THE ADOPTION OF INTERNATIONALIZATION STRATEGY AT UNIVERSITY OF NAIROBI PROGRAMMES IN KENYA

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION, SCHOOL OF BUSINESS.

UNIVERSITY OF NAIROBI

NOVEMBER, 2015

DECLARATION

This Research Project is my original work and has not been presented for examination in any other university.

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D61/71188/2014

SIGNATURE...

DATE...

This Research Project has been submitted for examination with my approval as the University Supervisor.

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DEDICATION

To my daughter Maryanne Muthoni Mwisa

Your daring spirit is the very essence of life. For you look up to me as your role model.

To my sons Nicky Mutangili and Kelvin Kathae

For your appreciation in my studies.

To my dear husband Cornelius Mwisa Mutangili

 You are a true friend, a soul mate, the very reason I have come this far and still going!

To my father John Joseph Kathae Mututu

 From whom I learnt kindness and concern for others.

To my mother Mary Muthoni Kathae

For tremendous support that I have received through the years.

To my mother in-law Annah Kanyakwa

Taught me to walk in the path of the truth and a wise lady

To you;

May you find in this study some knowledge!!!!!

ACKNOWLEDGEMENTS

ABSTRACT

The internationalization of higher education is a dynamic process, continuously shaped and reshaped by the international context in which it occurs. As this context changes, so do the purpose, goals, meanings, and strategies of internationalization. The current study adopted the Uppsala model which describes internationalization of a firm as a process of experiential learning and incremental commitments which leads to an evolutionary development in a foreign market.The research objective of this study was to investigate the strategies adopted by the University of Nairobi in internationalizing its programs. The study also investigated the policies and challenges facing the adoption of internationalization of programmes at the university. The study utilized data collected from randomly selected professors and administrative staff representing various departments and faculties of the University of Nairobi which deals with internationalization of programmes. There was also data from secondary sources such as university journals, policies and other publications. The respondents were mainly drawn from the college of Biological and Physical Sciences, College of Humanities and Social sciences and College of Health Sciences which was a representative sample of the faculties/departments offering programmes to foreign students. A descriptive Research technique was used for data analysis which targeted internationalization of programmes at the University of Nairobi and presentation of the results was done through percentage distributions, bar graphs and pie charts. The findings revealed that six strategies were being adopted for the internationalization of programmes. This were identified as; Review Curriculum to develop courses which can attract foreign students; Signing partnerships and linkages with foreign universities to market UON programmes internationally; Promote publications in international journals; Benchmarking with the best practices regionally and internationally; Aggressive marketing, review admission procedures and fees structures for foreign students and Improvement on infrastructure and accommodation for the foreign students. Overall, all the strategies were found significant in the adoption of internationalization of the University of Nairobi programmes. The policies in support of internationalization of programmes at the University of Nairobi includes; the policy on partnerships and linkages and the implementation of the University of Nairobi strategic plan. A number of challenges key among them, accommodation for foreign students and inadequate budget for the programme. The study recommends that the University of Nairobi should promote internationalization and its visibility by increasing the number of international student's intake each academic year. Further the centre of international links and programs should be managed efficiently and re-energize all its operations, by developing operational guidelines to carry out functions as per the statutes. As a way forward in internationalization of its programmes, the University of Nairobi should create collaborative teaching, research and training. This is by establishing viable university and industry linkages in the area of research and development and student's attachment. This could be achieved through the promotion of the university objectives in the international arena as a source of new and significant knowledge which can inform policy.

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ABBREVIATIONS AND ACRONYMS

AAU: Association of African Universities

CIPL: Centre for International Programs and Links

CODESRIA: Council for the Development of Social Science Research in Africa

IAU: International Association of Universities

IUCEA   Inter-University Council for East Africa

KPUs: Kenyan Public Universities

UoN: University of Nairobi

SAPs: Structural Adjustment Programs

CAVS: College of Agriculture and Veterinary Medicine

CAE: College of Architecture

CBPS: College of Biological and Physical Sciences

CEES: College of Education and External Studies

CHS: College of Health Sciences

CHSS: College of Humanities and Social Sciences

CHAPTER ONE: INTRODUCTION

1.1 Background to the Study

In today's changing world, the idea of internationalization of higher education especially in developing countries has been deduced from globalization of education process. The international aspect of higher education is becoming increasingly important, composite, and confusing. The higher education has an effect on the society through policy-making, funding, and planning. Internationalization of higher education is the process of integrating an international/intercultural dimension into the teaching, research and service elements of an institution (Jane Knight & International Association of Universities, 2006).

The internationalization of higher education is a dynamic process, continuously shaped and reshaped by the international context in which it occurs. As this context changes, so do the purpose, goals, meanings, and strategies of internationalization. Over the past half century, the world has changed dramatically as a result of the demise of colonial hegemonies, the end of the Cold War, the rise of new economic powers, and new regional alliances (Lambert & Usher, 2013).

The Uppsala model has described the internationalization of a firm as a process of experiential learning and incremental commitments which leads to an evolutionary development in a foreign market. Johanson and Vahlne formulated this approach in 1977, referring to empirical observations on Swedish manufacturing firms from their studies at the international business department of Uppsala University. One of the basic assumptions of the model is that "the lack of knowledge is an important obstacle to the development of international operations"

(Johanson & Vahlne, 1977: 23). Hence, the Uppsala model has dealt fundamentally with knowledge acquisition and learning. It has been observed that the absence of market-specific knowledge has forced the Swedish manufacturing firms to develop their international operations in small steps, undertaking incremental commitment decisions and moving at the beginning to psychically close countries in order to reduce the market uncertainty (Johanson & Vahlne, 1977: 24).

Internationalization can be described as "the process of increasing involvement in international operations" (Welch & Luostarinen, 1988: 36). Another definition proposed by Calof and Beamish (1995: 116) denotes internationalization as "the process of adapting firms' operations (strategy, structure, resources, etc) to international environments". Kutschker and Bäurle (1997) enumerated three important dimensions which can be used to determine the degree of internationalization of a company: the number and geographic distance of the foreign market entered; the amount of activities that are carried out in the different countries and the level of integration of these activities. Building on this analysis it has been considered equally noteworthy to delineate the drivers which lead some companies to internationalize. Firms undertake international operations for various reasons (Lam &White, 1999). Some companies internationalize due to the fact that their competitors or customers have been globalized (Ohmae, 1990); whereas others are pushed by the idea of multinationalism as a symbol of success and progress. It also been proven that increased internationalization results in improved profitability (Gerlinger et al., 1989).

The University of Nairobi is a world-class University, offering its students an education of the highest quality. It is recognized internationally for its academic excellence and extensive research activities.

It is within this perspective that the University Senate established the Centre for International Programmes and Links in November 2002 with a view to enhance building relationships with other world-class universities, ranging from the Far East to Europe and America. The University of Nairobi continues to strengthen ties with other institutions in the region, other parts of the African continent, North America, Europe and Asia. The University recognizes that an education with an international character is necessary to equip students with the knowledge and skills for their survival and growth, in a competitive labour market.

The Centre for International Programmes and Links is a unit in the University of Nairobi, charged with the responsibility of initiating, promoting, facilitating and coordinating international programmes and links, staff and student exchanges and mobility, collaborative research projects and worldwide networking.

1.1.1 Internationalization of Programmes

The reasons for the internationalization of higher education vary between and within countries. An examination on the motivation for internationalizing the higher education sector is a fascinating and complex task, but for brevity's sake, the reasons for internationalization can be categorized into four groups: political, economic, academic, and social-cultural (Knight & de Wit, 1995). The political reason is often considered more important at the national than at the institutional level. The economic reason has increasing importance and relevance in developed countries around the world. An effective way to improve and maintain a competitive edge is to develop a highly skilled and knowledgeable work force and to invest in applied research. The academic reason is linked directly with enhancing the teaching and learning process and achieving excellence in research and scholarly activities. The social-cultural reason for internationalization is changing in light of the potential impact of globalization. Higher education has traditionally been a part of cultural agreements and exchanges.

In another literature, Knight (1999, pp. 9-10) has listed other reasons for internationalization, which are human resources development, strategic alliances, commercial trade, nation building and socio/cultural development, cultural identity, citizenship development, national security, technical assistance, peace and mutual understanding, and economic growth and competitiveness. Hayhoe (1989) believes that international cooperative agreements, academic mobility, international scholarships, technical and economic development, international curriculum studies, cultural values, historical and political context are the most important reasons for internationalization of higher education.

Universities have always been affected by international trends and to a certain degree operated within a broader international community of academic institutions, scholars, and research. For some the impact of globalization on higher education offers exciting new opportunities for study and research no longer limited by national boundaries. For others the trend represents an assault on national culture and autonomy. It is undoubtedly both. At the very least, with 2.5 million students, countless scholars, degrees and universities moving about the globe freely there is a pressing need for international cooperation and agreements. But agreements on, for example, international benchmarks and standards to properly evaluate unfamiliar foreign qualifications are not reached easily (UNESCO, 2009).

The new world of higher education is characterized by competition for prestige, talent and resources on both national and global scales. National and international rankings are driving some universities to prioritize policies and practices that help them rise in the rankings.

At many institutions, internationalization is now part of a strategy to enhance prestige, global competitiveness and revenue. The higher education systems around the world have presented a propensity for internationalization. In this direction, higher education has become more international and subject to national culture and government (Marginson, 2006). The new issues facing higher education, both nationally and internationally, are introducing changes, demonstrating new tendencies and displaying different challenges.

In addition to Hayhoe, several reasons have been classified by Wit. From his viewpoint, nation-building and positioning, development cooperation, technical assistance, national and regional cultural identity and national standards improvement are national reasons for internationalization of higher education (Wit, World Bank & ebrary Inc., 2005, pp. 356-358). Overall, the reasons for internationalization of higher education are listed below in descending level of importance: mobility and exchanges for students and teachers, teaching and research collaboration, academic standards and quality, research projects, co-operation and development assistance, curriculum development, international and intercultural understanding, promotion and profile of institution, diversify source of faculty and students, regional issues and integration, international student recruitment, and diversify income generation.

1.1.2 Concept of Strategy

A strategy is a pattern of actions and resource allocations designed to achieve the goals of the organization. The strategy an organization implements should be directed towards building strengths in areas that satisfy the wants and needs of consumers and other key actors in the organizations' external environment. It therefore forms a comprehensive modern plan that states how the organization will achieve its mission and objectives, maximizes competitive advantage and minimizes competitive disadvantage (Bateman and Zeithman, 1993).

Leading scholars in strategic management have defined the concept of strategy. Keneth Andrew (1965) defined strategy as "the pattern of major objectives, purposes or goals and essential policies or plans for achieving the goals, stated in such a way as to define what business the company is in or is to be in and the kind of company it is or is to be." This definition of strategy emphasizes on purpose and the means by which purpose will be achieved. It also emphasizes on the values and the cultures that the company stand for. Further, Kenichi Ohmae (1994) defines strategy as "the way in which a corporation endeavors to different itself positively from its competitors, using its relative strengths to better satisfy customer needs." Ohmae's definition highlights the competitive aspect of strategy and the strengths required to satisfy customer needs. This definition thus aims at customer satisfaction as the driver of the strategy.

The top management of an organization is concerned with the selection of a course of action from among different alternatives to meet the organizational objectives. The process by which objectives are formulated and achieved is known as strategic management and strategy acts as the means to achieve the objective. Strategy is the grand design or an overall 'plan' which an organization chooses in order to move or react towards the set of objectives by using its resources. Strategies most often devote a general programme of action and an implied deployed of emphasis and resources to attain comprehensive objectives.

An organization is considered efficient and operationally effective if it is characterized by coordination between objectives and strategies. For example the University of Nairobi's strategic plan is well captured in its mission "to provide quality university education and training and to embody the aspirations of the Kenyan people and the global community through creation, preservation, integration, transmission and utilization of knowledge" The strategic objective of the University is to build more value-adding networks, partnerships and linkages in order to be

build at local, regional and international levels for the University to reposition itself in the global arena as a viable and vibrant institution of higher learning.

Therefore, the purpose of strategy is to determine and communicate a picture of enterprise through a system of major objectives and policies. Strategy is concerned with a unified direction and efficient allocation of an organization's resources. A well made strategy guides managerial action and thought. It provides an integrated approach for the organization and aids in meeting the challenges posed by environment.

1.1.3   Higher Education Sector in Kenya

The expansion of higher education has been the core reality of the socio-economic development in the last half of the 20th century and in the current era. Responding to mass demand has led to or caused many of the key transformations of the past several decades. Why has higher education expanded so rapidly in the past half century? The answers are multifold and related to social, economic, and political change worldwide. Public demand for access is perhaps the most powerful force. Higher education has come to be seen as a necessity for social mobility and economic success in many countries (UNESCO, 2009).

Higher education has developed in numerous ways since the end of World War II. Throughout the world, issues such as autonomy and accountability, the impact of technology, the growing role of markets and the privatization of higher education, the role of research and teaching, various efforts toward curriculum reform, and the massive expansion that has characterized higher education systems in most countries have all played important roles in the development of higher education. Universities are international institutions, with common historical roots, and at the same time are embedded in national cultures and circumstances (Chacha, 2004).

In the last two decades, university education in Kenya, as it has been in most of Africa, has expanded, both in the number of institutions and student enrolments. This expansion has been explained in terms of a response to social demand and developmental imperatives. From one public University at independence, Royal university college (The University of Nairobi), the country now has 22 public universities offering high quality international programs.

Internationalization of higher education in East Africa raises various questions related to its magnitude and intensity, its capacity to address issues of access, equity and regional research and developmental needs. Internationalization and regionalization as processes in higher education can synergize each other but can also limit the success of the other depending on their focus. In East Africa, internationalization has mainly involved new forms of provision of higher education and not necessarily relevant content (Ogachi, O., 2009).

The introduction of structural adjustment programs (SAPs) left Kenyan public universities seeking alternative means of survival, in terms of research capacity building, personnel development, and improvement of general infrastructure. In the internationalization realm, participation in international activity during this time period increased in Kenya, characterized by increased North-South research collaborations and partnerships, increased university-industry linkages, increased presence of multilateral organizations, and mushrooming of private institutions of higher education based on American and British models, among other remarkable changes in the higher educational landscape (Samoff & Caroll, 2003; World Bank, 1988; Jones, 1992; World Bank 1994; Sehoole, 2008; Jowi, 2009; Gichaga, 2011).

Though global engagement has been occurring spontaneously for many years in the form of such activities as faculty and student exchanges, faculty-to-faculty research partnerships, and formal or informal cooperation agreements, institutions especially universities have begun to think more strategically about these collaborations and the roles they can play in overall institutional internationalization. Beyond the borders of Kenya, numerous stakeholders in the form of regional alliances influence participation in international activity at University of Nairobi. Specifically, foreign governments, lending agencies, and private foundations have a direct influence in the activities, approaches, and strategies for participation at both national and institutional levels.

There were external factors which too contributed to the expansion of education in Kenya, especially at the higher levels. Among the important ones was the Report of the Conference of African States on the Development of Education in Africa, which met in Addis Ababa in May 1962 (UN, Economic Commission for Africa/UNESCO, 1961). In addition, the Kenya government and the United Kingdom requested the International Bank for Reconstruction and Development to undertake a survey of economic development of Kenya. The socio-economic and political pressures coupled with external policy formulations led to a rapid expansion of all levels of the education system.

1.1.4 The University of Nairobi

University of Nairobi is the oldest and largest University in Kenya. From its humble beginning in 1956 with 215 students, today it has an enrollment of over 36,000. The University offers a diverse range of academic programmes and is organized into 6 Colleges, 3 Faculties, 6 Institutes, 17 Schools and 67 teaching departments. It has the highest concentration of scholars in the country.

It is a body corporate established under the Universities Act 2012 of the Laws of Kenya and the University of Nairobi Charter. The University of Nairobi responded to the national, regional and Africa's high level manpower training needs by developing and evolving strong, diversified academic programmes and specializations in basic sciences, applied sciences, technology, humanities, social sciences and the arts.

The University of Nairobi has been, and continues to be a centre for intellectual life, a locus of research activity extending the boundaries of knowledge, a resource for professional development, and a key player in the growing global network of scholarship. The University has a great variety of disciplines within its wide array of academic programmes. These disciplines include: humanities and social sciences; natural and mathematical sciences; engineering and the built environment; arts and design; computing and informatics; law and business studies; medicine and health sciences; agriculture and food sciences; veterinary and animal sciences; and education. The programmes in these disciplines are backed up by an ever-expanding open learning facility. The diversity encourages shared ideas across disciplines and promotes multidisciplinary endeavours. The programmes are offered through six colleges, three faculties, six institutes, seventeen schools and sixty seven teaching departments (University of Nairobi strategic Plan, 2013-2018).

High demand for higher education following the attainment of political independence and a desire to delink from the colonial grip of the University of London fueled the historical beginning of UoN as a leader in higher education services in an emerging African nation. Forty five years later UoN has registered significant growth and is home to approximately 36,991 students enrolled in over 100 undergraduate and graduate degree programs, 1,411 members of academic staff, and 4,874 non-academic staff (University of Nairobi, 2011).

According to data obtained from the University of Nairobi's Centre for International Programs and Links (CIPL), there were 321 such partnerships from 1979 to 2010. The date of signing was not provided for 34 of the partnerships. The number of partnerships signed per year for the 20-year period starting from 1985 to 2004 ranged from 1 to 13, the average being 5 partnerships signed per year. There was a dramatic increase in the number of partnerships signed in the next three years (26 in 2005, 38 in 2006, and 45 in 2007). This was followed by a precipitous drop, with only one partnership signed in 2008 and 11 signed in 2009 and then a dramatic rise to 59 partnerships signed in 2010. This drop in partnerships may demonstrate the influence of national politics in institutional level decisions to engage in international activity. It may also suggest general concern for personal safety and the part of foreign students, scholars, and other stakeholders in the internationalization process (Gichaga, 2011; Jowi, Kiamba, & Some, 2008; Eshiwani, 1993).

Within the East African region (Kenya, Uganda, and Tanzania), the Inter-University Council for East Africa (IUCEA) has played a leading role in facilitating joint research projects and mobility of students and staff among member universities. The Council for the Development of Social Science Research in Africa (CODESRIA) is yet another organization that has played a pivotal role in the international dimension (Gichaga, 2011; Jowi, Kiamba, & Some, 2008; Eshiwani, 1993).

1.2   Research Problem

The subject of internationalization of university education has been widely studied. The International Association of Universities (2012) carried out a study Affirming Academic Values in Internationalization of Higher Education and found out that; though there are substantial benefits of internationalization of higher education, there are potentially adverse unintended

consequences, with a view to alerting higher education institutions to the need to act to ensure that the outcomes of internationalization are positive and of reciprocal benefit to the higher education institutions and the countries concerned. Their findings however fall short of identifying strategic practices that can be adopted to mitigate the negative impact of internationalizing university education which is the domain of the current study.

As higher education has in some respects become a global 'industry', so has internationalization of higher education become, in some quarters, a competition in which commercial and other interests sometimes overshadow higher education's fundamental academic mission and values. Competition is in danger of displacing collaboration as the foundation for internationalization. A general claim made in favour of internationalization is that it improves the student experience by providing students with the opportunity to form friendships with peers from a diverse range of cultures. The formation of such friendships does seem to happen frequently, with roughly half of all domestic students indicating that an international student is among the five best friends they made while at university (Lambert & Usher, 2013).

While a number of studies on internalization of higher learning have mainly focused on the experiences of the developed world with a few focusing on the dynamic higher education sector in Kenya. Bedsides, a few of them have exhaustively focused on the strategic responses that universities in Kenya have adopted to remain competitive in the global market. Against this backdrop, the current study sought to answer the question "What strategies, policies, programmes, objectives and challenges are there in place for internationalizing programmes at the University of Nairobi?

1.3   The Research Objective

The research objective of this study was to investigate the strategies adopted by the University of Nairobi in internationalizing its programmes.

1.3.1   Specific Objectives

To examine, investigate the objectives, discuss the challenges and recommendations of internationalizing of programmes at the University of Nairobi. Also on strategies and policies in place at the university of Nairobi for the internationalization of its programmes.

1.4   Value of the Study

On a theoretical level, this study is poised to make significant contributions to the field of comparative international higher education, which has traditionally been dominated by the experiences of the developed world. Some of the results of this thesis will be in line with the mainstream of existing literature on internalization of higher learning while at the same time some of the findings may challenge the assumptions made in the literature. The data gathered in this case study could also form the basis for future research on internationalization efforts at institutions of higher learning in the developing world. The studies will offer mixed-methods approach, therefore in determining how organizational intentionality has impacted successful internationalization at public research universities in Kenya.

On the managerial level, the findings of the study will be instrumental to university administration given the fact that; the study will investigate the meaning, definition, importance, necessity, and pre-requisites of internationalization of higher education. The study will equally give insight on the strategies of internationalization of higher education and the key challenges for the future direction of internationalization. Although this case study involved only one

African institution of higher education, the results can be used to better prepare Third World institutions of higher education in their participation in international activity. The data gathered in this case study could also form the basis for future research on internationalization efforts at institutions of higher learning in the developing world.

The findings of the study will have policy implications at the national and regional level. Specifically, the study stands to broaden our understanding of institutional, national, and regional challenges faced by these institutions in their quest to find their place in the global community of higher education providers. The study will acknowledge the substantial benefits of the internationalization of higher education but also draw attention to potentially adverse unintended consequences, with a view to alerting higher education institutions to the need to act to ensure that the outcomes of internationalization are positive and of reciprocal benefit to the higher education institutions and the countries concerned.

Further to this, the study will help policy makers in the ministry of education in ensuring symmetry of relations between institutions, based on access to resources for the development and implementation of internationalization strategies, can lead to the pursuit of goals that advantage the better resourced institutions and can result in evenly shared benefits. In addition, the findings of the study will foster the goal of raising awareness of the potential risks of internationalization among the institutions of higher education to ensure that action is taken to avoid them.

CHAPTER TWO: LITERATURE REVIEW

2.1   Introduction

The chapter gives an overview of literature review, the theoretical framework, conceptual framework, and a summary of the literature gap.

2.2   Literature Review

A review of the literature review as well as the practice of international education over the last decade reveals that several major authors have generally used a similar typology of "Approaches"(Algner et al, 1992; Arum &Van de Water, 1992; De Wit, 1995; Knight, 1994, 1996,1997). By approaches the authors refer to the stances adopted by persons in leadership positions towards the promotion and implementation of programs aimed at internationalization.. There is a general consensus among world nations that "an increasing emphasis on the knowledge economy, demographic shifts, mobility of labor force, and increased trade in services are all factors that are driving nations to place more importance in developing and recruiting human capital or brain power through international initiatives (Knight, 2004). Although the categories of approach, the authors use sometimes include overlapping elements, there are different approaches or theories being used to describe the concept of internationalization**.**

2.2.1   Theoretical Framework

2.2.2   The Uppala Model

The most well known model of internationalization behavior, the so-called Uppsala Model, has been claimed to be very general and therefore applicable to many different firms and different situations (Pedersen and Petersen 1998).

The Uppsala model has described the internationalization of a firm as a process of experiential learning and incremental commitments which leads to an evolutionary development in a foreign market. Johanson and Vahlne formulated this approach in 1977, referring to empirical observations on Swedish manufacturing firms from their studies at the international business department of Uppsala University.

One of the central aims of the Uppsala model has been to explain how the organization learns and gains knowledge throughout its international operations. The model explains how firms gradually intensify their activities in foreign markets. The key features of Uppsala models are the following: firms first gain experience from the domestic market before they move to foreign markets; firms start their foreign operations from culturally and/or geographically close countries and move gradually to culturally and geographically more distant countries; firms start their foreign operations by using traditional exports and gradually move to using more intensive and demanding operation modes (sales subsidiaries etc.) both at the company and target country level

The Uppsala model also proposes that foreign sales begin with occasional export orders that are followed by regular exports; Finally, the firm will not commit higher levels of resources to the market until it has acquired increasing levels of experiential knowledge and therefore the internationalization evolves stepwise at a relatively slow pace because of local market regulations and/or organizational learning. Uppsala model specifies that level of commitment may also decrease or cease if performance and prospect are not sufficiently met.

The core concepts of the model are market commitment, market knowledge, commitment decisions, and current activities. All tangible and intangible assets that a firm accumulates in a specific geographical market make up its market commitment.

This is a matter both of the sheer amount of resources committed and the degree to which they are committed to a specific market (cf. Johanson and Vahlne, 1990). The latter refers to the relative ease or difficulty of transferring resources to another market. For instance, well-established local customer relationships tend to be idiosyncratic to a particular geographic market.

2.2.3   Porters Five Model

The model of the Five Competitive Forces was developed by Michael E. Porter in his book "Competitive Strategy: Techniques for Analyzing Industries and Competitors" in 1980. Since that time it has become an important tool for analyzing an organizations industry structure in strategic processes.

Porter's five forces include - three forces from 'horizontal' competition: the threat of substitute products or services, the threat of established rivals, and the threat of new entrants; and two forces from 'vertical' competition: the bargaining power of suppliers and the bargaining power of customers

Porters model is based on the insight that a corporate strategy should meet the opportunities and threats in the organizations external environment. Especially, competitive strategy should base on and understanding of industry structures and the way they change.

Porter has identified five competitive forces that shape every industry and every market. These forces determine the intensity of competition and hence the profitability and attractiveness of an industry. The objective of corporate strategy should be to modify these competitive forces in a way that improves the position of the organization.

Porters model supports analysis of the driving forces in an industry. Based on the information derived from the Five Forces Analysis, management can decide how to influence or to exploit particular characteristics of their industry.
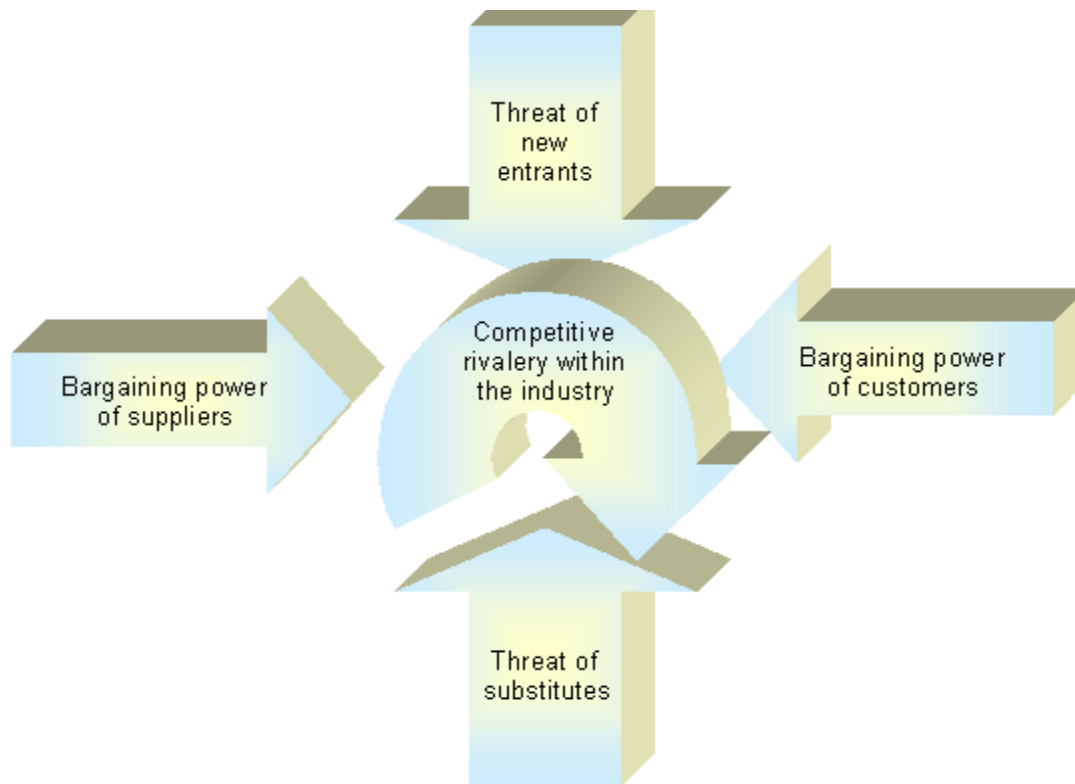
Porters Five Model

As indicated above the five forces include the following:

1. Bargaining Power of Suppliers: An assessment of how easy it is for suppliers to drive up prices. This is driven by the: number of suppliers of each essential input; uniqueness of their product or service; relative size and strength of the supplier; and cost of switching from one supplier to another.

2. Bargaining power of customers: An assessment of how easy it is for buyers to drive prices down. This is driven by the: number of buyers in the market; importance of each individual buyer to the organisation; and cost to the buyer of switching from one supplier to another. If a business has just a few powerful buyers, they are often able to dictate terms.

3. Competitive rivalry: The main driver is the number and capability of competitors in the market. Many competitors, offering undifferentiated products and services, will reduce market attractiveness.

4. Threat of substitution: Where close substitute products exist in a market, it increases the likelihood of customers switching to alternatives in response to price increases. This reduces both the power of suppliers and the attractiveness of the market.

5. Threat of new entrants: Profitable markets attract new entrants, which erodes profitability. Unless incumbents have strong and durable barriers to entry, for example, patents, economies of scale, capital requirements or government policies, then profitability will decline to a competitive rate.

2.3   Conceptual Framework

The current study utilized conceptual framework as opposed to empirical framework. Whereas empirical framework employs the collection of data through observations and experiments, conceptual framework focuses on breaking down the concept into small simple parts. It adopted the Upsalla model which describes internationalization as a process of experimental learning and incremental commitments which leads to an evolutionary development in a foreign market. The strategies adopted include: Review of academic programmes, partnerships and linkages, Benchmarking, improvement on accommodation, review of admission procedures and fees and publications in international journals.

Strategies Adopted

Strategies Adopted		Internationalization of programmes
• Review of academic programmes	→	
• Partnerships & Linkages		
• Bench marking		
• Improve on Accommodation		
• Review of admission & fees		
• Publications		

(Independent variables)   **(Dependent variable)**
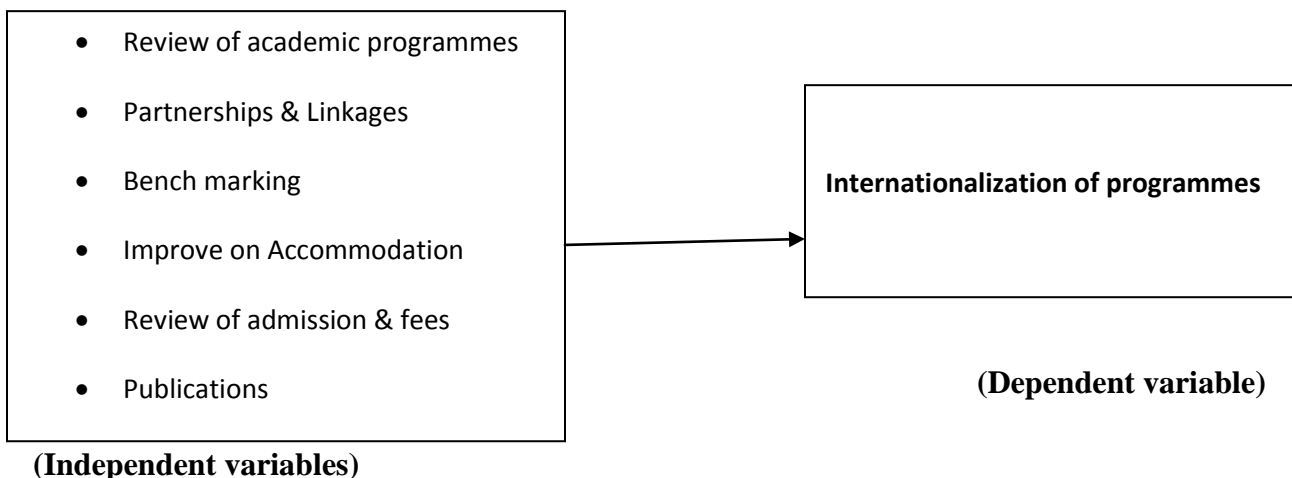
SOURCE: Author; Adopted from Upsalla Model

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2.4   Summary of the Knowledge Gap

Globalization poses challenges to higher education systems of the world (Moja, 2004). These challenges should be solved through important strategies. In some literatures, these challenges have been classified into two categorizations: individual and institutional. The individual challenges of higher education in these literatures are a lack of competency, negative attitudes, absence of incentives, lack of personal knowledge and expertise. On Contrast, institutional challenges consist of a lack of financial sources, scarcity of human resources, and educational structure (Saat, 2007). It is important to keep in mind that the national challenges of higher education originate from the states' view on education (Sariolghalam, 1993). On the other hand, national challenges are related to the economic, social and cultural problems at the national level.

The current study investigated the strategies, policies, programs, and challenges in adopting internationalization of programmes at the University of Nairobi.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1   Introduction

This chapter gives a description of the procedures that the researcher followed in conducting the study. It covers the analytical methods that were used in order to achieve the objective of the study which was to investigate the strategies adopted by the University of Nairobi in internationalizing its programs. It also covers the source of data, research design, target population, methods of data collection, and data analysis techniques used.

3.2   Research Design

The study adopted descriptive survey approach in collecting data from the respondents, a case study of the University of Nairobi. The descriptive survey method was preferred because it ensures complete description of the situation, making sure that there is minimum bias in the collection of data and finding out the what, where and how of a phenomenon (Kothari, 2008).

Quantitative survey method was utilized to address the objective of the study to analyze the strategies adopted by the University of Nairobi in internationalizing its programs.

3.3   Sampling Size and Sampling Technique

According to Oso & Onen (2009), a sample is part of the target (or accessible) population that has been procedurally selected to represent it. The study used stratified random sampling as the study population was not homogeneous as it consisted of; Professors, Lecturers, and Administrators

The study targeted senior administrative and academic staff in the following departments
1. International Linkages office at the University
2. Academic Registrar's office
3. Research, Production and Extension
4. Board of Post graduate studies
5. Faculties/Institutes offering programmes to foreign students
6. Senior Administrative staff

3.4 Data Collection Methods

Both secondary and primary data collection methods were used during the research. Primary data involved the use of questionnaires which the senior administrative and academic staff filled. The secondary data involved the accessing of policies, academic programmes, e-materials on internationalization of university programmes and any other relevant information from library journals.

3.5 Data Analysis

After the fieldwork, before analysis, the questionnaires were adequately checked for reliability and ratification. The information was then codified and entered into spreadsheet and analyzed using SPSS (Statistical Package for Social Science).

Explanatory analysis was first performed to ensure that the output is free from out layers and the effects of missing responses are minimal. The data was analyzed using quantitative and qualitative techniques.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1 Introduction

This Chapter outlines the distribution of the study population, research findings from the field information, interpretations of the data and discussions on the results.

4.2 Data Analysis

The data that the researcher collected from the selected respondents was analyzed, classified, tabulated and finally presented through descriptive statistics such as, tables, pie charts and bar charts as indicated below.

4.2.1 Distribution of Respondents

Table 4.1: Distribution of respondents by faculty/school/institute

S/No	Faculty/School/Institute/Department	No. of Respondents	Percentage
1	Faculty of Physical Sciences	12	22.6%
2	Faculty of Biological Sciences	8	15.1%
3	Centre for International Links	4	7.6%
4	Institute of climate change & Adaptation	4	7.6%
5	Faculty of Dental Sciences	5	9.4%
6	School of Mathematics	9	16.9%
7	Institute of Diplomacy and International relations	7	13.2%
8	Research Production and Extension	4	7.6%
TOTAL		53	100

Table 4.1 shows the summaries of the distribution of the study population by faculties/departments. The targeted population was 70 teaching and administrative staff from three colleges selected through stratified random sampling. The colleges were; College of Humanities and Social Sciences, College of Health Sciences and College of Biological and Physical Sciences. However, only 53 respondents returned their questionnaires for analysis.

4.2.2 Admission of Foreign Students at the University of Nairobi

Table 4.2 below indicates that 84.9% of the respondents indicated that their respective faculties/departments admit foreign students, while the other 15.1% of the respondents were not sure probably because they are service departments for enhancing internationalization of programmes at the University of Nairobi. The centre for international links and programs and Research, production and extension are service departments which help to facilitate admission of foreign students.

Table 4.2: Shows Respondents' Percentage Distribution on whether Foreign Students are admitted at the University of Nairobi

S/No	Response	No. of responses	Percentage
Foreign students admitted	**Yes**	**45**	**84.9%**
	No	**8**	**15.1%**
Total		**53**	**100**

4.2.3 Status of Foreign Students at the University of Nairobi

Table 4.3: Total Number of Foreign Student at the University of Nairobi

S/No.	College	No. of Students	Percentage
1	CAE	44	5.3
2	CAVS	113	12.7
3	CBPS	56	6.7
4	CEES	26	3.1
5	CHS	128	14.9
6	CHSS	507	57.3
TOTAL		874	100

Table 4.3, shows the distribution of foreign students at the University of Nairobi per college. The University has a total population of 915 foreign students across the six University Colleges. The distribution shows that, College of Humanities and Social Sciences leads with 57.3%, followed by College of Health Sciences at 14.9%,College of Agriculture and Vertinery Medicine at 12.7%, College of Biological and Physical Sciences 6.7%, College of Architecture and Engineering at 5.3% and lastly College of Education and External Studies. The students are further distributed in the faculties/departments within the colleges.

4.2.4 Programmes Offered and Number of Students Admitted per Programme

The data in table 4.4 shows that majority of the foreign students are admitted to the University to pursue Masters Degree at 55.9%, undergraduate degree programme at 40.3 and PhD programmes at 3.8% distributed in the various faculties/departments of the colleges.

Table 4.4: Programmes Offered and Number of Students Admitted

S/No	Programme offered	No. of students admitted	Percentage
1	Degree	352	**40.3**
2	Masters	489	**55.9**
3	PhD	33	**3.8**
TOTAL		874	**100**

4.2.5: Countries of origin for the International Students

The results in table 4.5 indicate that majority of the foreign students at 58.5% are drawn from African continent with South Sudan and Rwanda leading. Other African countries of origin include; South Africa, Botswana, Ethiopia and East, central and west Africa countries. Those from European countries account for 11.3% while Asian countries account for 5.7%. The proximity of the East African region explains why majority of the students come from the region.

Table 4.5: Distribution of Foreign Students by Countries

	Number of International Students in the Six Colleges						
	CAVS	CAE	CBPS	CEES	CHS	CHSS	
Afghan						1	
Belize					1		
Botswana	2	3	3		6	8	
Britain					1		
Burundi	1				5	9	
Cameroon		1			2	1	
China		1				8	

Congo DRC	5	5	4		1	3	
Egypt						6	
Eritrea	4		3	3		15	
Ethiopia	5	5	4	2	7	12	
Ghana	5	1	5	3	1	39	
India	2	1	2		6	3	
Irag			1		1		
Japan			2			5	
Korea North						1	
Liberia		2	1		2	1	
Malawi	12	6	1		14	4	
Mozambique			1		1	2	
Namibia	5		3		8	10	
Nigeria	3	1	2		2	12	
Rwanda	27		4	3	15	27	
Somalia	18	1	7		10	45	
South Africa	13		1		1	2	
South Sudan	6	2	4	5	2	140	
Tanzania	4	5	3	1	23	77	
Turkey			5	5			
Uganda	1	9		4	8	37	

	113	44	56	26	128	507	
USA		1			2	34	
Zambia			1		7	4	
Total per College	**113**	**44**	**56**	**26**	**128**	**507**	
Grand Total							**874**

4.2.6 Development of International Programmes

From the results presented in table 4.6, it is clear that the departments/faculties have not developed any international programmes but have reviewed their programmes to meet international standards.

Table 4.6:   Development of International Programmes

S/No	Response	Percentage
1	Yes	84%
2	No	16%
Total		

4.2.7 Target Population for the Programmes

Data from the faculties/departments show that they target the following groups; High school leavers from the region at 18.9%, Graduate students at 22.6%, International/foreign students at 45.3% and professionals at 13.2%

Table 4.7:   Distribution of Target Population for the International Programmes

S/No	Target Population	No. of responses	Percentage
1	High School leavers from the region	10	**18.9**
2	Graduate students	12	**22.6**
3	International/foreign students	24	**45.3**
4	Professionals	7	**13.2**
Total		**53**	**100**

4.2.8:   Are there Strategies in Place for Internationalization of Programmes

The results presented in table 4.8, shows that there was consensus that there are strategies adopted at the University of Nairobi and more specifically the faculties/departments admitting foreign students. 100% of the respondents agreed that there were strategies in place to guide in internationalization of the programmes.

Table 4.8:   Responses of whether there are Strategies for Internationalization in Place

S/No	Response	Frequency	Percentage
1	Yes	53	**100**
2	No	-	
TOTAL		53	**100**

From the data presented a number of strategies were in place. One of the strategies was to Review Curriculum to develop courses which could attract foreign students. About 68% of the respondents indicated that, the departments/faculties were in constant review of their programmes in order for them to meet the current international career markets.

Signing of partnerships and linkages with foreign universities was another strategy adopted. 59% of the respondents indicated that the signing of the partnerships was necessary to help market University of Nairobi programmes. The data further indicates that Promotion of publications in international journals by scholars of the University was another strategy adopted in internationalizing university of Nairobi programmes at 51%.

Benchmarking with the best practices regionally and internationally emerged strongly as a strategy adopted at 56%. Respondents argued that by benchmarking, the University would be able to adopt practices that were successfully implemented in other internationally recognized universities.

Another strategy being adopted was review of admission procedures and fees structure for the foreign students. From the data, it was clear that the admission procedures were not favourable to foreign students due to delays in securing the admission letters. 47% of the respondents felt that if this procedure was reviewed the number of foreign students admitted would rise.

Improvement of infrastructure and accommodation for the foreign students was an important strategy adopted at 62%. Respondents indicated that there were no accommodation facilities for the foreign students and that the University could secure accommodation facilities for the foreign students.

Table 4.9: Frequency Distribution of Strategies in Place for Internationalization of Programmes

S/No	Strategy	Frequency	Percentage
1	Review Curriculum to develop courses which can attract foreign students	**36**	**68**
2	Signing partnerships and linkages with foreign universities to market UON programmes international	**31**	**58.5**
3	Promote publications in international journals	**27**	**50.9**
4	Benchmarking with the best practices regionally and internationally	**29**	**56**

5	Aggressive marketing, review admission procedures and fees structures for foreign students	28	52.8
6	Improve on infrastructure and accommodation for the foreign students	33	62.3

4.2.9 Policies in Place

The data presented in table 4.10 indicate the respondents acknowledged that there were policies in place to support internationalization of programmes. About 83% were in agreement that there were a number of policies in operation.

A number of policies were cited including the following; Policy on partnerships and linkages which led to the establishment of the Centre for International Programs and Links (CIPL). Other policies in support of internationalization include; Admission guideline policy for foreign students, Quality assurance policy for programmes, Intellectual Property policy.

Table 4.10:   Responses on whether there are Policies

S/No	Response	Frequency	Percentage
1	Yes	44	83
2	No	9	17
TOTAL		53	100

4.3 Challenges in Internationalization of Programmes at University of Nairobi

A number of challenges emerged from the findings. Language barrier was cited as a major problem especially for students who came from non English speaking countries. It was difficult for them to fit in the University of Nairobi progrmmes which are mostly taught in English. Another challenge which emerged was cultural barriers for some of the foreign students.

Further, the respondents noted the challenge of deciding the most attractive programme for the foreign student that could sufficiently meet the ever changing industry requirements in the international job market. This was compounded by the minimal engagement between the university and the industry.

Admission challenges and admission procedures are uniform for both local and foreign students. This is a challenge for those operating different examination systems from the one in Kenya for KCSE graduates and also the operating semester system in various universities are different. This has caused delays in the admission of foreign students.

Another challenge was lack of adequate resources to improve on infrastructural facilities including accommodation among others for the foreign students. The University like any public university has limited funds directed towards improvement of facilities and this has affected the setting up of secure accommodation facilities for foreign students.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1   Introduction

This chapter discusses the summary of research findings, conclusions and recommendations.

5.2   Summary of Research Findings

The objective of the study was to investigate the strategies adopted by the University of Nairobi in internationalizing its programs. The study also investigated the policies and challenges facing the adoption of internationalization of programmes at the university.

The study utilized data collected from randomly selected professors and administrative staff representing various departments and faculties of the University of Nairobi which deals with internationalization of programmes. There was also data from secondary sources such as university journals, policies and other publications. The respondents were mainly drawn from the college of Biological and Physical Sciences, College of Humanities and Social sciences and College of Health Sciences which was a representative sample of the faculties/departments offering programmes to foreign students.

The analysis of the data targeted internationalization of programmes at the University of Nairobi and presentation of the results was done through percentage distributions, bar graphs and pie charts. The findings revealed that six strategies were being adopted for the internationalization of programmes. This were identified as; Review Curriculum to develop courses which can attract foreign students; Signing partnerships and linkages with foreign universities to market UON programmes internationally; Promote publications in international journals; Benchmarking with the best practices regionally and internationally; Aggressive marketing, review admission procedures and fees structures for foreign students and Improvement on infrastructure and accommodation for the foreign students. Overall, all the strategies were found significant in the adoption of internationalization of the University of Nairobi programmes.

The study adopted the Upsalla model to conceptualize the findings. The strategies adopted were used as independent variables whereas internationalization of programmes became the dependent variable. This confirms internationalization as a process of experimental learning and incremental commitments which leads to an evolutionary development in a foreign market.

The results further showed that there were policies and guidelines in place which supported internationalization of university of Nairobi programmes. This policies and policy framework include: Partnerships and linkages, Admission guidelines, quality assurance and even the University of Nairobi strategic plan. These policies are instrumental in guiding the adoption of strategies for internationalization of university of Nairobi programmes.

The findings outlined a number of challenges. Facilitation and coordination of international projects is a challenge. The budget allocated for the programmes continues to be inadequate to cater for the expenses despite a slight increment of the budget. Accommodation for foreign students has always been a challenging issue. Challenge in delays in processing of the Kenya pupils pass (KPP) at the immigration office. Students are forced to continue their stay in the country with expired visa which poses the risk of being arrested by the police and thus stress to the foreign students. Physical space facelift and staffing position is also a limiting factor.

5.3   Conclusion and Recommendations

The study found that the Centre for International Programmes and Links is a facilitator in supporting, initiating, marketing, promoting and coordinating activities pertaining to International Programmes and links. It is the primary coordinating point for all International activities in the University. Representation on the Board covers the college, academic and administrative units of the University.

There are five categories of international students admitted in the UoN namely: Exchange student: a student who enjoys certain rights and privileges because the student's university has entered into an agreement with the University of Nairobi; Occasional Student: A student who has been admitted to a university and wishes to spend six to twelve months attending selected

courses at the University of Nairobi; Regular student: A student who is admitted into a regular degree programme, is fee paying, and studies for a particular degree of the University of Nairobi just like a local student; Research Associate: A student who is admitted for a specific period of time up to one year to conduct research; and Postgraduate student: Foreign students enrolling for postgraduate studies in a relevant department, faculty or institute.

In order to promote internationalization and visibility of the University of Nairobi the study recommends an increase in the number of international students' admitted each academic year. For the University to achieve that, there is need to increase resources and budget allocations targeting international programmes. The resources in question are; physical assets, finances and human capital. This will boost the CIPL to enhance capacity building to deliver superior value education and also enhance the university's competitiveness. This will increase the performance of the programmes and the general rating of the university internationally.

One of the strengths of the University of Nairobi is its strategic position at the centre of the central business district. The University can increase the existing networks, partnerships and linkages at the national, regional and international levels.. This will help place the university in the global arena and make its programmes more viable and vibrant.

Another way forward for internationalizing of programmes is by creating collaborative teaching, research and training. This is by establishing viable university and industry linkages in the area of research and development and student's attachment. This could be achieved through the promotion of the university objectives in the international arena as a source of new and significant knowledge which can inform policy.

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APPENDIX ONE: LETTER OF INTRODUCTION

Dear Sir/Madam

RE: RESEARCH ON INTERNATIONALIZATION OF PROGRAMMES AT THE UNIVERSITY OF NAIROBI

My name is Lucy Munee Kathae a pursuing a Masters Degree in Business Administration at the School of Business, University of Nairobi. As part of the requirements for the above degree I am carrying out a study to investigate the strategies adopted by the University of Nairobi in internationalizing its programs.

Your department has been selected among other departments of the University to provide information that will help achieve the objective of the study. Your responses will be treated with confidentiality and are to be used purely for an academic purpose and not for any other purpose.

Yours faithfully,

Lucy Munee Kathae

Reg NO: D61/71188/2014

+254727173432

APPENDIX TWO: RESEARCH QUESTIONNAIRE

1. What is the name of your Department/Faculty/School/Institute? ....

…………………………………………………………………………………………………

2. What is your current designation……………………………………………………………

3. How long have you served in the Dept/Faculty/School/Institute in your current position?

[   ] 1 year [   ] 2-4 years [   ] 5-10 years [   ] over 10 years

4. What programmes do you offer in your dept/faculty/school/institute?

[   ] Diploma [   ] Degree [   ] Post Graduate

5. Does your Dept/Faculty/School/Institute admit foreign students?

[   ] Yes [   ] No

6. If yes above, which countries do your students mostly come from? ……………………………

……………………………………………………………………………………………….

7. What do you understand by the term Internationalization of programmes?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………

8. Do you offer any International programmes?

[   ] Yes [   ] No

9. Whom do you target in your programmes and why?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………………………………………………………………………………………..

10. As a dept/faculty/school/institute what strategies are you putting in place to support internationalization of programmes?

……

……

……

11. Are there policies in place for the University on internationalization of programmes?

☐ Yes ☐ No

12. If yes above, what policies are there in place for internationalization of programmes?

……

……

……………………………………………………………………………………………………….

13. Do you experience any challenges in internationalizing your programmes? If yes what are some of the challenges?

……

……

………………………………………………………………………………………………………

14. What do you consider as your major strengths in internationalizing your programmes?

……

……

15. In conclusion, what are your recommendations on internationalization of programmes at the University of Nairobi?

……

……

………………………………………………………………………………………………………

16. Any additional information?

……

……………………………………………………………………………………………………….

Thank you

APPENDIX THREE: KENYA PUBLIC UNIVERSITIES

1. University of Nairobi
2. Moi University
3. Kenyatta University
4. Egerton University
5. Maseno University
6. Jomo Kenyatta University of Agriculture and Technology
7. Masinde Muliro University of Science and Technology
8. Dedan Kimathi University of Technology
9. Chuka University
10. Technical University of Kenya
11. Technical University of Mombasa
12. Pwani University
13. Kisii University
14. University of Eldoret
15. Maasai Mara University
16. Jaramongi Oginga Odinga University of Scioence and Technology
17. Laikipia University
18. South Eastern Kenya University
19. Multimedia University of Kenya
20. University of Kabianga
21. Karatina University
22. Meru University of Science and Technology