profile and investigate reasons why a high number of applicants apply to the University, however, the offers to applicants is at a much lower rate and this in turn always results in an even lower acceptance offer rate. A higher offer and acceptance rate could have resulted positively for the FMS in meeting its enrolment target. UKZN should focus on strategizing against competitors like UCT and Wits who are ranked as top universities with UKZN as a follower aiming to be the leader in the future. Income generation and being the best

educational provider should be important to all educational organisations who want to improve the business of education, remain sustainable in a competitive environment and rank as the best university attractive to local and international stakeholders.

Any significant decline in student numbers is a concern worldwide at many institutions as researchers have discovered. UKZN is no exception to this experience given that the FMS had not met its 15% international student allocation since 2009, this is a reason for concern for future intake of international students. In a study by Oduleye, (1985, p. 17) it was found that a reason for a decline in student numbers lay in the administration and management of Nigerian universities. This is a key area for UKZN and the FMS to investigate in ensuring good service to all applicants in attracting them to the institution.

The author of this study has first-hand experience in processing and managing international applications at the FMS and understands the process to be very complex. Assessing international applications to enable decision making takes time in that some of the applications have missing documentation and some have to be referred to HESA or SAQA.

Special correspondence is prepared and sent out to qualifying candidates enabling them to acquire the necessary documentation to enter South Africa for study purposes and this at times does not reach the successful applicants in time, therefore, the offers of a seat to study at the FMS are not taken up immediately. This delay in the process affects these international applicants in acquiring their study permits and visas which takes approximately 3 weeks or more to obtain from their home country embassies by which time these applicants miss the deadline on enrolment dates. Such delays in the admissions and decision-making processes result in loss of students that may go to other Faculties or other institutions. An investigation on this would enlighten the FMS as to the activities of these applicants that turn down the offers made by the FMS. One of the main reasons for higher application rate and lower offer rate to international students is that the entrance criteria to admission into the Faculty are very stringent. The Faculty is in favour of international applicants with full/complete matriculation to those on 'other' matriculation type certificates. Applicants must also have the necessary Mathematics and English

subject passes at high school level. Another reason in the opinion and experience of the author for a low uptake of offers by international students is that financial aid packages are not offered to them and residence accommodation is insufficient. International students may not be able to secure residence accommodation due to a lack of residence facilities at UKZN.

5.3 International Students' Gender Profile, 2006 to 2010

It is evident in the findings in Chapter Four of this study, international male students outnumbered their female counterparts. Generally, gender studies viewed in articles in newspapers such as the Mercury, Mail and Guardian and on related journal articles and literature, have concluded that there are more male managers than female managers not only in the South African economy but in many countries globally, adding to the equality issues. George (*et. al* 2006, p. 30) confirms that in the past, white male employees dominated the ranks of management. Currently, on the UKZN website (see: www.ukzn.ac.za) it is found that there are fewer female academics with Doctoral degrees than male academics, which would mean that for this batch of students, progression into academia is more likely to be dominated by males rather than females. Educating and developing more females has become an area of interest for UKZN, thus, it should strive to attract more international females especially from SADC and undeveloped countries to offer educational opportunities to them and to motivate and inspire them into leadership positions adding value to the economy of South Africa and beyond.

5.4 International Student's Campus Choice and Degree Programme

The trend in degree programme choice by international students as seen in the Table 4.3 and illustrated in Figure 4.3 in Chapter Four of this study indicates that the BADMIN degree programme is the least favoured programme choice amongst all degree programmes offered at the FMS. The most favoured degree programme by international students is the BCOM, followed by BBADM, then BCOA and finally BBSC. This trend indicates that there is interest in all degree programme offerings in the Faculty although, not proportionally expressed by international applicants.

The entrance requirement for the BBSC is stringent in that it requires a higher symbol in mathematics at school level than all other programmes and could be one of the reasons why so few international students are enrolled on the programme. This reasoning can be argued and contested as to why there are so few international students enrolled in the BADMIN programme which has a lower entrance and mathematics requirement than BCOM, BCOA and BBSC. There may be other reasons for the unpopularity of the BADMIN that may be more evident in further investigation. The research highlights that attention should be made to the BBADM which attracts a high number of international students as this programme was introduced at Westville in late 2009, and the trend in the 2010 application process indicates that more students at Westville were enrolled on the BBADM degree programme than any other programmes. This is an important finding in this study and the Faculty should take note.

International students in the sample were more in favour of Pietermaritzburg campus than Westville. The researcher highlights the fact that at the time Pietermaritzburg campus offered the BBADM, evening class degree programme while Westville did not and only began to offer this programme in 2009. Pietermaritzburg was also slower in the transition stage in adapting and applying the Faculty's internal policy to changes in the admissions criteria than Westville. In 2010, however, Westville was the highly favoured campus of choice by international applicants rather than Pietermaritzburg.

5.5 International Applicants from Various Home Countries

The trend depicted in Chapter Four indicates that there were international students from predominantly SADC and other African countries with one student from Pakistan. The highest number of applicants came from Zimbabwe and one of the reasons is that Zimbabwean students are on a scholarship programme and were using this opportunity to their full advantage.

This finding validates the importance of making scholarships and funding available to international students and ensuring that there is understanding on the adjustment issues international students have when they leave their home countries; therefore, universities that receive international students must ensure that there is good support service for these students.

This is supported by a recommendation made by Andrade (2006, p. 150) that in order for benefits to continue, universities must become more knowledgeable about the adjustment issues international students face and implement appropriate support services.

The Economist (2010) confirmed that demand for higher education worldwide is booming and that the wealthy in fast growing economies like China and India can now afford to send their offspring to university, however, there is a shortage of world-class institutions. This is an opportunity for UKZN to recruit students from these fast growing economies such as China and India as the findings in this study have shown too few students have come to UKZN from these parts of the world. This finding should be factored in the strategic focus of the Faculty and University. Since the University's mission is to be the "Premier University of African Scholarship in South Africa and beyond" it should, therefore, attract and recruit students at a higher rate from surrounding countries and beyond these borders.

5.6 Prescribed Entrance Criteria for Local and International Applicants

There are differences in the selection criteria applicable to local and international applicants at the FMS, UKZN. A points system applies in the entrance criteria for the admission of local applicants and this does not apply to international applicants. The common admissions criteria applicable to both categories of applicants are that all applicants must have passed Mathematics and English on the highest school leaving certificate, and all applicants must qualify for some type of matriculation exemption upon entering UKZN. The staff at UKZN refer complex application qualifications to HESA or SAQA for evaluation to determine applicants level of study to ascertain whether it matches that of South African matriculation or higher.

This difficulty in determining international qualification is not isolated to UKZN only. Putman (1991, p. 44) confirmed that Universities in the United States had difficulty in determining scores of international students and what this meant to an institution. Studies by many researchers including Putman's (1991, p. 44) study found that educational institutions receiving international students do place emphasis on the importance of students possessing proficiency in the English language to achieve success in their studies. The researcher is supportive of Putman's point of

view as students who have English language proficiency would benefit in lectures that were offered in English. Andrade (2006, p. 131) found that international students' achievement at educational institutions was affected by English proficiency, academic skills and educational background and international student adjustment issues, which if misunderstood, would lead to global implications for intercultural education.

5.7 International Student's Academic Achievements on full Matriculation versus other Matriculation Types

In the researcher's experience and understanding of the view that the FMS aims in selecting top quality students into the Faculty and is therefore, sceptical in the selection of international applicants without Full/Complete matriculation exemption who may or may not possess the necessary mathematics and English subject requirement as prescribed by the Faculty.

The results, in Chapter Four, show trends that there were 23 enrolled international students who had met the Faculty's entrance requirement to degree studies with Full/complete matriculation certificates and of these 21 had successfully passed first year studies achieving scores on Pass A to Pass D with 2 students that failed first year altogether. Overall, there was a higher number of students that were enrolled in the FMS on 'other' matriculation type, which is highly disfavoured by the Faculty which led to internal rule changes in the policy prescribed on the current entrance criteria for international students applying to the Faculty.

There were a total of 107 students on 'Other' matriculation type (mainly at the Pietermaritzburg campus) of which 99 (92%) successfully passed first year modules on Pass A to Pass D with 9 (8%) that failed in their first year of studies altogether. These results confirm that both categories of international students achieved academic success rates at 90% and higher with both sets of students that experienced failure in first year which was below 10%.

It is evident from the results on this section that both sets of students have potential to succeed at undergraduate studies. In the past, (Faculty policy could have changed since this time) the Faculty was not in favour of making offers to international students that qualified for Mature

Age exemption and 'Other' types of exemptions due to the complexities in the process of making final application to HESA to convert these matriculation types to full or complete matriculation type. The process was time consuming and international students did not readily respond to the need to make the application to HESA. This impacted on the graduation process and prevented students who were degree complete from graduating unless they could produce a full or complete exemption certificate from HESA. The results of the success rate of international students who entered the Faculty on Age exemption and 'Other' types of exemption may cause positive changes in the selection policy and process of the FMS in the future.

An interesting find in Ramsey (*et al.*, 1999, p. 132) study on mature age students was that these students usually make their study decisions based on highly relevant personal goals and priorities. From a personal experience, based on over 17 years of employ at the FMS, in dealing with mature age students the author found that international students have the tenacity and perseverance to achieve academic success in their studies. Richardson (1995, pp. 11-12) argued that mature age students, are often negatively stereotyped (likewise, this could be the case at the FMS) in terms of their needs rather than their strengths although, mature age students achieve slightly better marks and tend to attain their degree in the minimum time period than other students.

5.8 International Students Success on Computational Modules

International students that enrolled for Computational modules met the class averages and pass rate percentages ranged from 67% to 94% on the Accounting modules. International students pass rates outweighed the failure rates across all three Accounting modules in 2006 to 2009 concluding that they are strong competitors against local students.

A score of 85% of International students achieved success on the Quantitative Methods module and met the class average for this module 2006 to 2009. A record of 95% of International students on the Specialised Business Statistics module achieved success against class averages for this module. It should be noted that Mathematics is one of the main predictors in the

admissions entrance criteria to degree studies applicable to local and international applicants by the FMS and outcome of the results of international students' performance on computational modules reflect their potential achievements in their success on these modules.

5.9 Student Retention, Drop Out and Graduation Rates

There was a total of 130 (100%) international enrolments in years 2006 to 2009, and of these 19 (15%) students dropped out of studies at some point, either in second or third years of study. It is noted that 111(85%) students continued with their studies. This means that in totality, 85% of students showed perseverance and took their study opportunities with commitment and seriousness to stay on board. Of the 33 (100%) enrolled international students from the beginning of 2006, there were 23 (70%) students of this total that graduated. In 2007, there were 27 (100%) enrolled international students of which 5 (19%) dropped out and 12 (44%) students graduated, 10 (37%) of students should still be registered to complete their studies. Graduates from those that began studies in 2008 were not analysed due to unavailability of data at the beginning of this study. Andrade, (2006) found that Australia has benefited from skills of international students who stayed in the country after acquiring their education and worked in the field of information and communications technology and engineering. South Africa too, can benefit from the skills and expertise of international students that come to UKZN to gain their education and then choose to remain in the country offering their services. A good example is UKZN as it has gained some exceptionally talented lecturers and academics that chose to study at this University then remained in the country in the employ of the institution. Although, the sample of students drop-out rate in this study was at 15%, the FMS could follow the route that was taken in Murtaugh (*et al's.*, 1999, p. 368) study where the possible reasons for poor retention of out-of-state students were further explored and the findings lay in that possible causes for this was a lack of scholarship opportunities for these students. Another reason was the timing of orientation programmes that were inconvenient for out-of-state students.

5.10 Academic Performance Rates of International Students

The sample data had 130 international students from various SADC and other international countries that passed first year studies with the marks classified into Pass A and to Pass D. The highest number of students passed first year modules on Pass C (60% -69%) and the second highest number of students passed on Pass B (70%-74%) with the third highest number of students that passed on Pass D (50%-59%). The fourth highest number of students passed on Pass A (75% -100%). Of the 130 students in the sample, there were 29 students that passed on the minimum pass level of Pass D, which means 90 students had passed over and above the acceptable level of 50%. The failure rate category had 11 international students that failed first year modules altogether having scored below 50% on first year modules.

Based on the findings in Chapter Four a total of 22 International enrolments from Burundi, China, Pakistan, Swaziland and Zimbabwe had on individual first year modules passed on Pass A rated as first class pass. There were 31 students on Pass B from Congo, Lesotho, Malawi, Namibia, Swaziland, Zambia, Zimbabwe and other countries. 35 students on Pass C came from Botswana, Kenya, Korea, Lesotho and Zimbabwe and 28 students on Pass D came from Botswana, Lesotho, Mozambique, Nigeria, Rwanda, Tanzania, Zambia and Zimbabwe. This fact indicates that international students from these countries do have potential as they have achieved most, over and above, the pass percentage rate of 50% in their first year modules.

5.11 Conclusion

The findings on individual student groups from various countries will give UKZN, the FMS insight into what quality of international students the institution has attracted. Future marketing efforts by the FMS may be directed to specific countries that have produced the satisfactory academic achievers and on countries that have produced a low number of students. The retention, drop-out, and graduation rates give an indication on the success of the sample of international students' progress in the FMS. The FMS may consider implementing policies to improve retention and graduation rates and reduce drop-out rates of future cohorts of international students. Marketing initiatives and strategies may be directed to attract students

from certain countries more than other countries. The FMS is now aware that derived from the results of this study the academic performance of the sample of international student cohort have succeeded in computational modules and overall in first year studies. The Faculty may decide to more readily make offers to international students with Age exemption and 'other' types of matriculation exemption certificates based on the competitive academic performance of this sample of international students on these matriculation types versus the sample of international students on full or complete matriculation exemption types.

It is crucial for interested stakeholders such as management of the FMS and the marketing staff of UKZN to know what trend has unfolded with respect to international applications, profile and performance of enrolments across 2006 to 2010 to assist the University and its stakeholders in achieving part of its goals by strategically planning, organising, implementing and executing the overall marketing plan to obtain the desired results. Interested stakeholders may want to find out in light of the higher number of applications the University receives, why the turnover rate is lower and the through-put rate even lower as is evident in the findings in Chapter Four of this study. There will be interest on why international applicants turn down the offers from UKZN, FMS.

It has to be worthwhile and beneficial for the FMS to increase the intake of international students and there has to be reasons why changes need to be effected and in which direction. There has to be clarity on what needs to change. The outcome of the findings from a study such as this, using secondary data which is very accurate, reliable and re-testable can lead to actions towards changes for improvements in the future. By examining and analysing the academic performances of international students from various countries, new knowledge is gained on which countries produce quality students. The management of the FMS and UKZN may wish to implement a strategy to increase their marketing drive to recruit students from parts of the world that have produced few or no students to the FMS at UKZN. Knowledge gained from a study such as this is a stepping stone to globalisation and internationalisation initiatives for UKZN.

Where it is evident that gaps are visible in the applications, selections and enrolment processes employed at the institution, interested stakeholders may necessitate actions to close gaps and pursue opportunities that present themselves with respect to the enrolment of international candidates. An article written by Verbik and Lasanowski (2007) entitled ‘International Student Mobility: Patterns and Trends’, informs that countries and institutions have a vested interest in understanding the factors that influence student applications and enrolment decisions and knowledge of these factors will enable countries and institutions to ensure a match between what an individual seeks and what the country or institution can offer. This would aid recruitment efforts and it will ensure effective use of limited financial and non-financial resources. This view is shared by the author of this study in that a study such as this one may lead to new knowledge found in trends that emerge and reveal gaps in the applications, selections and enrolment processes of international candidates at UKZN.

“The first step towards understanding the value of customers is to understand their level of use of our products or services. What is the total number who buy from us, and what is their buying rate?” asserts (Don, *et al*) (2000, p. 97). These authors make a valuable point that relates to one of the reasons why this study was undertaken as it is aimed at stakeholders to gain insight into what happened in the past and look at what could be done in the future with respect to intake of international enrolments into the FMS.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

Chapter Six comprises of the conclusions and a recommendation made on each of the three main research questions and sub-questions and provides recommendations for future studies. The following conclusions and recommendations on the three main questions and sub-questions on international students addresses: the total applications, offers and actual enrolments of international applicants in the FMS, degree programme, campus choice, the trend in gender of international student enrolments to the FMS, international students home countries, the prescribed entrance criteria for local and international applicants, full matriculation versus other matriculation types, international students success rate on first year computational modules, academic performance rates of international students from various countries and student retention, drop out and graduation rates.

6.2 Conclusion on Total Applications, Offers and Actual Enrolments

The trend in applications received by the FMS in 2006 to 2010 depict that there is wide interest from international applicants towards commerce related degree programmes at UKZN. In 2006 a total of 492 international applications were received by the FMS of which there were only 126 (26%) offers to study made to those applicants. This resulted in a total of 67 (53%) of these offers that had turned into actual enrolments of international students. In 2007 the number of applications increased from the previous year and there was a total of 516 applications received by the FMS of which 125 (25%) offers were made to applicants that resulted in 54 (43%) students that took up these offers and enrolled for studies.

In 2008, the application figures declined very sharply from the 2007 figure of 516 applications to 309 applications that were received by the FMS of which 102 (33%) offers were made and a total of 60 (59%) applicants took up the offers and enrolled for studies. In 2009 the applications received increased significantly to 724 applications of which only a 160 (22%) offers were made to applicants that resulted in 80 (50%) of these applicants that took up their offers and enrolled

for studies. In 2010, the applications received increased slightly from 724 applications of the previous year to 789 applications of which 163 (21%) offers were made and this resulted in 73 (45%) student enrolments.

It can be concluded that the trend that is evident in the offer and acceptance of offer rate, is discouraging. There must be underlying reasons for the low offer rate to applications received in these years which resulted in an even lower acceptance and enrolment rate at the FMS. To identify reasons for this scenario in the admissions and registration of students, an investigation should be conducted so that in future, offers to international students should be made at a rapid and increased rate with the aim of trying to get more international students into the institutions and to reach the international quota set by the FMS. Clearly, there are gaps that are revealed from this study and there is a need for the management of the FMS to take action.

Although, the applications received are higher than the offer and acceptance of offer rate, marketing efforts may be increased in SADC and other African countries as well as beyond these countries to further increase the application rate to the university. There could be administrative reasons that may have hindered the selections process which results in a low offer rate to international applicants. The low acceptance rate of offers by international applicants should also be investigated to find out why applicants did not take up their offers given that the international application fee is higher than local application fees.

It would be beneficial for UKZN to find the reasons for low acceptance and enrolment rates by international applicants and once strategies are applied to increase applications, offers and acceptance of offer rates by the university, this would contribute to the FMS and UKZN's strengthening of one of its vision and mission statements, towards globalisation in African countries and beyond. The recommendations made below may contribute to the FMS achieving the target enrolment figures.

6.2.1 Recommendations on International Applications, Offers and Actual Enrolments

- In future research, it would be worthwhile for the Faculty to investigate why the *offer* and *acceptance* rates in international applications are lower than the number of applications received by the Faculty.
- For those international applicants that do not fully meet with the entrance criteria to degree programme study, it is recommended that the Faculty put together an access programme for these applicants. This would generate income: 1) by gaining more students via an access programme, and, 2) by retaining these students as they move onto the mainstream degree programme, actively remaining in the system until graduation. This portfolio of students would add to the FMS's enrolment target figures.
- It is recommended that marketing efforts by the Faculty increases to accommodate a broader portal of international students from outside of bordering countries, because the trend has indicated that international applicants are mainly from SADC and other African countries.
- Delays in receiving documentation could be addressed by assigning dedicated staff to manage international applicants if not on full time then on a part time basis. These staff should be trained to give specialised service addressing the needs of international applicants as the management of these applications is complex. This recommendation is made to enable the FMS to successfully recruit and retain a higher number of international students into the Faculty.
- UKZN should build a stronger alliance with HESA and SAQA outlining the impact and effect of any delays in receiving confirmation of exemption types from HESA. HESA should also have a dedicated fax and phone line for UKZN staff to overcome communication barriers. (Currently, admissions staff at the FMS find it difficult to reach HESA staff telephonically and by electronic mail).

6.3 Conclusion on Degree Programme and Campus Choice and Degree Choice by International Students

It is evident in the results of Chapter Four that Pietermaritzburg campus was more highly favoured by international students compared to the Westville campus. In 2006 to 2010, there were a total of 61 international students that enrolled on the BBADM programme at the PMB campus and none at the Westville campus. In these same years, on the BCOM programme, there were a total of 48 students that enrolled on this programme at Pietermaritzburg with 26 students on this same programme at Westville campus. There were a total of 2 students in 2008 that enrolled at the Pietermaritzburg campus on the BCOA programme and no student enrolments in year 2006, 2007, 2009 and 2010. In 2006 to 2010 there were a total of 24 students that enrolled on the BCOA programme at the Westville campus.

There were no enrolments on the BBSC programme at the Pietermaritzburg campus in 2006 to 2010 however; there were a total of five students that enrolled at the Westville campus in these same years. On the BADMIN programme there were no students that had registered at Pietermaritzburg campus in 2006 to 2010 with only 1 student that registered in 2007 at the Westville campus. These figures show that international students prefer to study at the Pietermaritzburg campus. This scenario may change if the reasons were known as to why international students prefer Pietermaritzburg campus to Westville campus. One of the reasons may lie in the lack of housing that Westville campus experiences and another may be that a higher number of offers to applicants were speedily made at the Pietermaritzburg campus rather than at the Westville campus. A point to note is that the Westville campus applied the change in selection policies to the admission of the degree entrance criteria more stringently than was done at the Pietermaritzburg campus, which would have impacted on the intake of international applicants at the Westville campus.

The staff at Westville should consider the above findings to increase international students and to have a fair proportion of these students on both campuses. The lack of residence housing at the Westville campus should be addressed and more international students should be accommodated

as these are the candidates that have more difficulty in securing proper accommodation since they are from other countries.

It is evident from the results in Chapter Four on the programme choices of international students that the BADMIN programme is the least favoured programme choice and there may be reasons for this which can be sought by future research. The more popular programmes are BCOM, BBADM, BCOA and BBSC, although BBSC has attracted too few international students onto it, and the author feels that this programme could accommodate more international students. Schools staff and management can play an active role in marketing specific programmes to international applicants and will therefore increase enrolment numbers onto these programmes.

As mentioned in Chapter Five of this study, the BBSC degree programme entrance requirement on mathematics is higher and this could be one of the reasons for lower international student intake onto this programme, however, this does contrast with the low intake on BADMIN degree programme which requires a much lower level of mathematics than BBSC, BCOA and BCOM. Reasons for why international students prefer one degree choice to another could be explored in future studies.

6.3.1 Recommendations on Degree Programme and Campus Choice and Degree Choice by International Students

- It is recommended that since the BADMIN degree programme can accommodate a higher number of students more international applicants should be recruited onto this programme and schools within the Faculty can increase school level marketing to promote their specific degree programmes in order to recruit more international students onto it.
- The Faculty's Schools staff should participate and liaise with international office staff to build alliances in promoting the School programmes.
- Schools staff should play an active role in the recruitment, selection and

enrolment of international students to obtain the best quality students and increase student numbers to meet enrolment targets.

- It is recommended that facilities of both the Westville and Pietermaritzburg campuses become more attractive and supportive of international students leaving them little choice to choose between campuses. Both campuses should offer the best infrastructure that is appealing to all candidates providing excellent libraries, lecture venues, residences and restaurants that would make UKZN the University of Choice for these applicants.
- Residence housing should be made available to international students on a larger scale, as currently the university does have a shortage of space in accommodation for local and international students. Local applicants are given preference to international applicants on study offers and therefore, have a better chance of securing accommodation than international candidates.

6.4 Conclusion on the Trend in Gender of International Student Enrolments to the FMS

The trend in international male students to female students indicated that across 2006 to 2010 there is male dominance in the FMS. In 2006 there were 17 (52%) male international students and 16 (48%) female international students in the FMS. The male dominating trend continued in 2007 with 16 (59%) male international student enrolments and 11 (41%) female international enrolments. Again, in 2008 the male dominating trend is evident with 18 (60%) male international enrolments compared to 12 (40%) female enrolments in the FMS. This trend continued in 2009 with 24 (60%) male enrolments compared to 16 (40%) female enrolments with no changes to this trend in 2010, where there were 28 (76%) male enrolments and 9 (24%) female enrolments. To change this trend and address gender issues the recommendations given in this section should therefore be considered. In addressing equality issues, UKZN and the FMS should focus on recruiting, selecting and retaining, more international female applicants into the University and Faculty.

6.4.1 Recommendations on the Trend in Gender of International Student Enrolments to the FMS

- The institution could offer more incentives, particularly to female candidates to encourage and to attract them into UKZN, thereby, giving female applicants the opportunity to study and improve their lives. Incentives could be in the form of bursaries and scholarships.

- UKZN could conduct research to understand why fewer international female students enrol at the institution in comparison to the number of international male students.

6.5 Conclusion on International Students from Various Countries

Based on the results in Chapter Four of this study on international students from various countries, it is evident that there were only a few students (1 minimum to 8 maximum) from various countries except Zimbabwe where there were a total of 84 students in 2006 to 2009. One of the reasons as discussed in Chapter five of this study is that Zimbabwean students benefited from a scholarships programme, however, another reason could be that the application fee paid by Zimbabweans is the same as the local application fee. The local fees are relatively inexpensive in comparison to the international fees paid by applicants from other countries. (UKZN, Online Fee Booklet, 2012).

Given that there are so few international students in the FMS from the various countries (total to 130 students between 2006 to 2010) as shown on table 4.11 in Chapter four of this study, there is a need to increase marketing of international students, worldwide and attract and retain these students at UKZN. How the marketing strategies unveil would be left up to the institution. UKZN may wish to recruit only top students from various countries and this has to be done in a manner that would make UKZN the institution of choice by international applicants. UKZN and

FMS may wish to consider marketing the degree programmes more widely to attract international students from a range of international countries other than SADC and other African countries to increase and intensify internationalisation at the University in keeping with one of its goals. In doing this, staff should consider which countries the academically high performing international candidates hailed from and ensure that there is media coverage on these students to keep the interest and focus of international applicants on UKZN and the FMS more specifically.

6.5.1 Recommendation on International Students from Various Countries

- It is recommended that UKZN and the FMS market their degree programmes more widely to attract international students from a range of international countries other than SADC and other African countries so that internationalisation of the University becomes more solid.
- Staff at the FMS should consider the quality of academically high performers from certain countries as shown in the trend based on the analysis conducted in Chapter Four of this study and use this in the media to create international awareness of UKZN and the type of students it attracts.
- Reducing the student fee of all international students could help in gaining a higher number of international applications from various countries.

6.6 Conclusion on Prescribed Entrance Criteria for Local and International Applicants

It is difficult to make a comparison on the entrance criteria prescribed for local and international applicants as the points system applies to local applicants and not to international students. The only commonality in both sets of entrance criteria used by the FMS on both local and international applicants is that Mathematics and English subject passes are the main predictors used for consideration of applicants onto degree programme study. Based on the studies of many of the authors cited in Chapter Two of this paper, there is sufficient evidence that students with high level of Mathematics and English will achieve academic success at a tertiary level. In

many universities and tertiary institutions worldwide, including UKZN, lectures are given in the English language medium, thus, international students with an acceptable level of English language would have an advantage in their studies. Without, having a good grasp of the English language, international students would find it difficult to understand their lecturers and peers. Unless there are no options available to students, other than lectures being conducted in the English language, language barrier challenges will always be in existence.

Another commonality is that local applicants must be in possession of a matriculation exemption certificate with endorsement or NSC degree certificate which allows entry to study at a university. This is a similar criterion applicable to international candidates whereby, these candidates have to ensure by application to HESA, that they do qualify for some type of exemption certificate, based on their highest leaving school results gained in their home countries. Although, this is an entrance criteria requirement to degree studies at university there have been exceptions made in the FMS to international applicants in the past. However, in recent years, this is strictly discouraged at the FMS where changes to the entrance criteria policy have become more stringent. This said, the findings in Chapter four show that international applicants on Full/complete matriculation and those on 'other' matriculation types typically achieved above class average marks in their studies at the FMS.

6.6.1 Recommendation on Prescribed Entrance Criteria for Local and International Applicants

- It is recommended that the FMS review its prescribed entrance criteria applicable to international applicants. Changes should allow for international students with Full/complete and 'Other' matriculation types.

- The FMS should consider enrolling international applicants onto an access programme if these candidates do not fully meet the Faculty's entrance criteria to degree programme studies.

6.7 Conclusion on Full Matriculation versus Other Matriculation Types

The results have shown that international applicants on Full/complete as well as on 'Other' matriculation types have typically achieved above average marks at the FMS, UKZN. In 2006 to 2009 there were a total of 130 students in the sample that enrolled at the FMS of which 23 (18%) of these students had been accepted on Full/complete matriculation certificate and 107 (82%) were accepted on 'other' matriculation type certificates. Of the 23 students that were accepted on Full/complete matriculation certificate, 6 (26%) achieved first year success on Pass A, 3 (13%) achieved success on Pass B with 6 (26%) of students that achieved first year success on Pass C and 6 (26%) that achieved on Pass D. There were 2 (9%) of these students who completely failed in their first year of their studies.

Of the 107 International students on 'other' matriculation certificate types 16 (15%) of these students achieved success in first year studies on Pass A, 32 (29%) on Pass B, 27 (25%) on Pass C and 23 (21%) on Pass D. There were a total of 11 (10%) of these students failed first year altogether. The failure rate on students that enrolled on 'other' matriculation types is not as high as one would expect. Students with 'other' matriculation type certificates took their study opportunity seriously and the majority succeeded in their first year of studies. Given, these facts, UKZN may want to reconsider their admissions criteria applicable to the international students without Full/complete matriculation exemptions.

6.7.1 Recommendation on Full Matriculation versus Other Matriculation Types

- It is recommended that international applicants be considered for entry into degree programme study on Full/complete and 'Other' matriculation exemption types. It is evident that international students on both matriculation types have achieved success at the FMS.

- The FMS should assign dedicated staff to alleviate the complexity of the selection process of international applicants.

- The staff that are involved in the selection process of international students should in the future, exercise discretion perhaps, by referring applications 'other' matriculation type exemptions with acceptable levels of Mathematics and English to the Dean for consideration rather than immediately disqualifying these applications on the basis of non-exemption certificates.

6.8 Conclusion on International Students Success Rate on First Year Computational Modules

This study shows that international students have potential and can succeed on computational modules. On Accounting 101 module, there were a total of 61 international students that wrote examinations on this module of which 43 (70%) students in the sample were above or equal to the class averages across 2006 to 2009. On the Accounting 102 module there were a total of 36 international students that wrote examinations on this module and 34 (94%) were above or equal to the class averages in 2006 to 2009. On the Accounting 103 module, a total of 9 international students wrote examinations of which 6 (67%) were above or equal to the class average in 2006 to 2009.

The trend depicts a higher pass rate on these accounting modules than there were failure rates of international students. A total of 59 international students wrote examinations on the Quantitative Methods module for 2006 to 2009 of which 50 (85%) of these students were above or equal to the class averages for this module. The class averages for this module were on Pass D category, however, 38 (64%) of the sample of international students who wrote examinations on this module passed on Pass A level.

The total failure rate of international students across 2006 to 2009 was 7%. A total of 39 international students wrote examinations on Specialised Business Statistics module of which 37 (95%) were above or equal to the class average for this module. Class average across 2006 to 2009 fell in the Pass D category for this module; however, 25 (64%) international students scored results on Pass A for this module. This concludes that international students have the potential and capability to succeed on computational modules and are typically 'above average'

students at UKZN, FMS.

6.8.1 Recommendation on International Students Success Rate on First Year Computational Modules

- Encourage more international applicants to study towards majors in Accounting and Finance as the sample of students has proven that international candidates compared well against class averages on the computational modules.
- The recommendations in this section should be considered in recruiting a higher number of international students into mainstream programmes that offer majors in accounting and finance.
- The success rate of international students in this study should be published by a written article to gain media coverage that will encourage the Faculty's marketing and recruitment efforts in the future. Therefore, consideration to publish an article from this study to highlight international success rates in comparison to class averages on the computational modules, is recommended, to attract quality international students into the Faculty.

6.9 Conclusion on the Academic Performance Rates of International Students from Various Countries

Chapter Four showed that international students are very capable students. Of the 130 sample of students a total of 22 (17%) students achieved success on Pass A, 33 (25%) students achieved success on Pass B, 35 (27%) students achieved success on Pass C and 29 (22%) students achieved success on Pass D with a total of 11 (8%) students that failed first year completely. These students came from various countries with the highest number of students that were from Zimbabwe in 2006 to 2009. It is difficult to make a comparison between countries to identify the top performing international students at UKZN, as across many of the countries there were a total of between 1 to 8 students with 84 students that came from Zimbabwe. It would be up to UKZN to set identifiers on what 'top achieving' students mean to the institution, whether it would be students who achieved success on Pass A or Pass B or both or even include Pass C.

6.9.1 Recommendation on the Academic Performance Rates of International Students from Various Countries

- It is recommended that UKZN and the FMS recruit international students from the African continent and beyond on a wider scale as international students are typically 'above average' and have the ability and the ambition to succeed in their studies.

- UKZN could identify what level of achievement is required from international students and implement marketing strategies to attract this class of international students into UKZN and the FMS to achieve the University's stated goals and objectives and to meet the Faculty's enrolment target in future years.

6.10 Conclusion on Student Retention, Drop Out and Graduation Rates

In 2006 there were 33 (100%) student enrolments of which 28 (85%) students continued with their studies and 23 (70%) students graduated. There were 5 (15%) students that dropped their studies at some point. In 2007, there was a total of 27 (100%) students of which 22 (81%) continued with their studies and 12 (44%) graduated leaving 5 (19%) that dropped out of their studies at some point. In 2008 there were a total of 30 (100%) student enrolments of which 21 (70%) of these students had continued with their studies and 9 (30%) had dropped out of their studies. It is unknown how many students may have graduated in 2012. In 2009 there was a total of 40 (100%) students of which all 40 (100%) continued with their studies. It is unknown how many students would graduate. Based on the outcome of this section of the study, it can be concluded that international students have the potential to succeed, supported by the fact that across 2006 to 2009 111 (85%) students of the sample of 130 (100%) students remained in the system and persevered with their studies. The drop-out rate was 19 (15%) students over these years and could be lowered on the future intake of students if weaker performing first year international students received mentoring and support from the International Office, lecturers or third year students or staff who are involved in the facilitation of such processes. The graduation rate could increase if the retention rate increased.

6.10.1 Recommendation on Student Retention, Drop Out and Graduation Rates

- Recruit and retain international students on a wider scale as 85% of international students in the sample used in this study showed tenacity in the perseverance of their studies.
- UKZN should ensure that International students get the support they deserve from Student Counselling Services, the International Office, academic and support staff as well as from local students, to make these students feel welcome at UKZN and to break down language barriers and to address adjustment and learning issues.
- Retention rates should be encouraged by ensuring that information on new programmes or postgraduate studies are made available to international students to better facilitate study decisions.

6.11 Suggestions for Future Studies

A continuation of this study in the future could involve the use of a well-constructed questionnaire directed at gaining data and aimed at enrolled and graduated international candidates to discover what their experiences were like at the University of KwaZulu-Natal and more specifically within the Faculty of Management Studies. The questionnaire could also be used to obtain data on international students' challenges and factors that have influenced their studies at UKZN.

Future studies could include a wider population of students and include other institutions such as The University of Witwatersrand, University of Cape Town, and University of Pretoria and so on to compare and contrast the findings of a similar type of study.

A questionnaire could be compiled and distributed to the sample of students used in this study to find out the following:

- What were the international applicants transition experiences like at UKZN?
- Turnaround time in receiving an answer from UKZN.
- Reasons why some took up their offers and why others did not.
- If offer at UKZN was not taken up, where did these applicants go to?
- What factors influenced the international students' decision to choose UKZN?
- How easy or difficult was it for international students to be orientated and settle down to studies at UKZN?
- What do international students like or dislike about UKZN and what would they change?

Only by conducting research to answer the above questions, the University and Faculty will be able to strategize in recruiting and retaining a higher number of international candidates. Lessons can be learnt from current and past international students should marketers take the initiative to explore and gather data on these candidates. Open-ended questions on a questionnaire will provide the researcher with more information that could be used in increasing market share for UKZN.

Interviews with students that are on campus currently are another recommendation to gather information. Faculty of Management Studies and UKZN as key role-players in education can strategize to encourage more female applicants to apply for study purposes. This should be done to ensure that women become more empowered and successful as business leaders in society, especially from under-developed countries. Education is an opportunity that should be afforded to deserving candidates. To the Management and Marketing team of the University of KwaZulu-Natal and to the Faculty of Management Studies, the findings may bring to light new knowledge and perspectives that could be very useful to decision-makers. There may be increased learning and educational opportunities for international students.

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Appendix: A

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20 June 2012

TO WHOM IT MAY CONCERN

This letter serves to confirm that I proofed the spelling and grammar in Dhanwanthie Revashunkar's dissertation.

I can be contacted at the above, should it prove necessary.

R.J. ADAMS

Appendix: B

>>> Sandra Munesar 10/12/11 8:32 AM >>>

I am not sure if I am going to give you anything substantial... I am guessing that perhaps it has to do with the fact that the UKZN has committed to take in the Zimbabwean Presidential scholarship Programme and this commenced in 2007. There is a total of 284 currently. I would guess that this group might have pushed up the numbers.

Do you know if your faculty (I guess this won't apply for next year) has an enrolment plan for international students? This is what I am trying to gauge because some faculties do. We want to tie these numbers into a university wide plan.

regards

Sandra

>>> Shereen Revashunkar 2011/10/11 03:14 PM >>>

Dear Sandra

I hope you are well.

Sandra, can you give me some direction on why is it we have more students from Zimbabwe than any other country over the last years that is 2006 to 2010?

I look forward to your prompt reply.

kind regards

Shereen

Appendix: C

Dear Shereen

Your Ethical Clearance application Ref GSB21/10 was approved on the 07 April 2010 and the form will be forwarded to the Research Office.

You may proceed with your research (conducting your questionnaires/interview)

NB

1. If you at any stage during your research you decide to send questionnaires to a company/organisation where you have not obtained a gatekeepers letter a letter will be required and needs to be submitted to my office.
2. If you change your questionnaire you must submit a copy of the new questionnaire to the committee for approval
3. If you change the title of your research please advise the administrator at your school.

Once I receive the official letter from the research Office I will post you a copy

Kind Regards
Christel Haddon

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