

**TOP MANAGEMENT TEAM INTERNATIONAL ORIENTATION,
INTERNAL ENVIRONMENT, ORGANIZATIONAL
CHARACTERISTICS AND INTERNATIONALIZATION OF
UNIVERSITIES IN UGANDA**

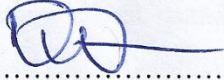
DENNIS NUWAGABA

**A THESIS PRESENTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF
DOCTOR OF PHILOSOPHY IN BUSINESS ADMINISTRATION
SCHOOL OF BUSINESS - UNIVERSITY OF NAIROBI**

2018

DECLARATION


I declare that this thesis is my original work and has never been submitted to any other university for the award of any academic qualification.

Signature 
Dennis Nuwagaba
D80/94728/2014

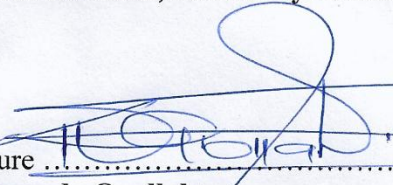
Date... 30-11-2018

Supervisors' Approval

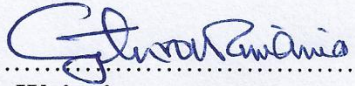
This thesis has been presented for examination with our approval as the candidate's university supervisors.

Signature 
Dr. John Yabs
Department of Business Administration
School of Business, University of Nairobi

Date... 30-11-2018

Signature 
Dr. Kennedy Ogollah
Department of Business Administration
School of Business, University of Nairobi

Date... 03/12/2018

Signature 
Prof. Gituro Wainaina
Department of Management Science
School of Business, University of Nairobi

Date... November 30, 2018

COPYRIGHT

All rights reserved; for this reason, no part of this work can be used or reproduced in any form by any means, or stored in any database or retrieval system, without explicit prior written permission from the author or University of Nairobi (UON) on that behalf except in the case of acknowledged quotations embodied in reviews, articles and research papers.

Reproducing any part of this work in softcopy, hardcopy or keeping it in any retrieval format for any purpose other than personal use is a violation of the Kenyan, Ugandan and international laws.

©DennisNuwagaba2018
Dennis Nuwagaba

ACKNOWLEDGEMENTS

I would like to thank God who has brought me this far on this academic journey. Jesus Christ, my Lord and Saviour, it is through you that this journey was started and it is through you that it is coming to an end. I will always praise you.

To my supervisors; Dr. John Yabs, Dr. Kennedy Ogollah and Prof. Gituro Wainaina, thank you for the professional and technical guidance you have given me in the process of doing this study. I owe this study to you. Thank you for the availability and accessibility whenever I requested to see you.

I would like to pay my tribute and gratitude to my employer, Makerere University Business School (MUBS), under the leadership of the Principal, Prof. W. Balunywa for sponsoring this course. The Deputy Principal, Assoc. Prof. M. Muhwezi, the Dean, Faculty of Graduate Studies and Research (FGSR), Assoc. Prof. M. Ngoma, Associate Dean FGSR, Assoc. Prof. V. Bagire and the Coordinator, PhD Programmes at MUBS Prof. J.C. Munene and staff at the Human Resource Directorate. I thank you all for your commitment in facilitating and enabling me to pursue doctoral studies at UON. Special thanks go to the Dean, Faculty of Marketing and Hospitality Management, Prof. G. Bakunda and the Head of Department, Marketing and International Business, Dr T. Esemu for bearing with me during my long absence from duty. I would wish also to specially thank Assoc. Prof. M. Moya for facilitating me through data analysis and for allowing us to learn from you what service above self is all about. To all my colleagues in the department who supported me in one way or another during this course, may God richly bless you.

I would to thank Mr. F. Dhikusooka for assisting with data collection and my colleagues both at UON and at MUBS; Benard Onyinyi, Patrick Mafumbo, Dorothy Ssendagire and Dr. J. Wakaisuka thank you for your academic company on this journey. My friends at Church of the Resurrection Bugolobi Church of Uganda (COTR BCOU) in particular the 7:30 am Sunday service warden team thank you for your prayers, for checking on my progress and wishing that this course would come to a successful end. I am thankful for your brotherly love and care.

I would like to thank my family, particularly my mother (Maama) for praying for me and having raised me and nursed me. I know this will make you happy and relieved that I am no longer taking the night travels to Nairobi. The Betonda family; my brothers and sisters thank you for your support and you all know that we can still keep the dream of our father alive through education.

Finally, to my beloved wife Shallon, you held onto hope and kept the faith as I crisscrossed the borders of Kenya and Uganda. Your patience and fortitude is commendable. The PhD course can be lonely, stressful and at times frustrating. However, I found a friend and a partner in you that cared and understood my struggles. Together we are a strong pair. Cheers.

DEDICATION

To the memory of my late father, Festo Betonda (Rest in Peace), for the love of educating his children amidst hardships and to my mother, Audry Betonda for her patience and perseverance in raising us.

To my dear wife, the love of my life Shallon for having weathered many storms of our life together. For your support, companionship and love that made the daunting task of doing a PhD possible. Without your support this course would have been even harder than it already was. Love never fails.

TABLE OF CONTENTS

DECLARATION	ii
COPYRIGHT	iii
ACKNOWLEDGEMENTS	iv
DEDICATION	vi
LIST OF TABLES	xii
LIST OF FIGURES	xvi
ABBREVIATIONS AND ACRONYMS	xvii
ABSTRACT	xviii
CHAPTER ONE: INTRODUCTION	1
1.1 Background to the Study.....	1
1.1.1 Top Management Team International Orientation	3
1.1.2 Internal Environment	5
1.1.3 Organizational Characteristics	6
1.1.4 Internationalization of Universities.....	8
1.1.5 Universities in Uganda.....	11
1.2 Research Problem.....	13
1.3 Objectives of the Study	17
1.4 Value of the Study.....	17
1.5 Structure of the Thesis	19
CHAPTER TWO: LITERATURE REVIEW	20
2.1 Introduction	20
2.2 Theoretical Foundations.....	20
2.2.1 Upper Echelons Theory	21
2.2.2 Stages Theory.....	23
2.2.3 Resource Based View Theory.....	25

2.3 Top Management Team International Orientation and Internationalization of Universities	27
2.4 Top Management Team International Orientation, Internal Environment and Internationalization of Universities.....	30
2.5 Top Management Team International Orientation, Organizational Characteristics and Internationalization of Universities	35
2.6 Top Management Team International Orientation, Internal Environment, Organizational Characteristics and Internationalization of Universities	37
2.7 Summary of Literature Review and Knowledge Gaps	39
2.8 Conceptual Framework	43
2.9 Research Hypotheses	44
CHAPTER THREE: RESEARCH METHODOLOGY	46
3.1 Introduction	46
3.2 Research Philosophy	46
3.3 Research Design.....	48
3.4 Study Population	49
3.5 Sample Size.....	49
3.6 Data Collection.....	51
3.7 Validity Test of the Instrument	52
3.8 Reliability Test of the Instrument	54
3.9 Operationalization of Study Variables	55
3.10 Diagnostic and Parametric Tests	58
3.11 Data Analysis	58
3.12 Ethical Considerations	64
CHAPTER FOUR: DATA ANALYSIS AND FINDINGS.....	65
4.1 Introduction	65
4.2 Response Rate and Data Management.....	65

4.3 Reliability and Validity Tests.....	66
4.4 Diagnostics Tests	67
4.4.1 Tests for Normality	68
4.4.2 Tests for Homogeneity.....	73
4.4.3 Linearity Tests	75
4.4.4 Multicollinearity Tests	76
4.5 Demographics of the Respondents.....	76
4.6 Characteristics of Universities in Uganda.....	79
4.7 Factor Structure of Top Management Team International Orientation, Internal Environment, and Internationalization of Universities	87
4.8 Influence of Top Management Team International Orientation on Internationalization of Universities	93
4.9 Influence of the Internal Environment on the Relationship Between Top Management Team International Orientation and Internationalization of Universities.....	95
4.10 Moderating Effect of Organizational Characteristics on the Relationship Between Top Management Team International Orientation and Internationalization of Universities.....	99
4.11 Determining the Joint Effect of Top Management Team International Orientation, Internal Environment and Organizational Characteristics on Internationalization of Universities	104
4.12 Summary of the Findings	107
CHAPTER FIVE: DISCUSSION OF FINDINGS.....	109
5.1 Introduction	109
5.2 Organizational and Respondents Profile	109
5.3 Diagnostic Tests	111
5.4 Influence of Top Management Team International Orientation and Internationalization of Universities.....	112

5.5 Effect of Internal Environment on Relationship Between Top Management Team International Orientation and Internationalization of Universities	118
5.6 Moderating Effect of Organizational Characteristics on the Relationship Between Top Management Team International Orientation and Internationalization of Universities.....	120
5.6.1 Moderating Effect of Ownership on the Relationship Between Top Management Team International Orientation and Internationalization of Universities	120
5.6.2 Moderating Effect of Size on the Relationship between Top Management International Orientation and Internationalization of Universities	122
5.6.3 Moderating Effect of Age of the University on the Relationship Between Top Management Team International Orientation and Internationalization of Universities in Uganda	125
5.7 Joint Effect of Top Management Team International Orientation, Internal Environment, Organizational Characteristics and Internationalization of Universities.....	127
5.8 Revised Conceptual Framework	128
5.9 Knowledge Gaps	130
5.9.1 Conceptual Gaps	130
5.9.2 Methodological Gap.....	131
5.9.3 Contextual Gap	131
CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS	132
6.1 Introduction	132
6.2 Summary	132
6.3 Conclusion.....	134
6.4 Recommendations	137
6.4.1 Managerial Recommendations.....	137
6.4.2 Policy Recommendations.....	139

LIST OF TABLES

Table 2.1: Summary of Literature.....	40
Table 3.1: Content Validity of the Variables from the Pilot Study.....	53
Table 3.2: Reliability Results of the Instrument and the Variables from the Pilot Study	55
Table 3.3: Operationalization of Variables	56
Table 3.4: Regression Models, Analysis and Interpretation	62
Table 4.1: Reliability Test of the Variables	67
Table 4.2: Shapiro-Wilk Tests of Normality	73
Table 4.3: Test of Homogeneity of Variance.....	74
Table 4.4: Pearson Correlations Matrix for the Study Variables.....	75
Table 4.5: Collinearity Tests for Age, Ownership, Size, Top Management Team International Orientation and Internal Environment.....	76
Table 4.6: Gender of the of the Respondents.....	77
Table 4.7: Management Positions Held by the Respondents in the University.....	78
Table 4.8: Length of Working Period in the University by the Respondent	78
Table 4.9: Previous Employment Experiences of the Respondents	78
Table 4.10: Location of Main Campuses of Universities in Uganda.....	79
Table 4.11: Ownership of Universities in Uganda.....	80
Table 4.12: Size of Universities as Measured by Enrolment of Students.....	81
Table 4.13: Age of Universities as Measured by Length of Existence in Years	82
Table 4.14: Descriptives of Length of Existence on Top Management Team International Orientation	83
Table 4.15: Analysis of Variance of Top Management Team International Orientation Based on Length of Existence of the University.....	83
Table 4.16: Descriptives on Top Management Team International Orientation by Ownership of the University	83
Table 4.17: Analysis of Variance on Top Management Team International Orientation Based on Ownership of the University	84
Table 4.18: Descriptives on Enrolment and Internal Environment	84

Table 4.19: Analysis of Variance for Internal Environment.....	85
Table 4.20: Descriptives on Internationalization of Universities by Size.....	85
Table 4.21: Analysis of Variance Results on Internationalization of Universities by Size	86
Table 4.22: Descriptives on Internationalization of Universities by Age of the University	87
Table 4.23: Analysis of Variance for Internationalization of Universities	87
Table 4.24: Kaiser-Meyer-Olkin and Bartlett’s Test of Sphericity for Sampling Adequacy for Top Management Team International Orientation	88
Table 4.25: Communalities for Top Management Team International Orientation	88
Table 4.26: Rotated Component Matrix for Top Management Team International Orientation.....	89
Table 4.27: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity for Internal Environment	90
Table 4.28: Communalities for Internal Environment	90
Table 4.29: Rotated Component Matrix for Internal Environment	91
Table 4.30: Kaiser-Meyer-Olkin and Bartlett's Test for Internationalization of Universities.....	91
Table 4.31: Communalities for Internationalization of Universities	92
Table 4.32: Rotated Component Matrix for Internationalization of Universities.....	92
Table 4.33: Regression of Top Management Team International Orientation on Internationalization of Universities	94
Table 4.34: Analysis of Variance for Top Management Team International Orientation Predicting Internationalization of Universities	94
Table 4.35: Coefficient for Top Management Team International Orientation in Predicting Internationalization of Universities.....	94
Table 4.36: Overall Effect of Top Management Team International Orientation on the Internal Environment.....	95
Table 4.37: Regression Coefficient Showing the Effect of Top Management Team	96

Table 4.38: Overall Effect of the Internal Environment on Internationalization of Universities.....	96
Table 4.39: Regression Coefficient of Internal Environment on Internationalization of Universities	97
Table 4.40: Regression of Top Management Team International Orientation, Internal Environment on the Internationalization of Universities.....	97
Table 4.41: Sobel Test for Mediation	98
Table 4.42: Analysis of Variance for the Overall Significance of the Moderating Effect of Ownership	100
Table 4.43: Regression Model for Moderation Effect of Size of University on the Relationship Between Top Management Team International Orientation and Internationalization of Universities	101
Table 4.44: Analysis of Variance for the Overall Significance	101
Table 4.45: Regression Coefficients for the Moderation Effect of Size	102
Table 4.46: Regression Model for Moderation Effect of Age on the Relationship Between Top Management Team International Orientation and Internationalization of Universities	103
Table 4.47: Analysis of Variance for Overall Significance of the Regression Model...	103
Table 4.48: Joint Effect of Top Management Team International Orientation, Ownership and Internal Environment on Internationalization of Universities.....	104
Table 4.49: Overall Significance Test of Joint Effect of Top Management Team International Orientation, Ownership and Internal Environment on Internationalization of Universities	105
Table 4.50: Regression Coefficients for Joint Effect of Top Management Team International Orientation, Ownership and Internal Environment.....	105
Table 4.51: Model Summary of Hierarchical Regression of Joint Effect of Top Management Team International Orientation, Internal Environment and Size on Internationalization of Universities	106

Table 4.52: Analysis of Variance for the Hierarchical Regression of the Joint Effect of Top Management Team International Orientation Internal Environment and Size of the University	106
Table 4.53: Regression Coefficients for Hierarchical Regression of Joint Effect of Top Management Team International Orientation, Internal Environment and Size on Internationalization of Universities	107
Table 4.54: Summary of the Results	108

LIST OF FIGURES

Figure 2.1: Conceptual Framework	44
Figure 3.1: Relationship Between Top Management Team International Orientation and Internationalization of Universities	59
Figure 3.2: Relationship Between the Top Management Team International Orientation and Internal Environment.....	60
Figure 3.3: Relationships Between Internal Environment and Internationalization of Universities.....	60
Figure 4.1: Histogram of the Data Distribution for Top Management Team International Orientation.....	68
Figure 4.2: Histogram of the Data Distribution for Internationalization of Universities.....	69
Figure 4.3: Histogram of the Data Distribution for Internal Environment	70
Figure 4.4: Histogram of the Data Distribution for Organizational Characteristics.....	70
Figure 4.5: Probability-Probability Plot of the Data Distribution for Top Management Team International Orientation	71
Figure 4.6: Normal Probability-Probability Plots for Internal Environment.....	71
Figure 4.7: Normal Probability-Probability Plots for Organizational Characteristics.....	72
Figure 4.8: Normal Probability-Probability Plots for Internationalization of Universities.....	72
Figure 4.9: Scatter Plot for Internationalization of Universities.....	74
Figure 4.10: Medgraph Showing Null Mediation of Internal Environment on Internationalization of Universities	99
Figure 5.1: Revised Conceptual Framework	129

ABBREVIATIONS AND ACRONYMS

COTR BCOU	Church of the Resurrection Bugolobi, Church of Uganda
CVI	Content Validity Index
EAC	East African Community
FGSR	Faculty of Graduate Studies and Research
ICT	Information and Communication Technology
IE	Internal Environment
IUs	Internationalization of Universities
MOES	Ministry of Education and Sports
MUBS	Makerere University Business School
NCHE	National Council for Higher Education
OC	Organizational Characteristics
RBT	Resource Based Theory
SCA	Sustainable Competitive Advantage
SMEs	Small and Medium Enterprises
TMTIO	Top Management Team International Orientation
UET	Upper Echelons Theory
UON	University of Nairobi
UOTIA	Universities and Other Tertiary Institutions Act
VRIN	Valuable, Rare, Inimitable and Non-substitutable

ABSTRACT

This study examined the influence of Top Management Team International Orientation (TMTIO), Organizational Characteristics (OC), and Internal Environment (IE) on Internationalization of Universities (IUs) in Uganda. It also sought to determine the influence of IE on the relationship between TMTIO and IUs as well as establish the effect of OC on the relationship between TMTIO and IUs. Finally, the study aimed at determining the joint effect of TMTIO, IE, and OC on IUs. The study adopted a positivistic philosophy and objectivist ontology. The study also adopted a cross sectional survey research design and data was collected using a self-administered structured questionnaire. A sample of 36 universities was selected, of which 30 universities responded. Out of 30 universities that responded, a total 134 filled and useable questionnaires were collected out of the 300 respondents targeted representing 44.6 percent response rate. Data were collected from members of the Top Management Team (TMT) and analysed using correlations, linear regression and hierarchical linear regressions to establish the effects. The findings established that TMTIO had a significant effect on IUs in Uganda with an $R^2 = 0.205$ indicating that TMTIO explained 20.5 percent of the variations in the internationalization of universities in Uganda. It was also established that TMTIO had a positive and significant relationship with IE and also IE had a significant positive relationship with IUs. However, it was found that there was no significant mediating effect of IE on the relationship between TMTIO and IUs. The OC of age, ownership and size were found not to have any moderating effect on the relationship between TMTIO and IUs in Uganda. The TMTIO, IE and only size of the university had a significant joint effect on IUs in Uganda ($R^2 = 0.316$) meaning that jointly they explain 31.6 percent of the variations in the internationalization of universities in Uganda. The study recommended that for universities in Uganda to internationalize easily, they would require members of TMT who have international skills, with a global mind-set and are willing to take risks to engage in international activities. There is need for an IE where the organizational structure is flexible enough to allow staff to venture into international activities, where management is supportive to the employees and the rewards and reinforcements in place to encourage and motivate staff. It is incumbent on the management teams to provide such an environment. For the policy makers such as Ministry of Education and Sports (MOES), there is need to formulate policies that integrate internationalization in the policies of universities. Regulators such as the National Council for Higher Education (NCHE) should introduce internationalization measures to assess the performance of universities. The Ugandan ministries of; education, finance and economic planning should appropriate resources necessary to support internationalization activities of universities in Uganda. This study proposes that future researchers should examine university plans and strategies to establish whether they contain aspects of internationalization, they can also conduct a regional study within the East African Community (EAC) to establish comparisons in the levels of internationalization in universities. Future researchers could also explore team dynamics in TMTs and how they affect team effectiveness in influencing internationalization and finally, a longitudinal study could be conducted over a span of time to assess IUs in Uganda.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Internationalization of higher education is considered a proactive reaction of institutions to the forces beyond their control, in particular; globalization, the market demand for graduates who can provide solutions to the complex globalized problems, the interdependence and interconnectedness of global institutions and the increased demand for an international education by the learners (Kreber, 2009). In order for universities to easily internationalize Top Management Team (TMT) requires an international orientation that can propel them into the international market. Universities also ought to have a suitable Internal Environment (IE) that favours the implementation of activities and policies related to internationalization (Jiang & Carpenter, 2013). The Organizational Characteristics (OC) such as size, age and ownership have an influence on TMT international orientation as these characteristics could have an effect on the behaviour of the relationships prevailing amongst the variables responsible for Internationalization of Universities (IUs).

Behyan, Mohamad and Omar (2015) indicate that the initiation of internationalization is spearheaded by top management. Holzmüller and Kasper (1990) had earlier showed that Top Management Team International Orientation (TMTIO) is important for the success of Small and Medium Enterprises (SMEs) in foreign ventures. They note that members of

TMT are decision-makers in an organization. They determine what strategies to adopt, resources to allocate and the future outlook of the organization. The IE of the firm; its structure, resource availability and communication within the organization among others affect the strategic behaviour of a firm (Nandakumar, Ghobadian & O'Regan, 2010).

The internationalization process of firms has been explained by a number of theories. The Upper Echelons Theory (UET) helps in explaining the role of top management and executives in shaping the strategic direction of organizations. Hambrick (2005) underscores the importance of top management characteristics, experiences, personalities and values and how instrumental they are in shaping the strategies of the firms they manage. The stages theory helps in explaining the stages, which firms go through from their first contact with the foreign market up to when they become multinational enterprises (Johanson & Vahlne, 1977; Johanson & Vahlne, 2009). It emphasizes that as firms internationalize, they go through incremental stages characterised by increased market knowledge that leads to increased resource commitment in the international market. The Resource Based Theory (RBT) is premised on the fact that organizations possess heterogeneous resources that enable them to exploit market opportunities and be more competitive than others (Barney, 2001).

The motivation for this study was three fold; first, to explore the different facets that are used in measuring IUs in Uganda. The second is that although, internationalization as phenomenon has been studied, its concentration has been amongst manufacturing firms with few studies in the education service subsector. The third is that the choice of

exploring the influence of TMTIO, IE and OC on IUs is to the effect that whereas some studies have explored individual relationships between each of the above variables and IUs, this study brought together TMTIO and sought to study the mediating effect of the IE and the moderating role of OC in a single framework to explain their influence on IUs in Uganda.

1.1.1 Top Management Team International Orientation

The concept of international orientation has been studied from two perspectives, one from the firm perspective and the other from the managers' perspective. The firm perspective focuses on the entire organization while the manager perspective is concerned with individuals in positions of responsibility who run and manage organizations. According to Brummelen and Luppens (2009), international orientation of a firm can be defined as the intensity of international connectedness of a firm in terms of imports and exports of goods and services, both inward and outward investments and the level of influence across national borders.

In the perspective of managers, TMTIO considers the international orientation of members of TMT. It is also referred to as managers' foreign orientation and it has been studied on how it influences foreign decisions such as exporting (Brummelen & Luppens, 2009). Holzmueller and Kasper (1990) in their study about Austrian firms, showed the importance of foreign orientation of managers in the success of SMEs. In operationalizing foreign orientation, they used constructs such as psychic distance of managers, managers' objective characteristics such as age, level of education, command

of foreign language, vacations spent abroad and stays abroad, subjective managerial characteristics such as attitudes towards risk, rigidity, willingness to change, international management skills, their general outlook on personal future and managers' attitudes towards exporting in general. Dichtl, Koeglmayr and Mueller (1990) studied the concept of international orientation and noted that managers are considered as having little foreign orientation when they have less experience with foreign countries than their colleagues, are more risk averse, rigid and resistant to change and tend to adopt a rather negative outlook on the personal consequences associated with lengthy stay abroad and if they demonstrate less positive attitude towards exporting as a conceivable company's strategy than their peers.

Knight and Kim (2009) offered a more plausible view on the concept of TMTIO; they noted that TMTIO is defined as; having an international vision that is; viewing the world as a single market not just focusing on one's country, ability to develop both human and other resources for international activities, being able to continuously communicate the organization's mission to succeed in foreign markets. Knight and Kim (2009) concluded that it is not just the orientation of the top executive but rather the entire TMT that matters in expanding internationally. This is because decision making in an organization is a team matter where individual managers working as a team contribute to the smooth functioning of the organizations.

1.1.2 Internal Environment

In this study, IE refers to factors within the organization that facilitate the interaction and enhance a creative working climate that enables managers and employees to create new ideas, be proactive and exploit new opportunities (Karimi, Malekmohadi, Daryani & Rezvanfar, 2011). According to Karimi et al. (2011), the IE helps the organization in seeking and exploiting opportunities in the external environment. The environment within an organization affects individual employees' motivation, their interaction with one another, their pro-activeness, their initiative and opportunity seeking behaviour within and outside the organization (Li & Zhang, 2010; Bhardwaj & Sushil, 2012). An IE characterised by appropriate use of rewards and reinforcements, management support, availability of resources and time, an organizational structure that supports initiative encourages staff and managers to take the necessary risks to explore opportunities both within and outside the country (Shah & Nair, 2014).

In addition, the adoption and use Information and Communication Technology (ICT) by the university in its operations also makes interaction with students, staff and other stakeholders a lot easier (Rodrigo, 2003). It enables the marketing of the university services to potential students within and outside the country through the use of the university website and reaches out to diverse audiences that would be interested in the university (Altbach & Knight, 2007). According to Spencer, Adams and Yapa (2013), top management influences the adoption of modern and improved information systems within the organizations by allocating resources to the purchase, maintenance and use of

these systems and thus improving the overall performance of the organization. The adoption and usage of ICT within the university requires the support of top management as they appropriate resources to acquire ICT facilities and encourage employees to use them in their operations.

1.1.3 Organizational Characteristics

According to Robbins (2008), a university has been defined as firm or an organization that deals in teaching, production of knowledge through research and commercialization of education services. The liberalization of educational services and their integration into global trade enables universities to engage in the trading of their services and generate revenue. Pettigrew (2011) defines a university as an institution engaged in training people on matters of intellectual importance and conducting research on those matters. Higher education services are a tradable product recognized by the World Trade Organization. Universities constitute part of the institutions that are trading in education services both locally and internationally. As they trade, they aim at attracting students and staff through a competitive global environment.

The OC of universities influence the way they internationalize: Javalgi, Griffith and White (2003) observed that in the manufacturing sector, firm size is associated with availability of resources for venturing into foreign markets. Large organizations have more resources for venturing into foreign markets and the more resources available, the less the risk likely to be perceived by management while venturing into those foreign

markets. The OC in universities were studied by Breakwell and Tytherleigh (2010). They considered the size of the university as measured by the number of students and employees. The age of university is measured by the duration the university has been in existence and its history.

Smaller firms differ in the style of management, decision making and ownership (Ruzzier & Ruzzier, 2015). Decision making is fast since it is made with an input of a few people and requires less coordination of the decision makers. It reduces back and forth negotiations intended to break a deadlock or achieve consensus. Firm size has been studied as an independent variable in predicting internationalization of firms. However, other studies have looked at firm size as a differentiating factor between internationalizing and non-internationalizing firms (Ngoma, 2009).

The age of the university tends to be associated with the learning and experience gained. Older universities have high chances of learning the dynamics of the international market and can use such to build a reputation that would attract international students, staff and partnership opportunities (Yemini, Holzmann, Fadilla, Natur, & Stavans, 2014). Whereas older firms tend to internationalize fast, there are now younger firms that are internationalizing faster than the old timers. These firms are popularly known as “born-global firms” and are characterized by being ICT driven, innovative and adaptive to the ever-changing global environment (Malhotra, Agarwal & Ulgado, 2003). Service firms such as universities tend to experience faster internationalization because they use ICT to

accelerate and expand the provision of their “products” to many markets. ICT would for instance enable universities to conduct online and long distance programs that would not be hindered by cross country barriers (Javalgi et al., 2003).

Ownership is believed to have a bearing on the internationalization of firms. Owners of the firms through their entrepreneurial abilities determine how fast the firm will venture into new and foreign ventures through resource appropriation. Owners also provide the vision bearing of the organization and guide the investment decisions undertaken. Belenzon and Schankerman (2009) note that private ownership of a university influences recruitment of managers. They point out that private owners of universities tend to be commercially oriented and tag remuneration on performance and would not be concerned with local market performance as they would for other commercial benefits. Javalgi et al. (2003) studied both firm size and location but found that unlike firm size, location had no significant relationship with internationalization of services but it was significant in the manufacturing sector.

1.1.4 Internationalization of Universities

The IUs falls in the bigger realm of internationalization of higher education. Many scholars have attempted to define internationalization of higher education. Knight (2005) defines it as a process to denote that internationalization is an evolutionary and continuous concept in which post-secondary education is evolving. The most widely used definition of the internationalization of higher education is that it is the process of integrating an international/inter-cultural dimension into the functions of a university

which are; teaching, research and service(Knight, 2005; Jowi, Knight & Sehoole, 2013). However, Hawawini (2011) challenged Knight (2005) definition as being narrow in approach and noted that internationalization of higher education should not just aspire to infuse an international dimension into the teaching, research and service functions of the university, but rather, it should seek to integrate the entire institution, its stakeholders, students and staff into the emerging global knowledge and learning network.

Hanson (2010) as cited by Brookes and Becket (2011) observes that internationalization relates to how universities compete for global students and how these students are prepared for the globalized market. This definition, however, focuses only on attracting international students and building student competences for the global market, which is the teaching function of the university. It does not consider the research and service aspects for which universities exist. For any plausible definition of IUs, it must bear in mind the purpose for which universities are created.

Altbach and Knight (2007) offer a more agreeable definition. They suggested that internationalization of higher education includes policies and practices undertaken by academic systems and institutions and even individuals to fit within the global academic environment. This definition therefore, focuses on the policies and practices of academic institutions. Knight (2005) identified the policies as those that are aimed at integrating and sustaining the international dimension into the primary mission and functions of the institution.

The study identified the activities of higher education internationalization as student exchange, joint and double programmes, recruitment of foreign students, employing foreign staff, conducting cross border research programmes and managing overseas franchises of the institutions. These policies and programmes are designed by TMTs of universities.

Tandaki and Tremewan (2013) explained that internationalization can be understood as describing university projects and activities directly relating to the international flows of people, ideas and resources. These can include international exchange programmes for students and staff, collaborations and technical cooperation. Teichler (2004) asserted that internationalization is usually explained in relation to physical movement of faculty and students, cooperation and knowledge transfer between universities as well as international education. It tends to address an increase of cross border activities alongside other activities of international nature within country's systems of higher education. Thune and Well-Strand (2005) noted that internationalization of higher education can also be seen as strategies to expand higher education provision and ideas across national boundaries. Thune and Well-Strand (2005) defined internationalization of a university as a process by which university functions become internationally and cross-culturally integrated. This integration, in turn makes universities internationally relevant by producing graduates who are globally competitive and research output that is applicable and can provide solutions to global challenges.

According to Morris (2009), universities internationalize for four major reasons. These are the major motivations why universities and other Higher Education Institutions (HEIs) pursue internationalization. Firstly, the main rationale is global integration. Universities seek to integrate globally and have influence in the global educational environment. Secondly, universities engage in international activities in order to remain current, relevant in their teaching, research and service. Morris (2009) noted that engaging in internationalization helps universities to be innovative in the changing environment as they dispense their objectives.

Thirdly, since universities are engaged in the training of students, their internationalization helps its graduates to be able to get employment opportunities and compete in the globalized market. Lastly, internationalization can be for other reasons such as social, economic, national security and foreign policy purposes. Universities venture into international activities to fulfil country foreign policy agenda such as partnerships with other countries through research and technology advancement.

1.1.5 Universities in Uganda

Universities are part of the higher education institutions in Uganda. The history of universities in Uganda started in early colonial era when the first university in East Africa was created. This was the University of East Africa with Makerere University, the University of Nairobi and the University of Dar es Salaam as constituent colleges in the early 1920s. The breakdown of the EAC and the post-independence era led to the creation of independent universities in each of the EAC countries. Uganda's then only

public university, Makerere University, reigned in the provision of university education in Uganda (Mamdani, 2009). The liberalization of the education sector has attracted many public and private universities serving the Ugandan population (Itaaga, Musoke & Mugagga, 2013). Since then, the number of universities has grown to about 40 public and private universities.

Universities in Uganda are governed under the Universities and Other Tertiary Institutions Act (UOTIA) 2001, amended in 2006 and regulated by the National Council for Higher Education (NCHE). There are two categories of universities recognized by the UOTIA; public universities and private universities. Public universities are created by an Act of Parliament and maintained out of public funds. Private universities are universities whose proprietor is an individual or an organization other than government and are maintained by funds other than public funds. Currently, there are nine public universities and 31 private universities (NCHE, 2015).

The private sector owns 78 percent of the universities in Uganda while government owns only 22 percent. Universities in Uganda serve the crucial purpose of providing education beyond secondary level by offering courses leading to the award of certificates, diplomas and degrees and they also engage in conducting and publishing research. Universities are at the forefront of steering the growth and development of the Ugandan economy through training and development of human resource skills needed in the country (NCHE, 2013).

In Uganda, internationalization of universities has been exhibited through enrolment of foreign students, majority of whom originate from the East African region and are concentrated in private universities and a few well established public universities. Internationalization also manifests itself through co-authorship of research publications between local members of the faculty with foreign researchers, students exchange programmes, study abroad programmes for university staff, university membership to international organizations and partnerships in awarding degrees among others (Itaaga et al., 2013). According to Itaaga et al. (2013), internationalization in Uganda's universities is largely driven by top leadership. This is because top management influences the internal dynamics of the universities and the restructuring that is necessary for accommodating international activities and programmes.

Universities as part of higher education in Uganda have been identified as critical for the growth and the development of the Ugandan economy for their role of training and development of human resource skills needed in the country (NCHE, 2013). The Global Competitiveness Report 2014-2015 also identified higher education training as one of Uganda's efficiency enhancers (World Economic Forum, 2014). This puts universities at the centre stage of the development of the country and its international competitive advantage.

1.2 Research Problem

Firms including universities are engaging in internationalization in response to the global interconnectedness, competition pressure and the desire to remain relevant and produce products that are globally competitive (Malhotra et al., 2003). Universities seek to

produce graduates who can think and act in a global context and research that is relevant in solving global challenges (Tadaki & Tremewan, 2013). However, the degree of internationalization in many African universities is notably low (Jowi et al., 2013) with meagre levels of international students, cross-country research and a near absence of international staff within the ranks of the university faculty.

Researchers have also not well explored the role of top management international orientation, OC and the IE in explaining this process. Knight and Kim (2009) explored top management international orientation and found that it was one of the factors responsible for the superior international performance of SMEs. Their work supported previous studies by McDougall, Shane and Oviatt (1994) and Dichtl et al. (1990) which studied the concept of international orientation focusing on the internationalization of SMEs in the manufacturing sector. However, the role of TMTIO has not yet been explored extensively on how it influences internationalization in the education sector. Studies have also shown that certain organizational characteristics such as size, tenure and ownership play a major role in the process of internationalization and export performance of firms (Ngoma, 2009; Bategeka, 2012) but the role that these OC play is still a question of debate in many studies.

Whereas external factors tend to be the focus in internationalization of manufacturing firms, Bianchi (2011) notes that in service firms, more emphasis should be put on the IE prevailing in the organization and how it influences the internationalization of these firms. Jiang and Carpenter (2013) also underscore that the main issues affecting IUs are

of internal nature relating to integration and cohesion of processes, resources and operations. Engelbertink (2010) asserts that it is the matching of the internal resources and capabilities of the firm with the external market conditions that leads to internationalization of services.

A number of theories attempt to explain IUs. The UET concentrates on the role of TMT in influencing the strategic direction of firms (Hambrick & Mason, 1984; Hambrick, 2005). The stages theory focuses on sequential stages of internationalization and explores the internationalization of firms through experiential learning and commitment of the firm and its managers (Johanson & Vahlne, 2009). The RBT underscores the heterogeneity of firm resources and firm competitiveness (Barney, 2001). There is no single theory, therefore, that can comprehensively explain IUs but a combination of theories offer a better explanation of the phenomenon.

Thune and Welle-Strand (2005) and Kondakci and Van de Broeck (2009) used case studies to explore IUs in Europe. Their studies found mixed results on the factors that drive internationalization of a university. Thune and Welle-Strand seem to suggest that IUs is driven by economy, policy and technology while Kondakci and Van de Broeck (2009) appear to suggest that IUs is a strategic issue driven by top management. Jowi et al. (2013) did a conceptual study on internationalization of higher education in Africa and associates IUs with competition and commercialization of education, but his study lacked empirical evidence that would inform policy on IUs in Africa. Ngoma (2009) in a cross industry study explored internationalization of service firms in Uganda but could not

illustrate the specific factors for IUs. Other studies have explored internationalization of large manufacturing firms and SMEs (Johanson & Vahlne, 1977; 2009; McDougall et al., 1994) and less emphasis has been put on service industries and the education sectors especially universities.

Itaaga et al. (2013) conducted an exploratory study on internationalization of higher education focusing on one public university in Uganda. Their study explored the rationale and the different facets that internationalization has taken at a single Ugandan university. This is so far the only study the researcher has found on IUs in Uganda. The study not only lacked any predictive and theory testing aspects of explaining internationalization in universities but also focused on a single public university. These studies leave a methodological gap that the current study intends to fill by carrying out a cross sectional survey study on IUs. There are no studies known to the researcher that have explored the relationship among TMTIO, IE, OC and IUs. This study also focused on universities in Uganda because there are limited studies on internationalization focusing on universities in the country. In addition, universities are also increasingly becoming an important part of the drivers of economic and social development of countries through their provision of skills that are needed in the current globalized environment and for the integration of cultures.

Therefore, the major research question of this study was; how much of the internationalization in Ugandan universities is explained by the combination of TMTIO, IE, OC and the relationships existing amongst these variables?

1.3 Objectives of the Study

The main objective of the study was to establish the effect of top management team international orientation, internal environment and organizational characteristics on Internationalization of universities in Uganda. The specific objectives of the study were to:

1. Examine the influence of top management team international orientation on the internationalization of universities in Uganda
2. Determine the influence of the internal environment on the relationship between top management team international orientation and internationalization of universities in Uganda
3. Establish the effect of organizational characteristics on the relationship between top management team international orientation and internationalization of universities in Uganda
4. Determine the joint effect of top management team international orientation, internal environment, organizational characteristics on internationalization of universities in Uganda

1.4 Value of the Study

This study will cause top management team members in universities to reflect on their own competencies in relation to internationalization and how best they can improve their international orientation. It will also enable them make necessary internal adjustments in the universities' structures, the support rendered to staff and rewards systems needed to facilitate staff and students engage in international activities.

This study used a multi-theoretical approach to study the IUs thus adding to the empirical studies in the area of internationalization in higher educational institutions particularly universities, which are largely lacking especially in Uganda and in the East African region. The study will therefore, contribute to the limited reference materials on the influence of TMTIO, IE and OC on the IUs. It has also helped in refining the measurements of these variables as used in the developing country perspective.

The study will also inform universities on what character and orientation requirements are expected of members of the TMT if universities are to internationalize and thrive in the international and dynamic environment. The study will also help higher education administrators and managers of higher institutions on how best they can internationalize their education services. It will enable universities to make internal adjustments necessary for the integration of the varied international perspectives in the education they provide, and tailor their programmes research and outreach to suit the global environment and clients that they are serving.

The study will help policy-making institutions in Uganda such as Ministry of Education and Sports (MOES) and National Council for Higher Education (NCHE) to design policies and policy interventions that would make Ugandan universities and other higher education institutions more competitive and relevant in the globalizing academic world. In particular, policies that will encourage enrolment of foreign students, facilitation of cross country studies that would make Ugandan universities more attractive globally. The policy makers will also use this study to increase funding for universities to engage in international activities and programmes.

1.5 Structure of the Thesis

This thesis is structured in six chapters; chapter one is the introduction, chapter two is the literature review, chapter three is the research methodology, chapter four is the presentation of finding, chapter five is the discussion of findings while chapter six is the summary, conclusion and recommendation. The content of each chapter is explained here below:

Chapter one presents the conceptualization of the study showing the concepts that are being studied, the context of the study describing the perspective under which the study has been conceptualized and the research problem. It also outlines the objectives and the value of the study. Chapter two presents the literature review which shows the theoretical foundations of the study, and empirical research body that has been conducted in relation to the variables under study. Chapter three describes the research methodology adopted for this study; it highlights the research philosophy the research design, the population and the sample size. It also shows the data collection methods, the validity tests of the instruments, the operationalization of the study variables, the analytical techniques adopted in data analysis and the ethical considerations.

Chapter four shows the presentation of findings in relation to the objectives and hypotheses of the study. It shows the research reliability, the diagnostic tests of normality, linearity, homoscedasticity and multicollinearity. The chapter presents the regressions with a view of answering objectives and the hypotheses. Chapter five indicates the discussion of findings with a view of generating meanings from the statistics of the findings. Finally chapter six gives the summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter examines and presents literature from different authors on TMTIO, IE, OC and IUs. The chapter seeks to present what different authors have already studied on the relationships prevailing amongst these variables, establish points of agreement, contradictions, conceptual and methodological gaps with a view of presenting clear understanding of the research problem in this study. The chapter begins by looking at the theoretical underpinnings of this study, reviews the empirical studies and comes up with the conceptual framework and hypotheses for the study.

2.2 Theoretical Foundations

A theory is defined as a set of related variables that form assumptions on how these variables are related. It is a body of knowledge that attempts to lay ground rules on how knowledge is interrelated (Creswell, 2014). Creswell (2014) states that theories explain how and why certain assumptions can be held about the relationships between variables and the kind of relationship that is expected to prevail amongst the study variables. According to Hair, Hult, Ringle and Sarstedt (2014) a theory is a set of hypotheses based on scientific methods to predict outcome. Hypotheses are developed and using scientific methods they are tested to confirm theory.

This study is anchored on three theories; the Upper Echelons Theory (Hambrick & Mason, 1986), the Stages Theory (Johanson & Vahlne, 1977) and RBT (Barney, 1991). The stages theory is concerned with knowledge, which is acquired through experience and therefore, relevant for explaining international orientation and how it is related to internationalization. The UET focuses on the role of management team in influencing strategic direction of the organization while RBT explains how resources can be utilized to encourage internationalization. Each of these theories is discussed hereunder in respect to this study.

2.2.1 Upper Echelons Theory

This study is anchored on the Upper Echelons Theory pioneered by Hambrick and Mason (1984). The UET is about the actions, behaviours and experiences of top management and their effect on the strategy, structure and performance of organizations they lead and manage. Hambrick and Mason (1984) and Hambrick (2005) noted that the organization is a reflection of its top managers' experiences, personalities and values. The main tenet of UET is that the actions of executives are as a result of their highly personalized interpretations of the situations and options that they encounter. Therefore, their actions are as a result of their experiences, personalities and values, which in turn shape organizational outcomes and strategy. Organizations and their outcome and strategies are thus a function of their executives' character. Although Hambrick and Mason (1984) put more emphasis on demographic characteristics as proxies for cognitive frames and behaviour of TMT, Hambrick (2007) acknowledges this weakness is as a result of

inaccessible cognitive psychometric measures from top managers of many big organizations. He further clarifies that the focus should not be on the top executive of the firm but groups of executives since decision making in organizations is made by a group of executives not just the top chief executive.

The main assumption of UET is, therefore, that managers' actions are based on their experiences, biases and values. These shape the outcomes of the organization in terms of the structure that the organization adopts, the strategies it implements and the choices it makes (Hambrick & Mason, 1984). Hambrick, Humphrey and Gupta (2015) have observed that TMT's composition affects the social dynamics within the team, which in turn affects the outcomes and strategies of a firm. Managers view the world through the lenses of their experiences, histories, backgrounds and values.

This theory has been critiqued by its assumption that members of the management team operate as a team and that there is social interaction within the team (Lin & Cheng, 2013). In addition, the UET tends to ignore the role of other members of the organization especially those in lower and middle levels of management in shaping strategy of the organization (Camelo, Fernández-Alles & Hernández, 2010). Opong (2014) highlighted the theory's over-emphasis on the demographic characteristics and their influence on the organizational outcomes of the firm. He noted that the effect of the demographic characteristics on the organizational outcomes is largely assumed because demographics alone do not translate into outcomes. It is the predispositions associated with demographic characteristics of TMT that translate into strategic outcomes, yet these

remain unexplored with empirical evidence. This study sought to extend this debate to the IUs by exploring the contribution of management team international orientation to the IUs. The UET emphasizes the role of top management in influencing strategic direction of the university and therefore, TMTIO was studied on how it influences internationalization which is a strategic outcome of the university.

2.2.2 Stages Theory

The stages theory is sometimes called Uppsala model of internationalization. The theory is also referred to as the Scandinavian model of internationalization and was proposed by Johanson and Vahlne (1977). The theory states that internationalization of firms happens as a result of market knowledge, which is gained through experiential learning, thus causing increased commitment to the foreign market. They noted that the gradual and continuous acquisition and integration of knowledge enables the firm to enter new markets. Thus, they argue that internationalization happens as a result of incremental commitment decisions by managers.

Johanson and Vahlne (2009) further noted that as knowledge and information about markets increase, managers are likely to commit more resources to the market, which they have knowledge about. Awuah, Gebrekidan and Osarenkhoe (2011), however, noted that certain independent actors outside the firm also contribute through networks relationships on the decision to enter certain foreign markets. Experiential knowledge and learning can be gained if members of TMT are internationally oriented (Johanson & Vahlne, 2006). When top managers are internationally oriented, their knowledge about

foreign markets is enhanced and their risk pervasiveness reduces enabling them to make decisions for international expansion more easily. It is further assumed that through their international orientation, they build networks that they can rely on in their international endeavours. As perceived risk in foreign markets reduces due to the top managers' international orientation, firms are then able to internationalize as a result of the decisions and choices made by the members of the upper echelon and these decisions and choices are partly informed by their orientation.

This theory has, however, been criticized for being deterministic by assuming that managers will gain experience and knowledge and then use it for international expansion. Accordingly, managers may not use their knowledge and experience to venture into foreign markets and that there may be other ways of acquiring knowledge apart from experiential learning (Górska, 2013). A stifling environment may hinder the application of the knowledge acquired by the managers or they may not be having resources or the necessary support to put the knowledge to use. In addition, the assumption that firms follow specific sequential stages in their international expansion is unrealistic for some service firms and those firms that rapidly internationalize (Zohari, 2012).

The stages theory underscores the commitment of organizations to the process of internationalization through activities, programmes and practices that cause the university to internationalize. In this study, the age of the university may also represent the experience the university has had overtime and how it has tapped into that experience to learn about and venture into international engagements. The size of the university mirrors the resources available for the university to venture in international activities.

2.2.3 Resource Based View Theory

The RBT has been studied in explaining the Sustained Competitive Advantage (SCA) of a firm. It is based on the premise that in order for the firm to compete sustainably, it must acquire and control heterogeneous resources which are Valuable, Rare, Inimitable, and Non-substitutable (VRIN) resources. The firm must have the organization structure in place that can absorb and utilize these resources (Kraaijenbrink, Spender & Groen, 2010). Barney, Ketchen and Wright (2011) noted that heterogeneity in RBT comes out of different mechanisms including strategic resource acquisition in factor markets, internal resource accumulation and human capital. Human capital is developed through the skills, experiences and the orientations that human resources have and have been exposed to.

Leiblein (2011) observed that under RBT, variations in resources, factor market conditions and organizational abilities partially explain the differences in performance amongst competing firms. He explained that management has a role of leveraging, accessing or developing scarce resources in a manner that allows business organizations to capture the value that they create for society. The strategic role of top managers lies in appropriation of resources for different activities within the firm and providing strategic direction. Strategic decisions include how to build and sustain competitiveness and international expansion. In most universities, it is top management that is responsible for mobilizing and organizing the scarce resources needed to advance the global reach of the institution. These resources can be embedded in multiple domains (Barney et al., 2011) and therefore, top managers need skills, experiences and orientation in order to explore these opportunities in strategic markets (Barney, 2001).

Resources of a university can be embedded internally within the organization or acquired on factor markets. Internal resources tend to be easily accessed while factor market resources can be costly (Barney et al., 2011). Chi and Levitas (2015) suggested that the compatibility of resources with the inter-firm and intra-firm conditions is necessary for sustaining the value of those resources. They noted that certain resources would not generate rents if they are not compatible with the conditions prevailing within the organization. By focusing on the IE within universities, this study focuses on the factors that facilitate the access, utilization and integration of the firm's resources to achieve its external objectives such as internationalization. This is because a supportive IE increases rents generated from the resources of a firm and enables it to explore opportunities even those in the foreign environment.

According to Jurevicius (2013), organization can achieve competitive advantage by exploiting internal resources and factors, rather than focusing on industry market resources, which are competitive to acquire and can be costly. Capitalizing on internal resources can leverage the firm over others because it is easier to protect resources within the firm than protecting those acquired and available on the market. This argument, coupled with concerns of resource compatibility with internal conditions of the firm, provide a justification for studying the IE of universities and how it influences their internationalization.

The RBT is relevant for this study through OC such as age, ownership and size, which can be seen as resources to the universities and enable them to internationalize. Age is associated with the reputation and image of the university, which are intangible resources to the firm. Reputation and image are resources that a university can utilize to attract

foreign students. The size of the university is associated with resources available to a university through collection of tuition and capitation grants from the government and these can enable to venture into foreign markets through either establishing a foreign campus or committing resources to advertise and attract foreign students and staff. The RBT also focuses on the uniqueness of organizational resources and therefore, informs the concept of IE and how organization can use the resources and capabilities within the organization as well as the innate organizational characteristic to venture into foreign markets.

2.3 Top Management Team International Orientation and Internationalization of Universities

Kauer, Prinzessinzu, Waldeck and Schäffer (2007) in a study of the manufacturing and financial services industries emphasized that top management plays a critical role in effecting change since they are in charge of strategic decision making. In fact, TMTs have been associated with organizational performance because of their role in making decisions that affect the very survival of the organization. Tadaki and Tremewan (2013) studied the relationship between TMT characteristics such as age and tenure and strategic outcomes of the organization. They found that age and tenure had an effect on the strategic performance of the organization.

Awino (2013) studied the impact of TMT diversity on quality decisions and performance in commercial banks in Kenya. He established that TMT tenure had a significant positive effect on quality decisions. This shows how management team is crucial in the decision making process. Internationalization is a choice decision that is usually taken at

institutional rather than individual level and therefore, requires the input of members of the TMT. Awino (2013) findings in Kenya tend to agree with Hattke and Blaschke (2015), who in a study of 75 universities in Germany established that diversity amongst the members of the TMT had positive impact on the overall university performance. However, in the same study, they found that their gender, age and level of education did not have a significant effect on the performance of the university. This may be because, for instance, education level is not a major distinguishing factor amongst the members of the TMT in most universities, since they all tend to be highly educated and also because in most universities, TMT is composed of career academicians who are always relatively in the same age bracket.

Kondakci and Van de Broeck (2009) conducted a study in Western Europe on the domains of internationalization of a higher education organization using a case study approach. They established that experiences of staff who had studied abroad had a significant influence on the internationalization of the institution. In a related study, Rivas (2012) established a positive relationship between chief executive multi-nationality and internationalization of service and industrial firms in both Europe and the United States of America. Tadaki and Tremewan (2013) noted that senior staff and administrators in management positions of universities have a role to play in their internationalization through positioning and focusing the institutions to actively participate in the process of integrating into foreign markets and being active players in a globalized market. They can cause universities to engage in social networks, international research activities and international consortia. These activities would in the long run materialize into

international student recruitment, student mobility/exchange programmes, curriculum sharing and other related international activities. Tadaki and Tremewan (2013) continued and noted that unlike other members of the organization, there are always enough opportunities for senior staff, faculty and university presidents to contribute and define what internationalization is, through the development of the internationalization vision and internationalization programmes.

Chatterje, Grewal and Sambamurthy (2002) also conducted a study that found that top management championship influences the assimilation of strategic web technologies. It was also established that TMT characteristics affected strategic direction of organizations. This was later confirmed by Sebaa, Wallace and Cornelius (2009), who studied managerial characteristics such as age, level of education and tenure of the functional managers in public sector that is, local government organizations and established that the level of education and job tenure of the managers were significant in determining the performance of the organizations.

In a simulation study, Michalisin, Karau and Tangpong (2004) found that team cohesion improved industry performance in an airline industry. It is, however important to point out that team cohesion only develops where team members have similar experiences, skills and aspirations. Lorkhe, Franklin and Kothari (1999) studied the relationship between top management international orientation and export performance of SMEs and found out that TMTIO had a strong positive relationship with export performance of the

firm. Since, export performance is one major measure of internationalization of a manufacturing firm, it can be construed that TMTIO has a significant relationship with IUs. The experience of top team managers and their interest in internationalization agenda are important indicators of their orientation towards internationalization phenomenon in universities.

Wahlers and Wilde (2011) argued that due to decentralization, top management; vice chancellors, deputy vice chancellors, deans of faculties and schools and other middle managers such as heads of departments need to improve their institutional profile and that of their staff to be international without jeopardizing the main rationale for the universities, which is training, research and outreach. They need to be business-minded, be able to negotiate, network globally in order to make their universities competitive in the ever changing environment.

2.4 Top Management Team International Orientation, Internal Environment and Internationalization of Universities

Laukkanen (2003) in a case study of a Finnish university found that university leadership has a strong role to play in providing a university-wide atmosphere that supports entrepreneurship within the campus by influencing attitudes and ethos for academic entrepreneurship. Such an environment would be supportive of the entrepreneurial effort of staff in a university. Leiblein (2011) pointed out that, managerial policies and practices influence the internal dynamics of a firm. Leitch and Harrison (1999) asserted that there was a growing interest in the nature and roles of leadership in changing organizational

structures. They observed that amidst the challenges facing organizations such as scarce resources, continuous external change necessitating flexibility and an interdependent global economy, the leadership team has a role to play in influencing internal organizational setup to enable organizations cope with these challenges.

According to Van Gyn, Schuerholz-Lehr, Caws and Preece (2009), the main thrust for internationalization comes from university policy, which in many cases is not an individual undertaking but a management team responsibility. Itaaga et al. (2013) note that internationalization is leadership-driven because it may require changing the IE of the university, the internal dynamics of a firm are heavily dependent on members of the management team because they influence the way things are done in the university. Their orientation thus is of significant importance in advancing internationalization of the universities they manage.

Opp and Gosetti (2014) in a study on community colleges in the United States established that involvement of key administrators in colleges was critical to the success of the internationalization agenda. This was not only for their human, financial and symbolic supports, but also for them to cause others to appreciate the value of internationalization in the colleges and make initiatives that would promote it within the colleges. In addition, the key administrators were the vision bearers of the institutions and responsible for appropriating resources that can be used in the internationalization programmes, mobilizing other stakeholders and explaining the benefits of internationalization to these stakeholders. Top management was influential in mobilizing faculty to integrate global perspectives into the curriculum. It is top management that decides whether the

institution joins collaboration or a consortium that is aimed at promoting IUs. Since internationalization is a risky process and requires management commitment, top management must be involved in order to make the decision making process easier. Engaging in partnerships demands greater commitment in terms of time and resources and involves a lot of travel and many times the head of the institution may have to be involved (Hawawini, 2011).

Karuhanga (2015) studied performance management practices in Uganda's public universities and established that heads and deans of academic units have a responsibility of ensuring that performance practices are implemented. They can only ensure such a responsibility by providing the necessary environment within the university. This environment encourages both formal and informal engagement and communication and offers a less restrictive structure. Karuhanga (2015), therefore, underscores the role of TMTs in ensuring an environment that promotes performance management practices. Karuhanga (2015) further identified challenges facing public universities in implementing performance management as lack of a formal performance management environment, limited communication between employees, institutional systems, governance challenges and structural constraints. The TMT of the university is responsible for governance issues and how these issues are communicated to the rest of the organization.

Ahmad, Ramayah, Wilson and Kummerow (2010) in a study on the success of business firms in Malaysian SMEs noted that whereas the external environment is shaped by factors beyond an organization's control such as government policy, the IE can be

influenced by management through internal policy formulation and management practices. They noted that management are gatekeepers in any organization because they determine the availability of resources, flexibility within the organization and systems needed to enhance success. As such, there is a need to examine their attitudes, orientation and how they impact on the IE within the organization. This is supported by Jowi (2012) who opined that top management need to reorganize universities in Africa to internally support internationalization endeavours rather than depend on foreign donor support that is not sustainable in the long run.

Kagaari (2011) conducted a study on organizational culture and climate, performance management practices and managed performance in public universities in Uganda and established that organizational climate shapes the behaviour of employees. He explained that organizational climate deals with employees' perceptions of the events, practices and procedures and the kind of behaviour that is rewarded, supported and expected in a given setting. It is suffice to note that the internal climate/environment within a particular university can be shaped by the strategic practices of management and what decisions the managers are likely to make. Internationalization is a strategic decision according to Canibano and Sanchez (2009) that management in universities is faced with and thus requires an environment that allows such a decision to be made without fear of repercussions. Camelo et al. (2010) found that the level of informal communication within an organization facilitates greater interaction and encourages team cohesion. Hattke and Blaschke (2015), in their study of German universities further established that involvement of staff and other stakeholders in decision making of the universities improved their performance.

Belso-Martínez, Molina-Morales, & Mas-Verdu (2011) suggested that internal resources of an organization mediate its performance and external resources. Their argument is premised on the fact that organizations with superior internal resources are able to exploit external resources. This simply means that organizations cannot be able to exploit external resources without internal capabilities. The IUs involves exploring opportunities that are external to the university, in order to effectively do that, the internal conditions in these universities ought to be conducive for the exploitation of these external opportunities.

The above studies (Karuhanga, 2015; Kagaari, 2011; Ahmad et al., 2010; Camelo et al., 2010) highlighted the importance of the IE in the management of institutions especially universities. Karuhanga (2015) highlighted the importance of having working systems within the organization in order for it to achieve its desired performance objectives. Kagaari (2011) also challenged the organizational climate in public universities in Uganda as a major determinant for employee performance. This implies that TMTIO could influence the IE of an organization which would in turn influence the internationalization of the university.

This study suggested that TMTIO can influence the nature of the environment within organization as regards availability of resources, supportive structures and flexibility of systems including information and communication technology that would facilitate integration of the international dimension within the functions of the universities.

2.5 Top Management Team International Orientation, Organizational Characteristics and Internationalization of Universities

Breakwell and Tytherleigh (2010) conducted a study that explored how the demographic characteristics of vice chancellors moderated by the characteristics of universities in the United Kingdom impacted the performance of the universities. They established that there was limited relationship between individual characteristics of the vice chancellors and the performance of the universities. In the study, university size was found to be positively associated with better performance of the university. The nature of the university and the duration the university has been in existence were associated with the performance of the university. It is imperative to observe that whereas TMT's international orientation is important for the IUs, international activities and programmes need to be supported by the other university factors such as size, age and ownership. The size of the university in terms of student numbers corresponds with the level of income and resources available to the university and the age of the university mirrors its reputation (Breakwell & Tytherleigh, 2010). These influence a university's attractiveness for student exchanges and recruitment of foreign students and staff within its ranks.

Belenzon and Schankerman (2009) in their study of knowledge transfer and environment performance of universities observed that private owners are usually concerned about monetary benefits from their investment and as such tend to recruit and pay top managers based on performance. These top managers pursue commercial interests and venture into a number of activities that bring out a good return on investment. In the process they may ignore local market objectives and pursue internationalization aimed at making their

employers happy. The study shows that that ownership is associated with the objectives that managers are likely to pursue. Private owners tend to be commercially oriented while publically owned institutions may be focused on meeting national or community objectives hindering their internationalization. Therefore, top management international orientation may be moderated by the nature of ownership of the university as it tries to venture in international activities. Javalgi et al. (2003) studied firm characteristics such as size, location and firm resources, market characteristics, management attitudes and their impact on the internationalization of services. They established that only firm size, market characteristics and management attitudes were significantly related to internationalization of services and there was no significant relationship between a firm's location, its resources and its internationalization.

Javalgi and Martin (2007) however, later observed that the international orientation of top management is an intangible resource that firms can tap into for their internationalization efforts. This is because organizations whose top management is internationally oriented are quicker in accessing the foreign markets than those where such orientation does not exist. TMTIO increases the international commitment of the firms due to the fact that top executives are actively involved in the internationalization process. The global mindset allows top management to see the value of engaging in international activities and how their organizations can engage into deeper global engagements and interactions.

2.6 Top Management Team International Orientation, Internal Environment, Organizational Characteristics and Internationalization of Universities

Different scholars have pointed to the role of management teams, their orientation and characteristics on the success, performance and international expansion of firms (Karuhanga, 2015). Holzmüller & Kasper, (1990) had emphasized the role of international orientation of managers on the internationalization of SMEs. This meant that SMEs in order to engage in exporting, foreign direct investment require TMT members who are well equipped for the foreign market in terms of their orientation. Dichtl et al. (1990) associated international orientation with risk behaviour of managers which in a way can affect the decision to internationalize. They observed that managers who are not internationally oriented are likely to be risk averse and fail to engage in international expansion.

Nandakumar et al. (2010) on their part emphasized the IE of firms which is characterised by the prevailing structure, resources and general interaction between employees and managers as playing a major role in strategic decisions of a firm such as global engagement and foreign expansion. Knight and Kim (2009) emphasized the importance of TMTIO on the international expansion of firms. They highlighted the importance of TMTIO in the exportation and foreign direct investments decisions of firms. Breakwell and Tytherleigh (2010) underscored the importance of leaders' influence and OC such as size on the international performance of universities. Other OC such as ownership have also been explored (Belenzon & Schankerman, 2009) and seem to suggest they have a relationship with the IUs. Javalgi et al. (2003) had however indicated that location of a firm did not necessarily give it an advantage to internationalize.

Kagaari (2011) explored how the organizational climate is necessary for management performance. In practice, the organizational climate represents the IE within the organization necessary for management to perform its duties and internationalization is form of organizational performance for product companies. Therefore, an environment characterised by work discretions, supportive and flexible structure with open and informal communication and freedom to take moderate risks and open communication would encourage managers to engage in international activities and programmes.

Devinney, Midgley and Venaik (2000) opined that managerial orientation has a role in determining the strategic direction of the organization through altering and influencing the structure of the firm and the pattern of competition that the organization intends to pursue. TMT also influences the allocation of resources which resources could be affected by the nature of the firm operations whether local or global in operation. For instance, private source capital for investment differently from publicly owned firms and as such, private owners are always cautious in allocating their resources, they desire to allocate their resources where they would generate the highest return on investment possible (Belenzon & Schankerman, 2009). This therefore, illustrates that TMTIO could influence the IE through shaping of the structure of the organization which in turn would affect its internationalization. This would however be remotely controlled by the organizational characteristics such as ownership of the organization.

The above studies seemed to suggest that a combination of TMTIO, IE and OC could have a joint impact on the IUs. However, no study known to the researcher seemed to have attempted to study the relationships among these variables in a single framework as

this study seeks to explore. The literature showed that there was a methodological gap since most studies were case studies based on a single university. Majority of these studies were conducted in the developed world and may not be generalized for the developing country like Uganda.

2.7 Summary of Literature Review and Knowledge Gaps

This chapter evaluated existing literature on IUs, TMTIO, IE, and OC and highlighted the relationships between these variables. Table 2.1 summarizes the various studies, their findings and the identified knowledge gaps existing in the literature that this study sought to fulfil. The table also identifies the methods used in these previous studies, their findings at the time and the focus of the current study.

It is on the basis of these previous studies that hypotheses were developed and a conceptual framework created. These hypotheses were later tested to see whether they were rejected or not rejected. This was the basis upon which discussion, conclusions and recommendations were made.

Table 2.1: Summary of Literature

Author(s)	Focus of Study	Methodology	Findings	Knowledge Gap	Focus of the Current Study
Karuhanga (2015)	Study focused on performance management practices in public universities in Uganda	Cross sectional Survey using questionnaires Studied five universities 330 respondents	Provided measures for performance management in universities	Study focused only on public universities and did not show whether performance management practices consider internationalization as a measure of a university's performance	This considered both private and public universities. It sought to explore how they are performing in relation to internationalization
Itaaga et al. (2013)	Study explored the facets of internationalization in a single university	Exploratory study Used interviews	Showed the facets that IUs has taken in a single Ugandan university	The study lacked predictive potential and it was also conducted in a single university	Sought to show prediction of variables on the IUs using objective and verifiable data
Awino (2013)	TMT diversity, quality decisions and performance in the Kenyan banking sector	Cross sectional	TMT diversity was found to have positive relationship with quality decisions	Focused on management team diversity in the banking sector. There is need to focus on team orientation in universities.	The study focused on management team international orientation and internationalization which is a strategic decision
Kagaari (2011)	Study focused on organizational culture and climate, performance management practices and managed performance in public universities	Cross sectional Mixed methods with qualitative and quantitative data Sample was 900 of middle and top management 4 Public universities	Established that TMT had role to play in influencing employee managed performance Organizational climate moderated the relationship between managed performance and performance management practices	Focused on academic staff, middle level and top management only in public universities	This study focused only on top management in both public and private universities

Table 2.1 Cont...

Kagaari et al. (2010)	The study focused on organizational climate in public universities and its impact on managed performance	Cross sectional Four public universities 900 employees	Organization climate was positively related to managed performance.	Organizational climate was an independent variable. This study sought to study the mediating role of the IE on the relationship between TMTIO and IUs	Examined whether the entire environment mediates the relationship between top management international orientation and IUs.
Breakwell and Tytherleigh (2010)	The study focused on influence of university leaders (Vice Chancellors) on the performance of universities in the United Kingdom	Cross sectional based on secondary data	No association between demographic characteristics of vice chancellors and performance of universities	Observed that there was limited association between the demographic characteristic of vice chancellors and the performance of universities in the United Kingdom	This study sought not to focus on the individual Vice Chancellor's role but rather on the entire management team and their influence on the internationalization of the university
Belenzon and Schankerman, (2009)	The study focused on nature of ownership and its impact on environmental performance	Mixed methods using survey and panel data	Found that privately owned universities are more commercially oriented and pay less attention to local market objectives	Sought to establish how ownership influences IUs in Uganda whether private or public universities internationalize differently	Sought to establish how ownership of universities relates to their internationalization
Ngoma (2009)	Internationalization of services in Uganda and focused on the network competence and the network relationship intensity	Cross sectional research design 207 sample Multi-sectoral in nature	Age was not related to internationalization Size was positively related to internationalization	Study was a cross industry study and focused on internationalization of services in general	This study focused only on universities and explored their internationalization.
Kondakci and Van de Broeck (2009)	Studied the domains of internationalization of a higher education organization in Western Europe	Case Study Single university Used interviews	International exposure of senior academic contributed to understanding the internationalization issues	Internationalization was studied from the curriculum integration perspective which has been critiqued for being narrow in explaining IUs	Sought to understand IUs from different perspectives by studying the underlying relationships between top management international orientation, IE and IUs and the moderating effect of size, age and ownership.

Table 2.1 Cont...

Thune and Welle-Strand (2005)	Studied internationalization in a Norwegian university	Case study method One private Norwegian university studied	Found that senior staff trained abroad were forerunner of internationalization	Focused on one university to understand the factors that drive IUs	Focused on many universities in a developing country
Michalisin et al. (2004)	Studied TMT cohesion on superior industry returns using simulations	Simulation Based on Classroom teams	Team cohesion was positively associated with performance of teams	Simulation method lacked real experience in an industry or firm setting, a study of real organizational environment was needed.	Top management team orientation was studied through a cross sectional study

2.8 Conceptual Framework

The conceptual framework illustrates the relationships that TMTIO is directly related to and affects IUs. It also shows that the relationship between TMTIO and IUs is mediated by the IE. This means that TMTIO affects IE and it in turn affects IUs. The framework also indicates that the relationship between TMTIO and IUs could be moderated by the three OC of ownership of the university, the size of the university and its age. Finally the model shows that there is a joint effect of TMTIO, IE and OC on the IUs. The conceptual framework is shown in Figure 2.1.

The conceptual framework shows that the independent variable TMTIO is measured by managerial international vision, managerial international commitment, international management skills and sensitivity to risk. The IE which is the mediating variable is measured by management support, rewards and reinforcement, resource availability, organization structure and ICT usage. The moderating variable is OC by three demographic characteristics of the university; ownership, size and age. The IUs which is the dependent variable is measured by degree of internationalization and scope of internationalization.

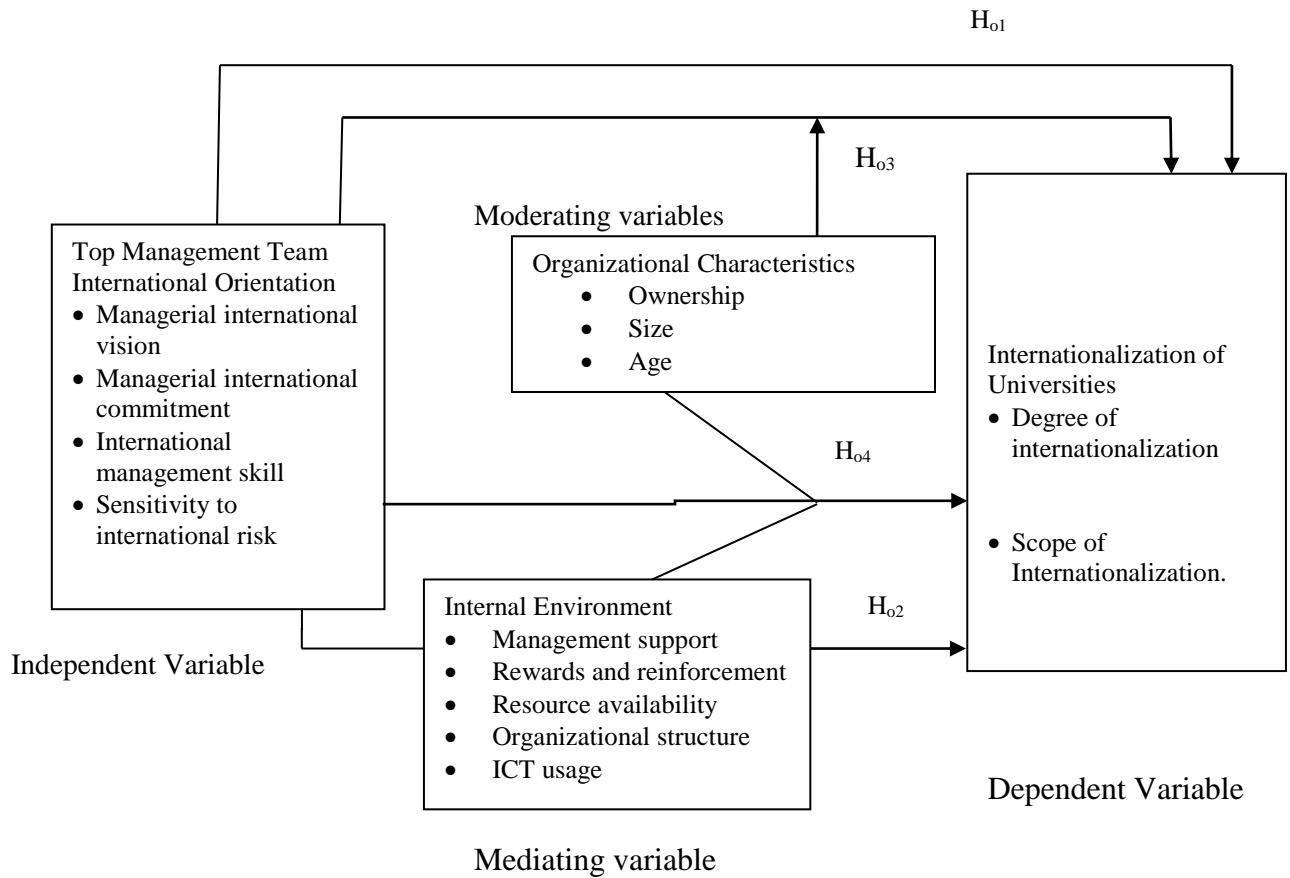


Figure 2.1: Conceptual Framework

2.9 Research Hypotheses

From the conceptual framework, the following null hypotheses were formulated for the study:

H₀₁ TMTIO has no significant influence on IUs in Uganda

H₀₂ IE has no significant mediating effect on the relationship between TMTIO and IUs in Uganda.

H₀₃ OC have no significant moderation effect on the relationship between TMTIO and IUs in Uganda

- H_{03a}. Ownership has no significant moderation effect on the relationship between TMTIO and IUs in Uganda.
- H_{03b}. Size has no significant moderation effect on the relationship between TMTIO and IUs in Uganda.
- H_{03c}. Age has no significant moderation effect on the relationship between TMTIO and IUs in Uganda.
- H₀₄ TMTIO, IE and OC have no significant joint effect on IUs in Uganda
- H_{04a} TMTIO, IE and ownership have no joint effect on the IUs in Uganda
- H_{04b} TMTIO, IE and size have no significant joint effect on IUs in Uganda
- H_{04c} TMTIO, IE and age have no significant joint effect on IUs in Uganda

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents approaches and procedures followed in the process of conducting this study. It presents the philosophy of the research which is the paradigm adopted in this study, the research design and further describes the data collection and analysis methods. It also shows how validity and reliability of the research instrument were attained. It shows the population of the study, the sample size, the unit of analysis and inquiry. The chapter also presents how the analysis was done to arrive at the findings, the types of regression analyses used in testing hypotheses, the regression equations used; their order of entry and how the results were interpreted.

3.2 Research Philosophy

According to Ponterotto (2005), a research philosophy refers to the conceptual basis for acquiring knowledge. A research philosophy incorporates beliefs or assumptions regarding the nature of reality and being (ontology), the study and acquisition of knowledge (epistemology). It also includes the relationship between the knower (research participant) and would-be knower (the researcher), the role and place of values in the research process, the structure and the methodology of doing research. The major research philosophies used in social sciences research are the interpretivism/phenomenology and the positivism (Lee, 1991).

Interpretivism or phenomenology is a research philosophy in which knowledge is gained through intuition or inferences of the observables. Phenomenology philosophy is based on personal experience and knowledge and involves relativity and subjectivity in interpreting phenomena (Holden & Lynch, 2004). It focuses on the lived experiences of individuals in relation to a given phenomenon and seeks to understand opinions, feelings and emotional effects of the individual subjects.

Positivism is a research philosophy that uses scientific methods or experimental testing as the best ways of achieving knowledge (Healy & Perry, 2000). The positivistic philosophy is based on knowledge from objective/positive verification of observable experience rather than intuition. Positivism postulates that there is an objective reality that can be known if the correct methods are correctly used. It usually involves the use of quantitative data that can be analyzed based on hypotheses (Golafshani, 2003). It is deductive in nature in the sense that it seeks to reduce ideas into discrete data that can be hypothesized and tested with a view of making generalizations (Creswell, 2014). This ideology is guided by theories and research is done in order to test theory and empirical knowledge that already exists. Golafshani (2003) argues that the positivistic approach is the ideal approach for quantitative research. This study adopted the positivism approach because it sought to test theory through hypothesis testing and with a view of making generalizations about the population. In this study, the variables were also operationalized, quantified; hypotheses were developed and tested objectively to get inferences and generalizations about the population.

3.3 Research Design

Kothari (2004) defined a research design as the arrangement for conducting research, which involves the conditions for data collection and data analysis in a manner that aims to combine the relevance of the research and the purpose for which the research is being conducted. It is the conceptual structure within which research is conducted. This study adopted a cross-sectional survey research design which was correlational in nature and sought to test associations and effects between variables. Cross-sectional research design is appropriate when studying variations amongst subjects and the researcher seeks to examine patterns of associations between variables (Bryman, 2004).

Creswell (2014) noted that the cross-sectional survey is appropriate when the researcher intends to collect data make inferences about a population of interest (universe) at one point in time based on the selected sample. Hall (2008) also observed that cross-sectional survey design is recommended in studies that involve explanation of associations between variables. This study sought to study associations between TMTIO, OC, IE and IUs in Uganda at one point in time and thus, the cross-sectional survey design was considered appropriate for this study. By adopting this research design, universities were studied at one particular time to acquire a cross sectional view of their level of internationalization, the prevailing IE and the basic OC of their age, size and ownership and TMTIO of their TMT members. This research design was considered appropriate because it sought to collect data on a number of variables for only the period of the study and to explain relationships amongst different variables.

3.4 Study Population

The study population consisted of universities in Uganda listed by the NCHE which is the regulatory body for all higher education institutions. There are 40 universities; nine public and 31 private (NCHE, 2015). The public universities are government institutions run and managed by the state while private universities are owned and run by the private owners who are individuals and organizations.

The public universities are created by an act of parliament, while private universities are initiated by their promoters but are chartered or licensed by the Ministry of Education and Sports which monitors, supervises and provides policy direction for all universities in Uganda. They are located across the country in the four distinct regions of central, eastern, western and Northern. They are responsible for providing training and skills for over 67 percent post secondary Ugandans seeking higher education.

3.5 Sample Size

In determining the sample size, the study used the Krejcie and Morgan (1970) table for sample determination. According to this table, with a population of 40, the recommended sample should be of 36. The 36 universities were sampled using stratified sampling by picking 6 public universities out of the 9 and 30 private universities out of the 31 in order to ensure that both private and public universities are represented in the study.

According to Creswell (2014) stratified sampling requires that the constituents of the population are known before sampling and the researcher ensures that the different characteristics in the population are represented. The main observable characteristic in all universities in Uganda is their ownership. Universities in Uganda are either public or private, it was therefore, important to use stratified sampling in order to ensure that the two categories were represented in the sample.

The unit of inquiry in this study was a member of TMT in a university. The unity of inquiry describes what is observed. It is the entity from which data is collected from (Toshkov, 2012). In many social science studies, the unit of inquiry refers to the respondents that provide the data that is being collected or the individuals the researcher is observing to collect the data for the study. This study therefore, collected data from members of TMT in the selected universities. The UOTIA (2001) of Uganda specifies top management in public universities as officers of the university which constitute the vice chancellors, deputy vice chancellors, university secretaries, the academic registrars, the university bursars, directors of schools, deans of faculties, and heads of departments. These form TMT in most universities that engages in decision making. The researcher administered 10 questionnaires per university; this was done to increase response since research in Ugandan universities has previously shown low levels of response (Kasozi, n.d.). Caligiuri, Lazarova and Zehetbauer (2004) also reported that studies involving top management tend to yield low response rates. This meant that a total of 360 questionnaires administered in these universities. A total of 134 questionnaires were collected and used for analysis. At least a minimum of three questionnaires were collected per university from a total of 30 universities that responded.

A unit of analysis for this study was a university. The unity of analysis describes the level at which the researcher is likely to make conclusions about the study (Toshkov, 2012). It is the entity on which data analysis, findings and conclusions are based. Whereas the unity of inquiry was a member of TMT, the unit of analysis in this study was a university. Therefore, after questionnaires were collected from TMT members, together with the questionnaires specifying OC and IUs, data were aggregated and merged according to the universities from where the data were collected. Analysis was based on 30 universities as units of analysis because the study sought to explain relationships amongst the variables; TMTIO, IE, OC and IUs and make inferences on the population based on the sample of the universities studied. Whereas key informants were individuals within universities, the study findings sought to make recommendations based on the universities because IUs occurs at the university level. The study sought to establish the effect of TMTIO, IE and OC on IUs in Uganda making universities the main subjects of interest for this study.

3.6 Data Collection

This study collected primary data, which is raw data collected for the first time from the respondents (Kothari, 2004). The researcher used two research assistants who assisted in supplying questionnaires to the respondents and picking them after they were filled.

The study used two questionnaires, which were self-administered. Questionnaire 1 was used to collect data from TMT members on two variables; TMTIO and IE and a total of 134 questionnaires were collected on the two variables, they were then aggregated according to the 30 universities that had responded to the questionnaires. Questionnaire 2 collected data on the basic OC and IUs. In some universities, this particular questionnaire

was filled by academic registrars and in others; it was filled by officials other than the academic registrar depending on who had the needed information. For questionnaire 2, 30 questionnaires for the 30 universities were collected since it sought to collect factual data from the universities concerning the size, age, ownership and the level of internationalization. The two datasets from questionnaire 1 and 2 were then merged to reflect data for the 30 universities.

3.7 Validity Test of the Instrument

According to Bashir, Afzal and Azeem (2008), validity determines whether the research instrument truly measures that which it was intended to measure or how truthful the research results are. To achieve construct validity, the study used constructs that have already been used in other empirical studies. In addition, expert judgment was used in assessing the construct and face validity of the research instrument.

Throughout the process of preparing this study, supervisors who are experts in global management and management science guided the researcher in the formulation of the instrument and improvement of its content. At the pre-testing stage, the instrument was further subjected to modification by considering the opinions of 10 other experts in the area of global management, management practice, statistics and international business. A Content Validity Index (CVI) was calculated and items with CVI greater than 0.7 were used. Table 3.1 below indicates the results of the CVI.

Table 3.1: Content Validity of the Variables from the Pilot Study

Variable	Dimensions	Content Validity Index
TMTIO	4	0.77
Internal Environment	5	0.85
Organizational Characteristics	3	0.87
Internationalization of Universities	2	0.81

Source Pilot study

From Table 3.1 above, it is indicated that according to the experts, OC had the highest CVI of 0.87, followed by IE with 0.85, IUs with 0.81 and finally TMTIO which was the lowest with 0.77. However, all the variables' CVI met the recommended 0.7 according to Suddaby et al.(2011).

In assessing validity, there is a major concern of Common Method Variance (CMV) which is defined as the level of variance or error resulting from the methods used rather than the constructs themselves (Podsakoff, MacKenzie, Lee and Podsakoff, 2003). The measurement methods used bring in biases in the study that affect the validity of the results. Podsakoff et al. (2003) noted that CMV can be as result of getting data for the predictor and the outcome variables from the same source (common rater bias), it can also arise from the measurement items themselves not being suitable to the context of the study, or the context in which the measurement items were used. To guard against CMV, data for two predictor variables were collected using one questionnaire, while data for the one predictor variable and the outcome variable were collected using a different questionnaire. This to some extent helped to ensure that different respondents provided the data on the predictor variables and the outcome variables thus enabling the researcher to guard against the common rater biases which are most prevalent in social science research.

3.8 Reliability Test of the Instrument

Cronbach (1951) noted that reliability seeks to determine the dependability of an instrument. It measures how repeatedly an instrument can be used and it produces similar results. Reliability therefore, is about the stability of an instrument administered to different respondents at different times (Golafshani, 2003). To ascertain reliability, a pilot study was done on a small number of respondents to assess the reliability of the instrument. A total of 34 questionnaires from five universities were collected for the pilot and both the instrument and the variables were found to be reliable.

The study used the Cronbach alpha as the measure of reliability of the instrument and measurements of alpha equal or greater than 0.7 were used. Table 3.2 shows that TMTIO yielded a Cronbach alpha of 0.93, IE items scored $\alpha = 0.89$ and IUs items generated a Cronbach α of 0.702. All these were above 0.7, which is recommended by Davcik (2014) and is more commonly accepted in academic literature. Although higher values of alpha are preferred in most studies, Panayides (2013) cautioned against including so many measurement items in order to increase the level of alpha, as this may in turn reduce the validity of those scales. Panayides (2013) noted that whereas large number of items could increase the value of alpha, it could create redundancies and thus lower the validity of the scale as higher values of alpha can at times be as a result of lengthy scales, parallel items, item redundancy and narrow coverage of the of the constructs.

Table 3.2: Reliability Results of the Instrument and the Variables from the Pilot Study

Variable	Number of Items	Dimensions	Cronbach Alpha
Top Management Team International Orientation	24	4	0.93
Internal Environment	38	5	0.89
Organizational Characteristics	3	3	NA
Internationalization of Universities	12	2	0.702

Source Fieldwork (2017)

3.9 Operationalization of Study Variables

This section provides how the variables: TMTIO, IE, OC and IUs were operationalized and measured in the study. It indicates the operational indicators and the measurements used in this study. The TMTIO was measured on 5 point Likert scale based on the works of Knight and Kim (2009), Green (2012) and Behyaan et al. (2015). The IE was operationalized using measurements developed by Li and Zhang (2010), Karimi et al. (2011) and Shah and Nair (2014). The variables were measured using a five point Likert type scale ranging from 1- strongly disagree—5 –strongly agree. The OC had mixed measurements, which included categorical options and Likert scales. For OC, the study used measures developed by Ngoma (2009). The IUs used measurements derived from Green (2012) and Ngoma (2009) and informants were requested to indicate the proportions and ranges based on 5 point Likert type scale. See Table 3.3 below

Table 3.3: Operationalization of Variables

Variable	Operational Definition	Indicators	Supporting Literature	Measurement Scale	Questionnaire Item
Top Management Team International Orientation (Independent Variable)	The character of TMT members in relation to engaging in international activities	Management International Vision Management International Commitment International Management Skills Sensitivity to International Risk	Knight and Kim (2009) Behyan et al. (2015)	5 point Likert-type scale 1 – Strongly disagree 5 – Strongly agree	Questionnaire 1, Section II
Internal Environment (Mediating Variable)	The prevailing work conditions within the organization that facilitate interaction of staff and their ability to innovate and be creative as they perform their duties	Management support Organizational Structure Rewards and Reinforcement Resource Availability ICT Usage	Li and Zhang (2010); Shah and Nair (2014) Karimi et al. (2011)	5 point Likert-type scale 1 – Strongly disagree. 5 – Strongly agree	Questionnaire 1, Section III
Organizational Characteristics (Moderating Variable)	The demographic characteristics of a firm consisting of its age, size and ownership	Ownership of the University Size of University Age of the University	Javalgi et al. (2003); Breakwell and Tytherleigh (2010); Belenzon and Schankerman (2009).	Categories 5 point Likert-type scale	Questionnaire 2, Section I

Table 3.3 cont...

<p>Internationalization of Universities (Dependent Variable)</p>	<p>The level to which the international dimension is integrated in the teaching, research and other functions of a university</p>	<p>Degree of Internationalization Scope of Internationalization</p>	<p>Supporting literature Hawawini (2011); Knight (2005); Green (2012); Ngoma. (2009)</p>	<p>5 point Likert-type scale 1 = 1 percent and below 2= 2-3 percent 3=4-5 percent... 4 = 6-7 percent 5=8 & above 1=None, 5= 10 and more.</p>	<p>Questionnaire 2, Section II (a) and (b)</p>
--	---	--	--	---	--

Source Fieldwork (2017)

3.10 Diagnostic and Parametric Tests

In order to test for the hypotheses, the parametric tests were done. According to Kim (2015), parametric tests are statistical tests which seek to define the distributional probabilities of data with a view of making inferences about that data. These parametric tests are necessary for the use of the Pearson correlation, r and multiple linear regressions (Field, 2009).

The parametric tests conducted were linearity, which assumes that there are linear relationships between the independent and the dependent variables, normality test that assumes a normal distribution of the data, homogeneity of variance that assumes that the variance of the errors is constant and multicollinearity which assumes that there are no independent variables which are strongly related to each other. These assumptions were made in order to reduce the probability of making Type I or Type II errors (Zikmund, Babin, Carr, Adhikari & Griffin, 2013) and they were done prior to carrying out the multiple regressions.

3.11 Data Analysis

Data analysis was done using descriptive statistics and frequency tables, analysis of variances and graphs were used. In addition inferential statistics were done using correlation coefficients, Multiple Linear Regressions (MLR) and hierarchical regression analysis. MLR was used because according to Hair et al. (2010), MLR is appropriate when you have a single dependent variable and the intention is to predict the amount of change in the dependent variable caused by changes in the independent variables.

Coefficient of determination (R^2), the F-values and t-values together with p - values were used to determine the overall and individual significance respectively. The level of significance used was 0.05 (that is $\alpha = 0.05$). A simple linear regression model was used to measure the influence of TMTIO on IUs; the linear equation was:

$$IUs = \beta_0 + \beta_1 TMTIO + \varepsilon$$

where β_0 , is the intercept, β_1 , is regression coefficient, TMTIO is Top Management Team International Orientation and ε is the error term.

Following Baron and Kenny (1986) guidelines, a hierarchical regression was used to measure the mediating effect of IE on the relationship between TMTIO and IUs. In order to establish mediation, first, the relationship between TMTIO and IUs was established (Path 1). This fulfils condition (1) for testing mediating effect as per Baron and Kenny (1986) guidelines which seek to establish the relationship between the independent variable (TMTIO) and the dependent variable (IUs).

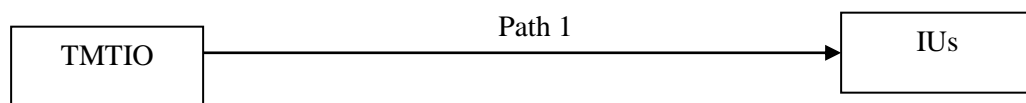


Figure 3.1: Relationship Between Top Management Team International Orientation and Internationalization of Universities

After establishing that TMTIO was related with IUs, path 2 was tested in which TMTIO was related with IE, (path 2). This step was intended to establish that the independent variable had a significant effect on the mediating variable (IE). Both a correlation and a regression were conducted to confirm this. This also fulfilled condition (2) of Baron and Kenny (1986) for testing mediation.

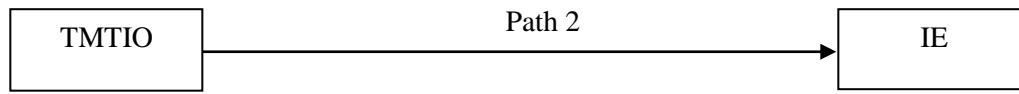


Figure 3.2 Relationship Between the Top Management Team International Orientation and Internal Environment

Path 3 as shown in Figure 3.3 below shows the relationship between the mediating variable (IE) and the dependent variable (IUs) which was also established. When the above relationships were confirmed to exist and were significant, then further tests were conducted to confirm whether the mediation effect existed. Further tests conducted included the Sobel test and the medgraph.

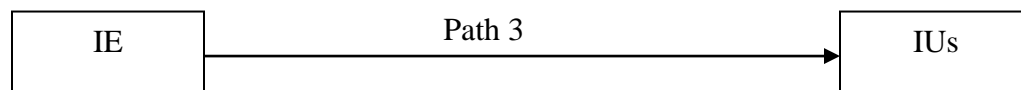


Figure 3.3: Relationships Between Internal Environment and Internationalization of Universities

The moderation effect of OC on the relationship between TMTIO and IUs was measured by a hierarchical regression in which interaction terms; TMTIO*Ownership, TMTIO*Size and TMTIO*Age were calculated as product terms. They were then entered into the regression hierarchically to determine their contribution and significance. The intention was to determine whether any of the organization characteristics moderates the relationship between TMTIO and IUs- these equations were as follows:

$$IUs = \beta_0 + \beta_1 TMTIO + \beta_2 Ownership + \beta_3 TMTIO * Ownership + \epsilon \dots \dots \dots (i)$$

$$IUs = \beta_0 + \beta_1 TMTIO + \beta_2 Size + \beta_3 TMTIO * Size + \epsilon \dots \dots \dots (ii)$$

$$IUs = \beta_0 + \beta_1 TMTIO + \beta_2 Age + \beta_3 TMTIO * Age + \epsilon \dots \dots \dots (iii)$$

On joint effect of TMTIO, IE and OC on the IUs, all the variables with each organizational characteristic (age, size, and ownership) were tested, each at a time and the following equations were used;

$$IUs \neq \beta_0 + \beta_1 TMTIO + \beta_2 IE + \beta_3 Size + \varepsilon$$

$$IUs \neq \beta_0 + \beta_1 TMTIO + \beta_2 IE + \beta_3 Ownership + \varepsilon.$$

$$IUs \neq \beta_0 + \beta_1 TMTIO + \beta_2 IE + \beta_3 Age + \varepsilon$$

Table 3.4 below shows the analytical tools that were used in this study as well as the interpretation as per the hypotheses in order to address the objectives set out in this study.

These acted as guidelines for the regression analyses that were conducted.

Table 3.4: Regression Models, Analysis and Interpretation

Objectives	Hypothesis	Analytical Techniques	Interpretation
Examine influence of TMTIO on IUs in Uganda	H ₀₁ : TMTIO has no significant influence on IUs in Uganda	Simple linear regression $IUs \neq \beta_0 + \beta_1 TMTIO + \epsilon$ where β_0 = the intercept β_1 = the regression coefficient ϵ = the error term IUs = Internationalization of Universities, TMTIO = Top Management Team International Orientation	R ² –for goodness of fit. F-test for overall significance. T-test for individual significance. Marginal changes.
Determine the influence of the IE on the relationship between TMTIO and IUs in Uganda	H ₀₂ : IE has no significant mediating effect on the relationship between TMTIO and IUs in Uganda	Hierarchical regression analysis Path 1 $IUs \neq \beta_0 + \beta_1 TMTIO + \epsilon$ Path 2 $IE \neq \beta_0 + \beta_2 TMTIO + \epsilon$ Path 3 $IUs \neq \beta_0 + \beta_3 IE + \epsilon$ Path 4 $IUs \neq \beta_0 + \beta_4 TMTIO + \beta_5 IE + \epsilon$ where IE = Internal Environment	R ² –for goodness of fit. F-test for overall significance T-test for individual significance. Marginal changes.
Establish the effect of OC on the relationship between TMTIO and IUs in Uganda	H _{03a} : Ownership has no significant moderating effect on the relationship between TMTIO and IUs in Uganda H _{03b} : Size has no moderating effect on the relationship between TMTIO and IUs H _{03c} : Age has no moderating effect on the relationship between TMTIO and IUs	Hierarchical regression analysis $IUs \neq \beta_0 + \beta_1 TMTIO + \beta_2 Ownership + \beta_3 TMTIO * Ownership + \epsilon$ $IUs \neq \beta_0 + \beta_1 TMTIO + \beta_2 Size + \beta_3 TMTIO * Size + \epsilon$ $IUs \neq \beta_0 + \beta_1 TMTIO + \beta_2 Age + \beta_3 TMTIO * Age + \epsilon$	R ² –for goodness of fit. F-test for overall significance. T-test for individual significance. Marginal changes.

Table 3.4 cont...

Objectives	Hypothesis	Analytical Techniques	Interpretation
Determine the joint effect of TMTIO, IE and OC on IUs in Uganda	H ₀₄ : TMTIO, IE and OC have no significant joint effect on the IUs in Uganda.	Multiple linear regression $IUs \neq \beta_0 + \beta_1 TMTIO + \beta_2 IE + \beta_3 Size + \epsilon$ $IUs \neq \beta_0 + \beta_1 TMTIO + \beta_2 IE + \beta_3 Ownership + \epsilon$ $IUs \neq \beta_0 + \beta_1 TMTIO + \beta_2 IE + \beta_3 Age + \epsilon$	R ² –for goodness of fit. F-test for overall significance. T-test for individual significance. Marginal changes.

3.12 Ethical Considerations

Ethical considerations in research are aimed at protecting the dignity and the rights of research participants (Fouka & Mantzorou, 2011). They are also concerned with the safety of the research participants in relation to the conduct of the research (Kerlinger & Lee, 2000). The other ethical concerns in a research include; whether the researcher has obtained informed consent of the participants, confidentiality of their participation and their freedom from coercion.

For this study, the researcher informed the respondents that their involvement would not injure or prejudice the rights of those participating and ensuring that no damage or injury of their fundamental human rights and dignity would be occasioned to them. In no way did this study jeopardize the security and safety of the participants except that they could be occasioned to in their normal daily lives. This study also ensured confidentiality of the participants and their organizations. The questionnaire informed the respondents that participation in the study was purely voluntary and they would opt not to fill the questionnaire should they consider it necessary.

CHAPTER FOUR

DATA ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the findings from data analysis conducted after field fieldwork. It presents response rate; reliability of the study variables: diagnostic tests to determine normality, linearity, homoscedasticity and multicollinearity; demographics of respondents; and the universities where data was collected. It also presents EFA; which shows the sampling adequacy, the eigen values and principal component analyses of the variables of the study; and linear regression analysis. The chapter ends with the summary of findings highlighting which hypotheses were rejected and those that were not rejected.

4.2 Response Rate and Data Management

Of the 36 universities that were sampled, 30 universities responded with questionnaires that could be usable in the study. In terms of the respondents, the study had targeted 10 respondents in every university but only 134 questionnaires were fully filled and usable in the data analysis and this represented 44.6 percent. Most the respondents claimed they were busy with their office work and did not have time to fill questionnaires and many of them returned the questionnaires unfilled or had even misplaced them.

After the filled questionnaires were collected, they were checked for completeness and coded. Data were then extracted from the questionnaires and entered into Statistical Package for Social Sciences (SPSS). Data management involved examining, cleaning, coding and diagnosing data before the analysis was done. Data was examined for missing values so as to ascertain its completeness and whether it could be used as it was or whether any transformations were necessary.

Missing data analysis showed that no variable had missing values greater than 5 percent. Data missing on TMTIO and IE, ranged between 0.1 percent and 4.5 percent and OC and IUs had missing values of 3.3 percent. Missing data were Missing Completely at Random (MCAR), with Little's MCAR test Chi-square = 2811.746, degrees of freedom of 2,642 and p-value of 0.361. This meant that the observed missing data did not significantly differ from a random pattern, however where data was missing, it was replaced by linear interpolation.

Data were also examined for the presence or absence of outliers. Outliers in this study were detected by establishing the maximum and minimum values per item. This helped to detect where wrong figures were entered by comparing any suspicious values with the physical questionnaires. Those that were found to be as a result of data entry errors were accordingly replaced with the correct figures as indicated in the questionnaire. In order to detect unique patterns in the data, z-values were also calculated and no unique patterns of the outliers were identified.

4.3 Reliability and Validity Tests

Reliability of the final instrument used in the study was tested and the three variables TMTIO, IE and IUs were tested for consistency and they all showed reliability values as measured by Cronbach alpha above 0.7. As Table 4.1 below shows, IE had the highest level of reliability with a Cronbach alpha of 0.955 followed by TMTIO with 0.925 and then IUs with a Cronbach alpha of 0.727 and all were above the recommended level of reliability of Cronbach alpha of 0.7. The OC were measured with singular items each and were therefore, not subjected to reliability tests.

Table 4.1: Reliability Test of the Variables

Variable	Cronbach alpha
Top management Team International Orientation	0.925
Internal Environment	0.955
Internationalization of Universities	0.727
Overall Instrument	0.953

Source: Fieldwork (2017)

In order to test for the content validity of the measurements, a content validity index test was done during the pilot study and results showed CVIs of greater than 0.7 for all the items measuring the variables. This was measured using experts in the field of global management; statistics and research methodology (see Table 3.1). From the point of view of the experts, the measurement item content was relevant in measuring TMTIO, IE, OC and IUs as they scored them highly in terms of relevance.

4.4 Diagnostics Tests

In this study, diagnostics tests were conducted in order to test for normality, linearity, multicollinearity and homoscedasticity. Normality was tested using both graphical and statistical analyses while multicollinearity was tested using correlations, Variance Inflation Factor (VIF), tolerance factor and condition index. Homoscedasticity was checked using Levene's test and scatter plots. Linearity was also tested by conducting a zero order Pearson correlations to ascertain whether linear relationships exist between predictor variables and the outcome variable. These diagnostics tests were conducted as a pre-condition for conducting regression analysis. It is after these diagnostics tests that linear regression analysis was done.

4.4.1 Tests for Normality

To test for normality, both graphical and statistical tests were done. The graphical tests used histograms and the Probability-Probability (P-P) plots while the Shapiro-Wilk test was the statistical test used to test for normality. Figure 4.1 below shows a histogram with a superimposed normal curve and shows that most of the data fell inside the normal curve. It also shows that majority of the data points were closer to the mean. The histogram indicates that data on TMTIO corresponded to a normal distribution.

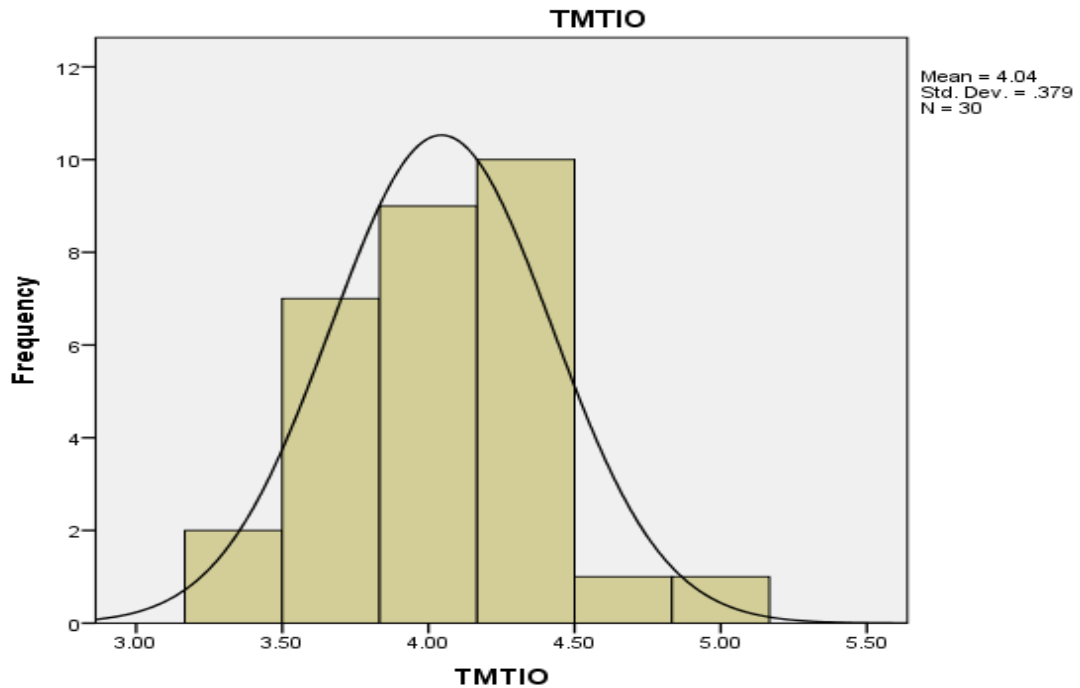


Figure 4.1: Histogram of the Data Distribution for Top Management Team International Orientation

Figure 4.2 below shows data on IUs and majority of the data points fall under the superimposed normal curve. It fairly represents a normal distribution with most of the data congregating around the mean. This also means that data on IUs did not significantly differ from a normal distribution.

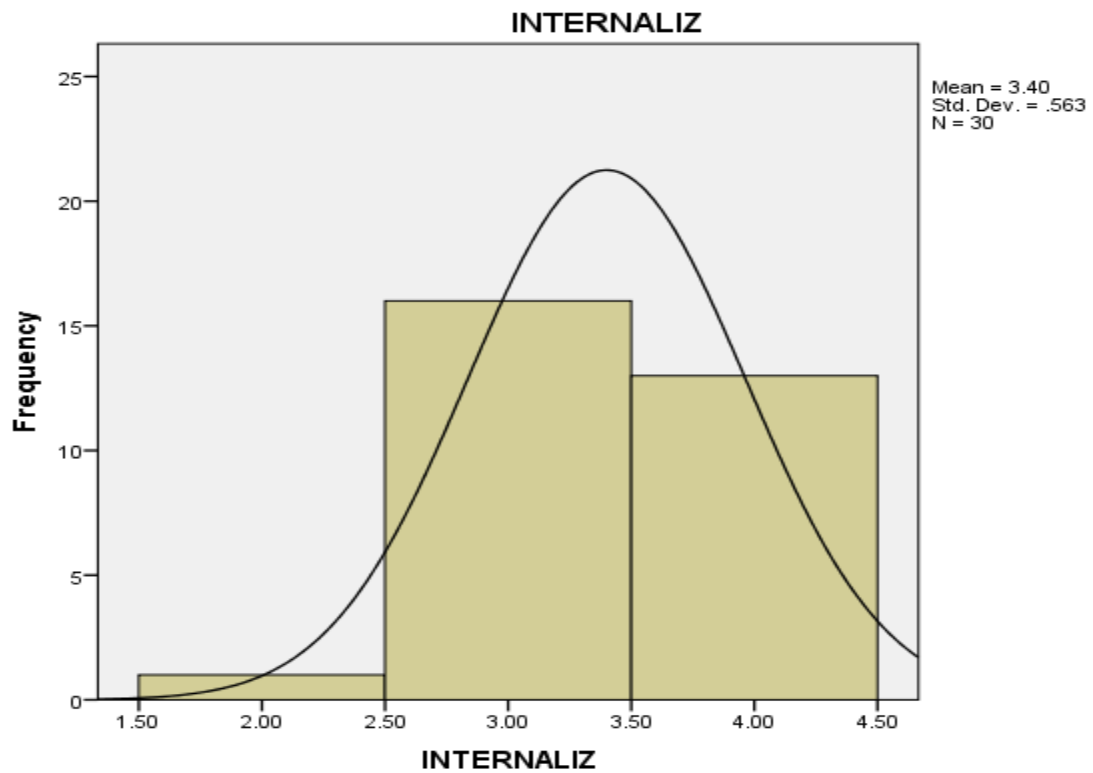


Figure 4.2: Histogram of the Data Distribution for Internationalization of Universities

Figure 4.3 and 4.4 below show the histograms and the data distributions for IE and OC respectively. They indicate that most of the data fell under the normal curve, illustrating that the data on the two variables presented a fairly normal distribution.

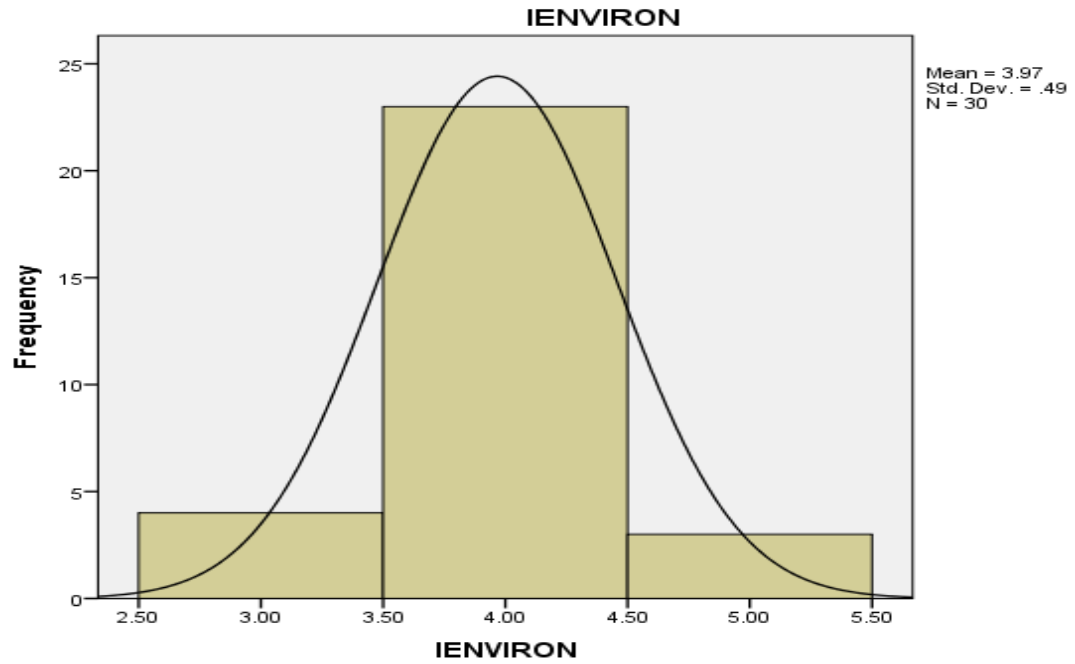


Figure 4.3: Histogram of the Data Distribution for Internal Environment

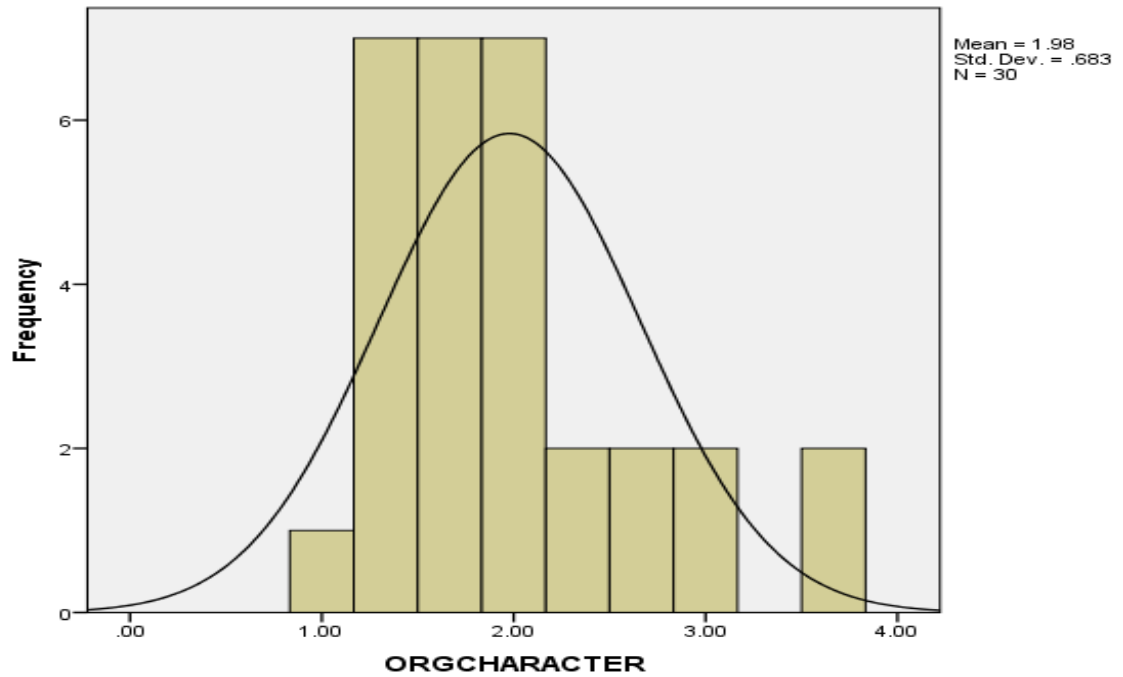


Figure 4.4: Histogram of the Data Distribution for Organizational Characteristics

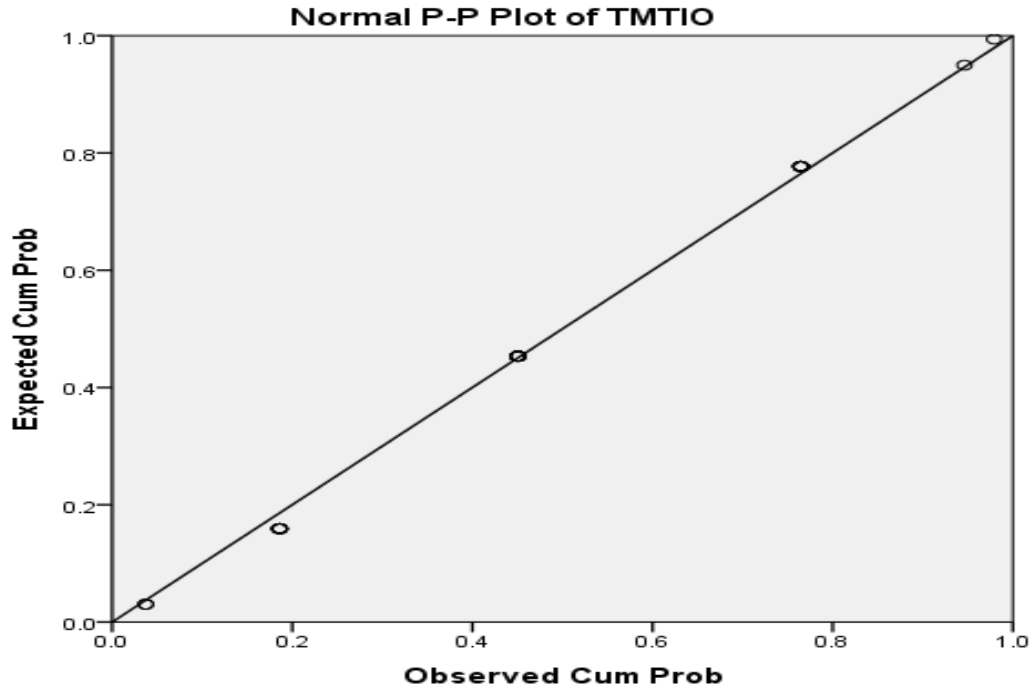


Figure 4.5: Probability-Probability Plot of the Data Distribution for Top Management Team International Orientation

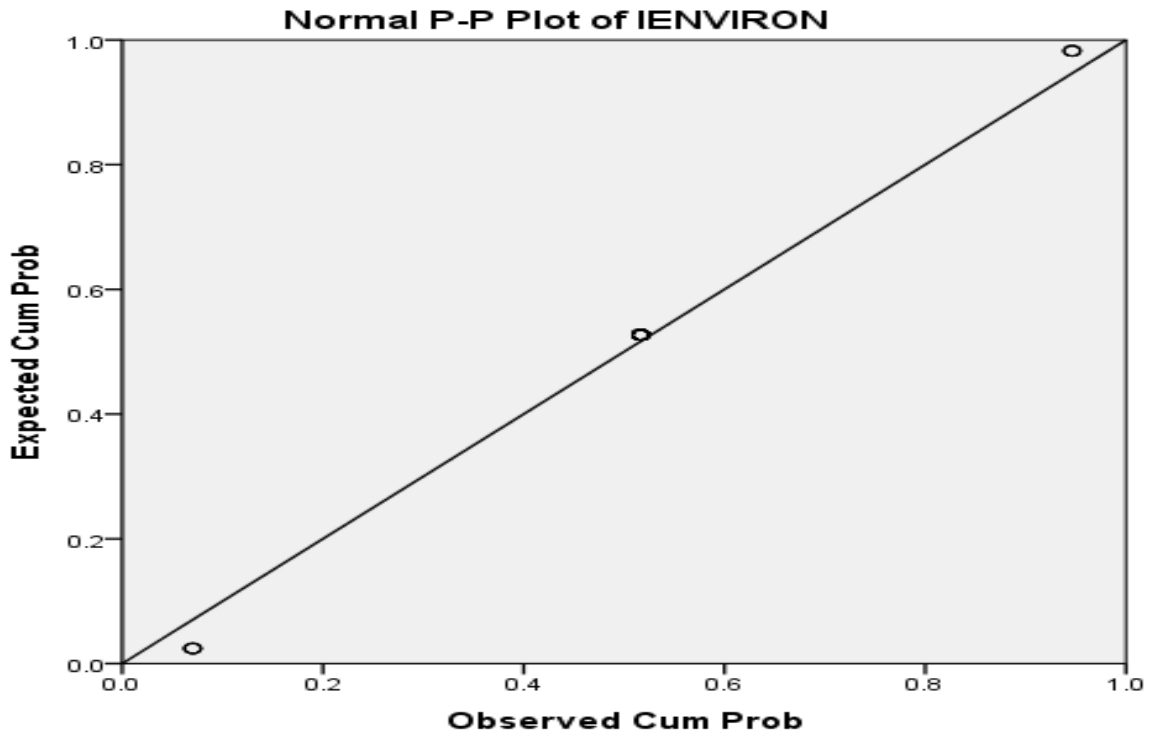


Figure 4.6: Normal Probability-Probability Plots for Internal Environment

Figure 4.5 and Figure 4.6 above shows P-P plots for TMTIO and IE, their data points appear to fall fairly on the straight line. This means that data is on these two variables form a fairly normal distribution pattern because the data points in P-P plot appear to fall along the 45 degree line.

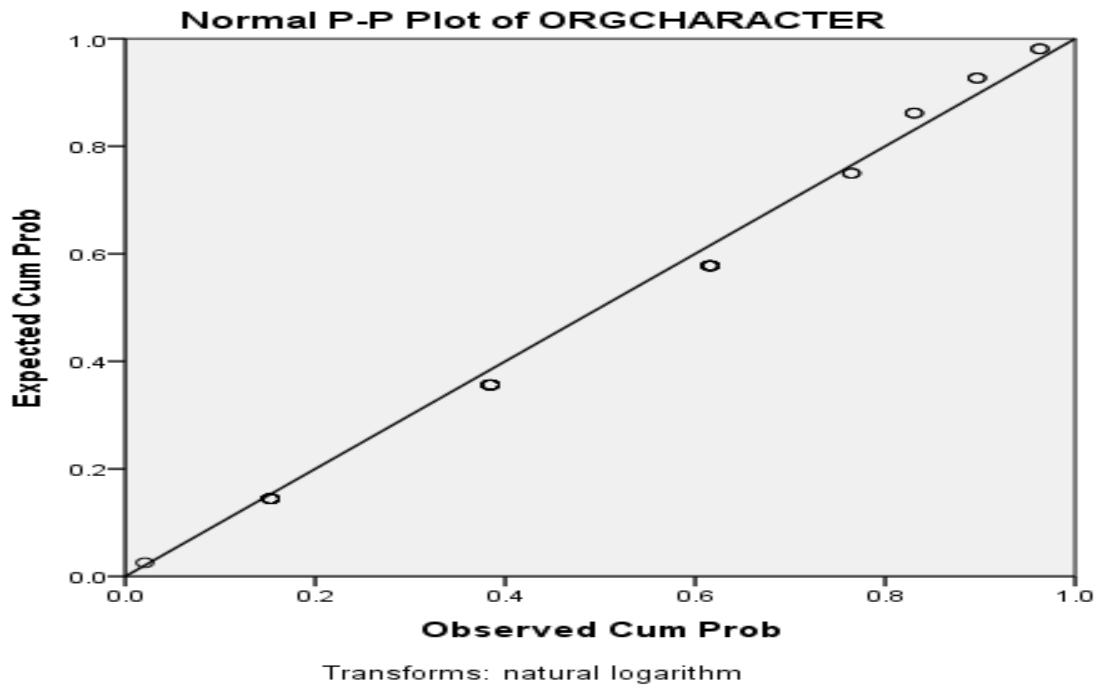


Figure 4.7: Normal Probability-Probability Plots for Organizational Characteristics

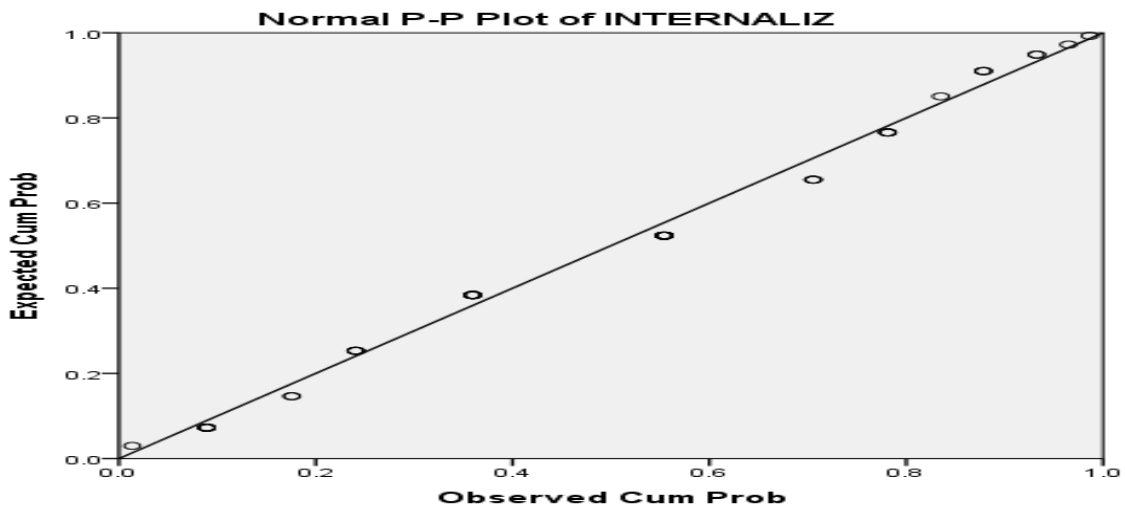


Figure 4.8: Normal Probability-Probability Plots for Internationalization of Universities

Figure 4.7 and Figure 4.8 above presents the P-P plots for OC and IUs which also show data points falling fairly along the straight line indicating that the data on the above variables had a fairly normal distribution.

The statistical test used for normality was the Shapiro-Wilk (S-W) test, which was used to supplement the graphical tests. As shown in Table 4.2 below, all the p-values were greater than $\alpha = 0.05$ (level of significance), which meant that the collected data was not significantly different from the normal distribution.

Table 4.2: Shapiro-Wilk Tests of Normality

Variable	Ownership	Shapiro-Wilk		
		Statistic	df	Sig.
Age	Public	0.971	4	0.850
	Private	0.846	26	0.061
Size	Public	0.729	4	0.074
	Private	0.582	26	0.090
TMTIO	Public	0.863	4	0.272
	Private	0.926	26	0.062
Internal Environment	Public	0.555	4	0.240
	Private	0.704	26	0.321
Internationalization of Universities	Public	0.916	4	0.513
	Private	0.950	26	0.229

Source Fieldwork (2017)

4.4.2 Tests for Homogeneity

In order to test for homoscedasticity, the scatter plot and the Levene's test were used. All predictor variables were regressed on the dependent variable- IUs and the residuals show how data points appeared in Figure 4.9 below. They show that data points clustered together in a pattern with less cases of dispersion in the data points. This shows that generally the data did not present serious issues of heteroscedasticity between the predictor variables and the independent variable.

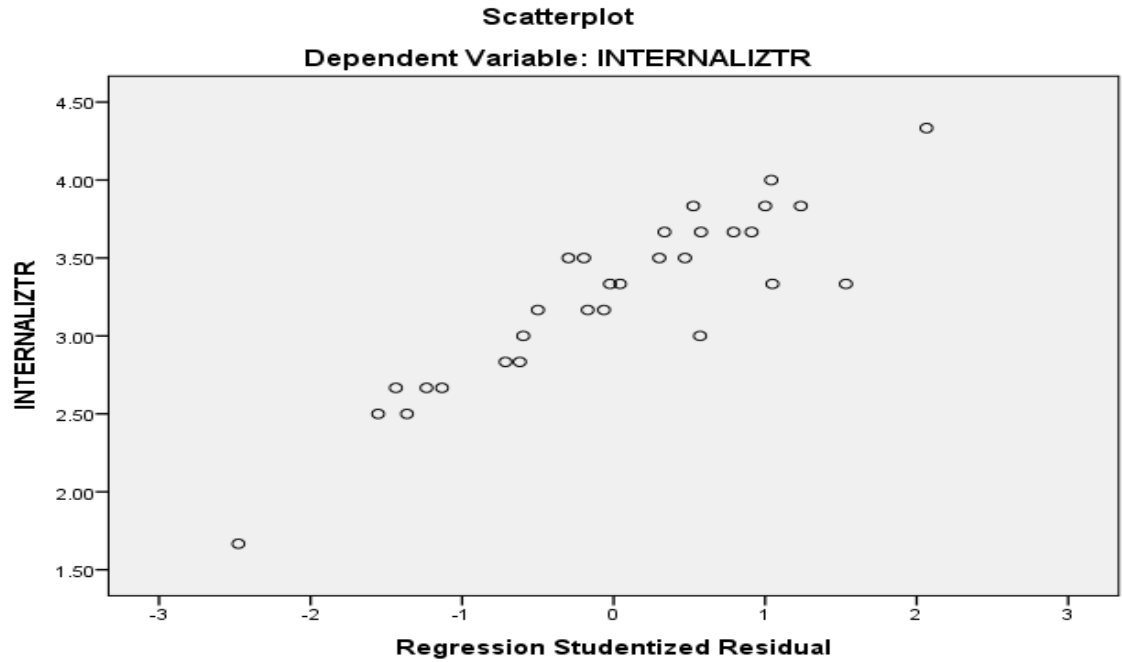


Figure 4.9: Scatter Plot for Internationalization of Universities

The Levene's test was also conducted to test whether the level of variance in errors was significant or not and Table 4.3 below shows the Levene's test results. Since p-values were greater than 0.05, there was homogeneity of variance.

Table 4.3: Test of Homogeneity of Variance

Test of Homogeneity of Variances				
	Levene Statistic	df1	df2	Sig.
TMTIO	0.204	1	28	0.655
Internal Environment	1.813	1	28	0.189
Internationalization of Universities	0.038	1	28	0.847
Size	2.406	1	28	0.090
Age	0.148	1	28	0.703

Source Fieldwork (2017)

4.4.3 Linearity Tests

To determine linear relationships amongst the variables, Pearson zero order correlation was done and Table 4.4 below shows the correlation matrix representing the linear relationships between the variables.

Table 4.4: Pearson Correlations Matrix for the Study Variables

	1	2	3	4	5	6
TMTIO(1)	1					
IENVIRON(2)	0.442*	1				
Age (3)	-0.019	-0.079	1			
Ownership(4)	0.135	-0.027	-0.083	1		
Size (5)	0.094	-0.024	0.428*	-0.480**	1	
INTNALIZ(6)	0.452*	0.425*	0.063	-0.071	0.411*	1
*. Correlation is significant at the 0.05 level (2-tailed).						
**. Correlation is significant at the 0.01 level (2-tailed).						

Source: Fieldwork (2017)

Table 4.4 above indicate that there was significant positive linear relationship between TMTIO and IUs, $r = .452^*$, $p < 0.05$ and the relationship was moderately strong, IE is also significantly and positively related to IUs, $r = 0.442^*$, $p < 0.05$ and the relationship was also moderate. The findings further showed that size as represented by the enrolment of students was linearly, significantly and positively related to IUs. The relationship was moderate, $r = 0.411$, $p < .05$. This meant that improvement in TMTIO would increase IUs and improving IE would lead to an increase in IUs. It also meant that the number of students in a university was associated with an increase in the level of internationalization of the university. However, ownership and age were found not have a significant relationship with IUs. These correlations, therefore, confirmed the existence of linear relationships between the variables.

4.4.4 Multicollinearity Tests

To test for multicollinearity, an observation of the zero order correlation was done amongst the predictor variables to determine if there were higher correlations amongst them. Correlations amongst all the predictor variables were less than 0.5 (see Table 4.4 above) indicating that no predictor variables were highly correlated and therefore, multicollinearity was not an issue amongst the variables. In addition to this, VIF, tolerance statistic and condition number were calculated and the results are shown in Table 4.5 below.

Table 4.5: Collinearity Tests for Age, Ownership, Size, Top Management Team International Orientation and Internal Environment

Variable	Collinearity Statistics		
	Conditional Index	Tolerance	Variance Inflation Factor
Age	1.00	0.788	1.268
Ownership	4.036	0.699	1.431
Size	6.102	0.583	1.715
TMTIO	16.418	0.739	1.353
Internal Environment	30.256	0.781	1.281

Source: Fieldwork (2017)

Table 4.5 above shows that age, ownership, size, TMTIO and IE, VIF did not exceed 2, tolerance values were closer to 1 and condition number was less than 30 for most of the variables except for IE which was slightly above 30. It was concluded that for all the variables, there were no serious multicollinearity issues among predictor variables.

4.5 Demographics of the Respondents

This section presents the demographic characteristics of the respondents from which data were collected. It shows the gender of the respondents, their position in the university, the length of time the respondents had worked with the university and their previous

experience in terms of employment before they joined the university. The section, therefore, seeks to present an overview of who the respondents were as regards TMT in the universities. It is important also to highlight that TMTs in public and private universities vary greatly in terms of functions, titles and responsibilities, therefore, for every university visited, especially private universities, there was an attempt to understand who the members of TMT are before questionnaires were issued.

Table 4.6: Gender of the of the Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	104	77.6	77.6	77.6
	Female	30	22.4	22.4	100.0
	Total	134	100.0	100.0	

Source: Fieldwork (2017)

Table 4.6 above shows that majority of the respondents were males representing 77.6 percent while female respondents represented 22.4 percent - this indicates that TMTs in universities were dominated by men. This partly is line with the global representation of women in TMTs of organizations, which stands at 12.9 percent according to the World Bank (2014).

Table 4.7 below shows that majority of the respondents were deans of faculties and schools in the universities and these represented 27.6 percent followed by heads of departments representing 24.6 percent. The least number was the vice chancellors and their deputies who represented 5 percent of the respondents. This was partly because these positions are usually few and the office bearers are top executives who might not be having a lot of spare time to fill questionnaires.

Table 4.7: Management Positions Held by the Respondents in the University

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Vice Chancellor	2	1.5	1.5	1.5
	Deputy Vice Chancellor	5	3.7	3.7	5.2
	Academic Registrar	16	11.9	11.9	17.2
	University Secretary	8	6.0	6.0	23.1
	Director	10	7.5	7.5	30.6
	Dean	37	27.6	27.6	58.2
	Head of Department	33	24.6	24.6	82.8
	Others	23	17.2	17.2	100.0
	Total	134	100.0	100.0	

Source: Fieldwork (2017)

From Table 4.8 below, majority of the respondents (77.6 percent) had worked with the university for less than 10 years, while a smaller number had served the university beyond 10 years (22.5 percent). This is so because TMT members tend to have short employment tenures with universities based on contracts. In addition, the fact that majority of the universities in Uganda are privately owned, job tenures are more unstable in the private sector than the public.

Table 4.8: Length of Working Period in the University by the Respondent

		Number of Years Worked in the University			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 5	52	38.8	38.8	38.8
	5-10 years	52	38.8	38.8	77.6
	11-15 years	8	6.0	6.0	83.6
	16-20 years	10	7.5	7.5	91.0
	21 years and above	12	9.0	9.0	100.0
	Total	134	100.0	100.0	

Source: Fieldwork (2017)

Table 4.9: Previous Employment Experiences of the Respondents

		Previous Employment			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Industry	15	11.2	11.2	11.2
	NGO	27	20.1	20.1	31.3
	Civil Service	25	18.7	18.7	50.0
	Academics	46	34.3	34.3	84.3
	Private Consultancy	16	11.9	11.9	96.3
	Others	5	3.7	3.7	100.0
	Total	134	100.0	100.0	

Source: Fieldwork (2017)

Table 4.9 above shows that respondents had different previous employment experiences. A good number of the respondents had their previous employment experience of working in academic institutions (34.3 percent), those who had worked in Non Government Organizations (NGOs) were 20.1 percent while 18.7 percent were from the civil service. A relatively small number 11.2 percent and 11.9 percent were from industry and private consultancy, respectively. This shows that there was diversity amongst the members of TMT of the universities as regards their previous employment backgrounds and experiences.

4.6 Characteristics of Universities in Uganda

This section presents characteristics of the universities in Uganda, which were the units of analysis upon which the analysis, the findings and the recommendations of this study are premised. The location of the universities describes where the main campus of the university is located, the enrolment shows the size of the university as measured by the number of students while the age shows the length of time the university has been existence.

Table 4.10: Location of Main Campuses of Universities in Uganda

		Frequency	Percent	Cumulative Percent
Valid	Central	16	53.3	53.3
	Eastern	8	26.7	80.0
	Western	4	13.3	93.3
	Northern	2	6.7	100.0
	Total	30	100.0	

Source: Fieldwork (2017)

Uganda has distinct regions which include the central region, the eastern region, the western region and the northern regions. There have been efforts by Government of Uganda to encourage establishment of universities regionally in order to ensure regional balance and to control rural-urban migration (NCHE, 2011). Table 4.10 above shows that majority of the universities studied were located in the central region with 53.3 percent. This could be explained by the fact that the central region includes the capital city, Kampala and a number of major towns including Mukono, Entebbe and Masaka. These towns have large populations who demand for higher education and also have better social services. The eastern region hosts 26.7 percent; the western region accommodates 13.3 percent while the northern region hosts 6.7 percent of the universities.

Table 4.11: Ownership of Universities in Uganda

		Frequency	Percent	Cumulative Percent
Valid	Public	4	13.3	13.3
	Private	26	86.7	100.0
	Total	30	100.0	

Source: Fieldwork (2017)

Universities in Uganda are either publicly or privately owned and public universities are entirely owned by the Government of Uganda and get their financial support from the government treasury together with the funds collected from student tuition. Private universities are owned by private individuals or organizations such as religious institutions and are financed by privately generated resources of the owners, promoters and tuition generated from students. Table 4.11 above shows the ownership of Ugandan universities.

The results from Table 4.11 indicate that majority of the universities studied were privately owned representing 86.7 percent with 13.3 percent were government owned. This scenario is representative of the general university ownership in Uganda where according to UNCHE (2015) majority of the universities are run and operated by the private sector. This shows over-dependence on the private sector to provide university education to Ugandans a situation that could affect access of higher education and bring about challenges that are associated with private provision. Private university education which encompasses, privately sponsored students in public universities and private universities providing university education has been associated with commercialization of education (Mamdani, 2009), a scenario that has been blamed for reducing the quality standards of education being offered by universities in Uganda.

Table 4.12: Size of Universities as Measured by Enrolment of Students

		Frequency	Percent	Cumulative Percent
Valid	Less than 5,000	21	70.0	70.0
	5,000 to 10,000	5	16.7	86.7
	10,001 to 15,000	1	3.3	90.0
	15,001 to 20,000	1	3.3	93.3
	Above 20,001	2	6.7	100.0
	Total	30	100.0	

Source: Fieldwork (2017)

As regards the size of the universities in terms of enrollment, Table 4.12 above shows that most of the universities in Uganda are generally small with a student population less than 5,000 representing 70 percent. Universities with populations of students between 10,001 and 15000 and those between 15,001 and 20,000 were the lowest enrolment with both accounting for 3.3 percent. A small group of universities had the highest student populations of above 20,000 while the majority of the universities had generally fewer students of not more than 15,000 students.

Table 4.13: Age of Universities as Measured by Length of Existence in Years

		Frequency	Percent	Cumulative Percent
Valid	Less than 5 years	8	26.7	26.7
	5 to 10 years	11	36.7	63.3
	11 to 15 years	4	13.3	76.7
	16 to 20 years	3	10.0	86.7
	21 years and above	4	13.3	100.0
	Total	30	100.0	

Source: Fieldwork (2017)

The length of existence of the universities describes how long the university has been in operation. The age of the university usually corresponds with the reputation the university has built over time and it is sometimes associated with the number of students enrolled in the university, in the sense that the older universities tend to attract more students who want to associate with the reputation of the university built over time. Table 4.13 above indicates that majority of the universities have been in existence for a period of 5 to 10 years followed by those that are less than 5 years of existence. This means that most of the universities in Uganda are still new and have not been in existence for a long period.

In Table 4.14 below the mean response score on TMTIO by respondents from universities of different ages as measured by length of existence was 4.04 with a standard deviation of 0.38 suggesting that on the scale of 1 (strongly disagree) to 5 (strongly agree), respondents agreed with the items on the dependent variable, TMTIO. It also shows that there was no much variability on how universities of different ages answered the items on the variable TMTIO.

Table 4.14: Descriptives of Length of Existence on Top Management Team International Orientation

Length of Existence (Years)	N	Mean	Standard Deviation	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Below 5	8	4.0833	0.42725	3.7261	4.4405	3.67	5.00
5 to 10	11	4.0000	0.29814	3.7997	4.2003	3.67	4.33
11 to 15	4	4.0833	0.31914	3.5755	4.5912	3.67	4.33
16 to 20	3	4.1111	0.69389	2.3874	5.8348	3.33	4.67
Above 21	4	4.0000	0.47140	3.2499	4.7501	3.33	4.33
Total	30	4.0444	0.37888	3.9030	4.1859	3.33	5.00

Source: Fieldwork (2017)

Table 4.15: Analysis of Variance of Top Management Team International Orientation Based on Length of Existence of the University

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.061	4	0.015	0.093	0.984
Within Groups	4.102	25	0.164		
Total	4.163	29			

Source: Fieldwork (2017)

Table 4.15 above indicates that there were no significant differences on how universities of different ages responded to the items on TMTIO because the p-value (0.984) was greater than 0.05 meaning that the respondents' responses were almost similar across the different ages of the universities. This also indicates that the age of the university was not a major differentiating factor for TMTIO amongst universities studied.

Table 4.16: Descriptives on Top Management Team International Orientation by Ownership of the University

Ownership	N	Mean	Standard Deviation	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Public	4	3.9167	0.31914	3.4088	4.4245	3.67	4.33
Private	26	4.0641	0.38895	3.9070	4.2212	3.33	5.00
Total	30	4.0444	0.37888	3.9030	4.1859	3.33	5.00

Source: Fieldwork (2017)

Table 4.16 above shows small or negligible differences in the means between private and public universities on the dependent variable TMTIO. The standard deviations are also close to each other and close to zero indicating that there were no much differences as to how respondents from either public or private universities responded to the items on TMTIO. Their responses were generally in the same ranges, as it can be seen from means; the mean for public universities was 3.92, for the private universities was 4.06, and the total mean 4.04.

Table 4.17: Analysis of Variance on Top Management Team International Orientation Based on Ownership of the University

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.075	1	0.075	0.516	0.478
Within Groups	4.088	28	0.146		
Total	4.163	29			

Source: Fieldwork (2017)

Table 4.17 above indicates that there were no significant differences on the independent variable TMTIO by the different types of universities because p-value (0.478) was greater than 0.05. This means that for universities whether private or public, respondents answered the items on TMTIO almost in a relatively similar.

Table 4.18: Descriptives on Enrolment and Internal Environment

Enrolment	N	Mean	Standard Deviation	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Less than 5000	21	4.0000	0.54772	3.7507	4.2493	3.00	5.00
5,001 to 10,000	5	3.8000	0.44721	3.2447	4.3553	3.00	4.00
10,001 to 15,000	1	4.0000	.	.	.	4.00	4.00
15,001 to 20,000	1	4.0000	.	.	.	4.00	4.00
Above 20,001	2	4.0000	0.00000	4.0000	4.0000	4.00	4.00
Total	30	3.9667	0.49013	3.7836	4.1497	3.00	5.00

Source: Fieldwork (2017)

Table 4.18 above shows that universities with different levels of student enrolment did not differ much on how they responded on IE items. The total mean was 3.97, indicating that majority of the respondents agreed to the items on the variable IE. The standard deviations within the different sizes of the universities were close indicating that the spread of the distribution was relatively close.

Table 4.19: Analysis of Variance for Internal Environment

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.167	4	0.042	0.153	0.960
Within Groups	6.800	25	0.272		
Total	6.967	29			

Source: Fieldwork (2017)

The ANOVA in Table 4.19 above indicates that there were no significant differences on how the respondents answered the items on IE in respect with the size of the university as measured by enrolment. The p-value calculated (0.96) was greater than 0.05 meaning that there were no significant differences on how respondents responded to items across the different university sizes. This also means that the group differences did not have a significant effect on how respondents responded to the items measuring IE.

Table 4.20: Descriptives on Internationalization of Universities by Size

Students	N	Mean	Standard Deviation	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Less than 5,000	21	3.2857	0.56061	3.0305	3.5409	2.00	4.00
5,001 to 10,000	5	3.4000	0.54772	2.7199	4.0801	3.00	4.00
10,001 to 15,000	1	4.0000	.	.	.	4.00	4.00
15,001 to 20,000	1	4.0000	.	.	.	4.00	4.00
Above 20,001	2	4.0000	0.00000	4.0000	4.0000	4.00	4.00
Total	30	3.4000	0.56324	3.1897	3.6103	2.00	4.00

Source: Fieldwork (2017)

Table 4.20 above indicates that on IUs, the mean score by size of the university was 3.40, which indicated that the level of internationalization in universities was relatively moderate. Although bigger universities by enrolment tended to show a higher mean of about 4.0, the differences were less spread – the standard deviations were closer to zero meaning that the spreads within the distribution were not wide.

In order to assess whether there were significant differences on how respondents responded on the variable IUs from universities of different sizes, the one way ANOVA was conducted and Table 4.21 below shows that the p-value (0.253) was greater than 0.05 meaning that the differences in size within and between groups of universities were not significant.

Table 4.21: Analysis of Variance Results on Internationalization of Universities by Size

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.714	4	0.429	1.431	0.253
Within Groups	7.486	25	0.299		
Total	9.200	29			

Source: Fieldwork (2017)

Table 4.21 above shows how respondents from the different sizes of the universities responded on the items on IUs. Since the calculated p-value (0.253) was less than the critical value which, meant that there are no differences observed between and within groups and hence the differences between and within groups were not significant. It can be thus concluded that respondents irrespective of the size of the university responded almost in a similar manner on the items presented to them for IUs. It did not matter whether the university was small or big, the pattern of responses was largely the same across the university sizes.

Table 4.22: Descriptives on Internationalization of Universities by Age of the University

Age (Years)	N	Mean	Standard Deviation	95% Confidence Interval for Mean		Minimum	Maximum
				Lower Bound	Upper Bound		
Below 5	8	3.5000	0.53452	3.0531	3.9469	3.00	4.00
5 to 10	11	3.2727	0.64667	2.8383	3.7072	2.00	4.00
11 to 15	4	3.2500	0.50000	2.4544	4.0456	3.00	4.00
16 to 20	3	3.6667	0.57735	2.2324	5.1009	3.00	4.00
Above 21	4	3.5000	0.57735	2.5813	4.4187	3.00	4.00
Total	30	3.4000	0.56324	3.1897	3.6103	2.00	4.00

Source: Fieldwork (2017)

Table 4.22 above indicates that the mean total score on the variable IUs was 3.40, the minimum score was 2.00 and the highest score was 4.00. The standard deviations were all closer to zero indicating that the differences in the responses were relatively close, with less noticeable deviations.

Table 4.23: Analysis of Variance for Internationalization of Universities

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	0.602	4	0.150	0.437	0.780
Within Groups	8.598	25	0.344		
Total	9.200	29			

Source: Fieldwork (2017)

The one-way ANOVA in Table 4.23 shows that there were no significant differences in the universities' responses as a result of their age. The p-value (0.780) was greater than 0.05, which meant that the universities at different ages responded almost in a similar way to the items on IUs.

4.7 Factor Structure of Top Management Team International Orientation, Internal Environment, and Internationalization of Universities

In order to understand more the structure of TMTIO, IE, and IUs, EFA was used to explain the structure of these variables and the latent constructs measuring these variables were identified and three factors were extracted for TMTIO and IE each, while two

factors were extracted for IUs. The study also used a rotated component matrix using varimax with Kaiser normalization method to come up with the items that were used in the regression analysis. In addition, the Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy was done. For the three variables TMTIO, IE and IUs had a KMO of 0.733, 0.724 and 0.627 representing 73.3 percent, 72.4 percent and 62.7 percent, respectively of the sampled factors and these figures all fall in the accepted range of above 0.50 (50 percent) for factors to represent acceptable factor structure. With respect to Bartlett's test of sphericity, the results were significant meaning that the factor structure would be useful for the data analysis.

Table 4.24: Kaiser-Meyer-Olkin and Bartlett's Test of Sphericity for Sampling Adequacy for Top Management Team International Orientation

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.733
Bartlett's Test of Sphericity	Approx. Chi-Square	297.605
	Df	120
	Sig.	0.000

Source: Fieldwork (2017)

In Table 4.24 above, KMO for TMTIO was 0.733 and falls in the acceptable range of 0.5 and above, which indicates that the Bartlett's test of sphericity was significant meaning that the variables highly correlated to offer a basis for factor analysis.

Table 4.25: Communalities for Top Management Team International Orientation

Statement	Initial	Extraction
Top management aspires for the international image of the university	1.000	0.897
Top management looks out for opportunities beyond Uganda's borders	1.000	0.831
Members of the top management team have international communication skills	1.000	0.936
Members of the top management have international networking skills	1.000	0.883
When confronted with international decision making situations, top managers typically adopt a cautious "wait and see" posture in order to minimize chances of making mistakes	1.000	0.797
Top management is willing to tolerate some level of uncertainty to make the university's programmes succeed in the international market	1.000	0.633

Extraction Method: Principal Component Analysis

Source: Fieldwork (2017)

As shown in Table 4.25 above, the communalities for TMTIO ranged from 0.633 to 0.936. Further, the results were rotated using varimax method and results are shown in Table 4.26 below. From Table 4.26, TMTIO can be measured by three factors international management skills, management international vision, and sensitivity to international risk. Of the three, international management skills contributed the highest variance (42.80 percent) while management international vision contributed 18.6 percent and sensitivity to international risk contributed 16.6 percent to the total variance explained in TMTIO. This also means that in improving TMTIO amongst universities, more focus should be put on international management skills followed by management international vision and sensitivity to international risk of TMT. The scree plot showing the eigen values for TMTIO is presented as Appendix VI.

Table 4.26: Rotated Component Matrix for Top Management Team International Orientation

Rotated Component Matrix ^a			
Statement	Component		
	International Management Skills	Management International Vision	Sensitivity to International Risk
Members of the top management team have international communication skills	0.945		
Members of the top management have international networking skills	0.930		
Top management aspires for the international image of the university		0.894	
Top management looks out for opportunities beyond Uganda's borders		0.879	
Top management is willing to tolerate some level of uncertainty to make the university's programmes succeed in the international market			0.793
When confronted with international decision making situations, top managers typically adopt a cautious "wait and see" posture in order to minimize chances of making mistakes			0.686
Eigen value	2.996	1.300	1.163
% of variance	42.795	18.573	16.620
Cumulative %	42.795	61.369	77.989
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization			

Source: Fieldwork (2017)

Table 4.27: Kaiser-Meyer-Olkin Measure of Sampling Adequacy and Bartlett's Test of Sphericity for Internal Environment

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.724
Bartlett's Test of Sphericity	Approx. Chi-Square	266.622
	Df	105
	Sig.	0.000

Source: Fieldwork (2017)

From Table 4:27 above, KMO for IE was 0.724 and Bartlett’s test of sphericity was significant since p-value (0.000) was less than 0.05. The KMO meets the acceptable threshold of 0.7 according to Field (2009). This implied that there was an acceptable factor structure that can be subjected to further analysis as shown below.

Table 4.28: Communalities for Internal Environment

Communalities		
Statement	Initial	Extraction
In this university, staff enjoy relatively flexible working procedures	1.000	0.681
The university promotes employee participation in decision making	1.000	0.860
Management provides the necessary psychological support to all staff	1.000	0.888
Management provides the necessary social support for employees to do their work	1.000	0.883
Staff are encouraged to pursue their career aspirations within and outside the university	1.000	0.805
Staff who excel in their areas of responsibility are rewarded for their achievements for the university	1.000	0.865

Extraction Method: Principal Component Analysis.

Source: Fieldwork (2017).

Table 4.28 above shows that all the communalities for IE ranged from 0.681 to 0.888 - above the recommended 0.5 and after this, the matrix was rotated using varimax method and the results are shown in Table 4.29 below, the rotated component matrix indicates that organizational structure contributed the highest percentage variance of IE contributing 42 percent followed by management support at 18.5 percent while rewards and reinforcement contributed 15.7 percent. Organizational structure was measured because university staffs enjoy relatively flexible working procedures meaning that employees have some level of flexibility in exercising their power and that the university

promotes employee participation in decision making. This meant that the structure of the universities in Uganda is not rigid; it allows the involvement of everybody in the decision making process, allowing staff in the university to enjoy some level of freedom in the process of doing their job. Rewards and reinforcement was measured by two variables. The scree plot illustrating eigen values for IE is shown in Appendix VII

Table 4.29: Rotated Component Matrix for Internal Environment

Statement	Component		
	Organizational Structure	Management Support	Rewards and Reinforcement
In this university, staff enjoy relatively flexible working procedures	0.935		
The university promotes employee participation in decision making	0.797		
Management provides the necessary psychological support to all staff		0.922	
Management provides the necessary social support for employees to do their work		0.715	
Staff are encouraged to pursue their career aspirations within and outside the university			0.857
Staff who excel in their areas of responsibility are rewarded for their achievements for the university			0.751
Eigen value	2.943	1.291	1.096
% of Variance	42.043	18.445	15.654
Cumulative % of Variance	42.043	60.488	76.142
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.			

Source: Fieldwork (2017)

Table 4.30: Kaiser-Meyer-Olkin and Bartlett's Test for Internationalization of Universities

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		0.627
Bartlett's Test of Sphericity	Approx. Chi-Square	136.253
	Df	28
	Sig.	0.000

Source: Fieldwork (2017)

Table 4.30 above shows that KMO for IUs was 0.627 and above the recommended measure of 0.5. In addition, the results were significant because the p-value (0.000) was less than 0.05.

Table 4.31 below shows that communalities for IUs were all above 0.5 factor loading. They ranged from 0.618 to 0.922, meaning that they were related and measuring a common variable or construct since they were all above 0.5.

Table 4.31: Communalities for Internationalization of Universities

Statement	Initial	Extraction
Indicate the proportion of your staff trained abroad	1.000	0.739
Please indicate the proportion of research publication co-authored with international researchers	1.000	0.810
Please indicate the proportion of international staff within the ranks of your university	1.000	0.618
Please indicate the proportion of external examiners from outside Uganda	1.000	0.922
The number of international collaborations the university is engaged in	1.000	0.729
The number of foreign languages other than English that are taught in the university	1.000	0.730
Please indicate the proportion of external examiners from outside Uganda	1.000	0.745

Extraction Method: Principal Component Analysis

Source: Fieldwork (2017)

Table 4.32: Rotated Component Matrix for Internationalization of Universities

Rotated Component Matrix ^a		
Statement Retained	Component	
	Scope of Internationalization	Degree of Internationalization
The number of international bodies/organization to which the university is a member	0.863	
The number of foreign languages other than English that are taught in the university	0.854	
The number of international collaborations the university is engaged in	0.846	
Please indicate the proportion of research publication co-authored with international researchers		0.898
Indicate the proportion of your staff trained abroad		0.805
Please indicate the proportion of international staff within the ranks of your university		0.778
Please indicate the proportion of external examiners from outside Uganda		0.530
Eigen value	3.239	2.334
% of Variance	40.490	29.174
Cummulative % of Variance	40.490	69.665
Extraction method: Principal Component Analysis. Rotation method: Varimax with Kaiser Normalization. ^a		

Determinant = .039

Source: Fieldwork (2017)

Table 4.32 above shows that scope of internationalization contributed 40.5 percent of the variance of internationalization while the degree of internationalization contributed 29.2 percent of the variance. This meant that in measuring IUs in Uganda, more emphasis should be put on the scope of internationalization. The rotated component matrix also shows that scope of internationalization was measured by the number of international collaborations the university was engaged in, the number of international bodies that the university belonged to, and the number of foreign languages that the university was teaching. The degree of internationalization was measured by the proportion of research publications co-authored with foreign researchers, the proportion of staff trained abroad, the proportion of external examiners coming from outside Uganda and the proportion of foreign staff employed in the university. The scree-plot for components of IUs is presented in Appendix V.

4.8 Influence of Top Management Team International Orientation on Internationalization of Universities

To examine the influence of TMTIO on IUs, H_{01} was formulated that TMTIO has no significant influence on the IUs. To test this hypothesis, first correlation analysis between TMTIO and IUs was carried out, this was done to establish whether there was an association between the two variables and the results indicated that TMTIO was positively associated with IUs with a Pearson correlation, $r = 0.452$. In addition, once the existence of the relationship between the variables had been ascertained, simple linear regression was carried out in which TMTIO was regressed on IUs and Table 4.33 below shows the results.

Table 4.33: Regression of Top Management Team International Orientation on Internationalization of Universities

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	0.452 ^a	0.205	0.176	0.51119
a. Predictors: (Constant), TMTIO				
b. Dependent Variable: Internationalization of Universities				

Source: Fieldwork (2017)

Table 4.33 above shows TMTIO explains 20.5 percent (R Square = 0.205) of the variation in IUs. The ANOVA shown in Table 4.34 below indicates whether the overall model is significant. From Table 4.34, the overall model was significant because p-value (0.012) was less than $\alpha = 0.05$ and hence the null hypothesis was rejected and concluded that TMTIO influences IUs.

Table 4.34: Analysis of Variance for Top Management Team International Orientation Predicting Internationalization of Universities

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.883	1	1.883	7.207	0.012 ^b
	Residual	7.317	28	0.261		
	Total	9.200	29			
a. Dependent Variable: Internationalization of Universities						
b. Predictors: (Constant), TMTIO						

Source: Fieldwork (2017)

Table 4.35: Coefficient for Top Management Team International Orientation in Predicting Internationalization of Universities

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.680	1.018		0.668	0.510
	TMTIO	0.673	0.251	0.452	2.685	0.012
a. Dependent Variable: Internationalization of Universities						

Source: Fieldwork (2017)

From Table 4.35 above, the predictive equation was $IUs = 0.673TMTIO$ and that a unit change in TMTIO would increase IUs by 0.673 units.

4.9 Influence of the Internal Environment on the Relationship Between Top Management Team International Orientation and Internationalization of Universities

In order to fulfill the above objective, a null hypothesis H_{02} was formulated that IE has no significant mediating effect on the relationship between TMTIO and IUs. In order to test for mediation, IUs was regressed on TMTIO, then IE was regressed on TMTIO and finally, IUs was regressed on both TMTIO and IE. From Section 4.8 above, null hypothesis was rejected and therefore, there was a significant effect of TMTIO on IUs fulfilling condition one of Baron and Kenny (1986) test.

Table 4.36: Overall Effect of Top Management Team International Orientation on the Internal Environment

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.358	1	1.358	6.780	0.015 ^b
	Residual	5.609	28	0.200		
	Total	6.967	29			

a. Dependent Variable: Internal Environment

b. Predictors: (Constant), TMTIO

Source: Fieldwork (2017)

In Table 4.36 above, the overall effect of TMTIO on IE is significant since p-value (0.015) is less than $\alpha = 0.05$ meaning that TMTIO had a significant effect on IE. The significant effect of TMTIO on IE, satisfied condition two for testing mediation according to Baron and Kenny (1986).

Table 4.37: Regression Coefficient Showing the Effect of Top Management Team International Orientation on the Internal Environment

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.657	0.891		1.859	0.074
	TMTIO	0.571	0.219	0.442	2.604	0.015

a. Dependent Variable: Internal Environment

Source: Fieldwork (2017)

Table 4.37 above, the predictive equation was $IE = 0.571TMTIO$ and that a unit change in TMTIO would increase IUs by 0.571 units. Since TMTIO had a significant effect on IE, then the third condition, according to Baron and Kenny (1986) was tested to assess whether the mediator variable had a significant effect on IUs and results are shown in Table 4.38 below.

Table 4.38: Overall Effect of the Internal Environment on Internationalization of Universities

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.659	1	1.659	6.161	0.019 ^b
	Residual	7.541	28	0.269		
	Total	9.200	29			

a. Dependent Variable: Internationalization of Universities

b. Predictors: (Constant), Internal Environment

Source: Fieldwork (2017)

Since the p-value (0.019) was less than $\alpha = 0.05$, the overall effect of IE on IUs was thus fulfilling condition three for testing mediation, which requires that, the mediator should have a significant effect on the outcome variable.

Table 4.39: Regression Coefficient of Internal Environment on Internationalization of Universities

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.464	0.786		1.864	0.073
	IENVIRON	0.488	0.197	0.425	2.482	0.019

a. Dependent Variable: Internationalization of Universities

Source: Fieldwork (2017)

From Table 4.39 above, the predictive equation was $IUs = 0.488IE$, which indicates that a change in one unit of the IE would lead to 0.488 increase in IUs.

The results of the regressions fulfilled all the three conditions of Baron and Kenny (1986) test. In order to test for mediation, final regression was done in which TMTIO and IE were regressed on IUs. As the results in Table 4.40 below show, the moderating effect of IE on the relationship between TMTIO and IUs was not significant since all the p-values were greater than $\alpha = 0.05$. Despite fulfilling the three conditions, the results indicated that IE had no mediating effect and therefore, further mediation tests were conducted.

Table 4.40: Regression of Top Management Team International Orientation, Internal Environment on the Internationalization of Universities

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.464	0.786		1.864	0.073
	IENVIRON	0.488	0.197	0.425	2.482	0.019
2	(Constant)	0.148	1.054		0.140	0.889
	IENVIRON	0.321	0.211	0.279	1.522	0.140
	TMTIO	0.489	0.273	0.329	1.793	0.084

a. Dependent Variable: Internationalization of Universities

Source: Fieldwork (2017)

Jose (2013) recommends that mediation can also be tested using the medigraph and the Sobel test. Mediation was, therefore tested using the Sobel test and the medigraph as shown in Table 4.41 and Figure 4.10, respectively below.

Table 4.41: Sobel Test for Mediation

Type of Mediation	Null	
Sobel Z-value	1.316322	P value=0.188066
95% Symmetrical Confidence		
Lower	-0.09026	
Higher	0.45941	
Un-standardized Indirect Effect		
a*b	0.18458	
Se	0.14022	
Effective Size Measures		
Standardized Coefficients		R ² Measures (Variance)
Total	0.452	0.204
Direct	0.329	0.087
Indirect	0.123	0.117
Indirect to Total ratio	0.272	0.574

Source: Fieldwork (2017)

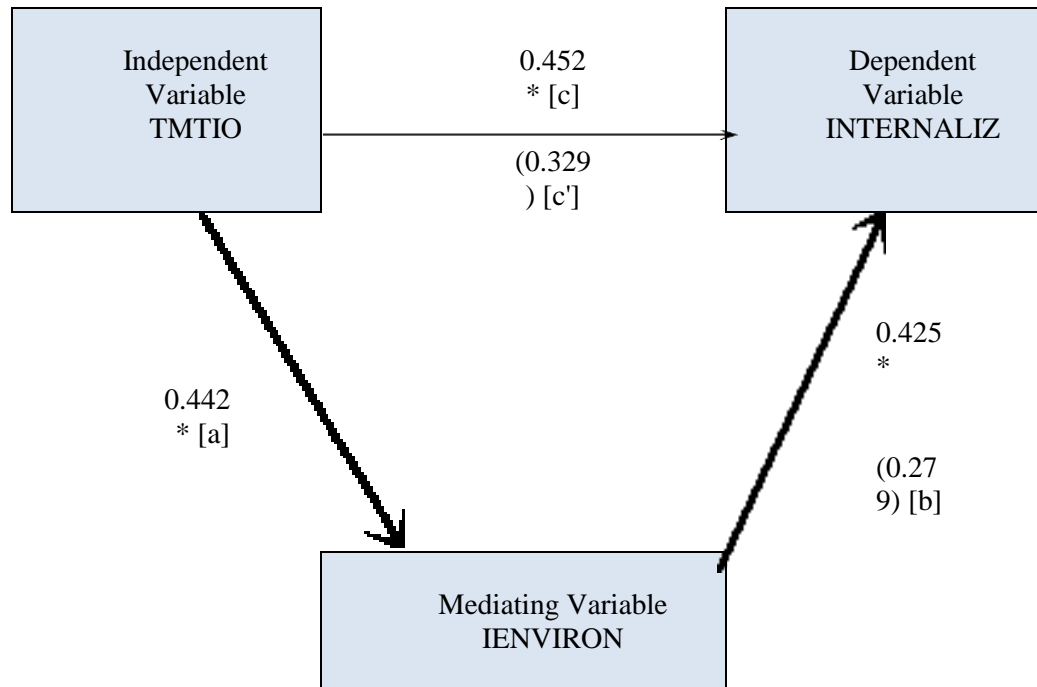


Figure 4.10: Medgraph Showing Null Mediation of Internal Environment on Internationalization of Universities

Figure 4.10 above shows that paths a, b and c were significant but c' was not significant indicating that there was no mediation effect of IE on the relationship between TMTIO and IUs. Sobel z-value (as shown in Table 4.41 above) also indicated that there was a null mediation effect of IE on the relationship between TMTIO and IUs because the Sobel z-value is not significant (p-value 0.1880 > $\alpha = 0.05$). This meant that inclusion of IE as a mediating variable did not have an effect on the relationship between TMTIO and IUs.

4.10 Moderating Effect of Organizational Characteristics on the Relationship Between Top Management Team International Orientation and Internationalization of Universities

To test for moderation, an interaction term was introduced into the multiple linear regression. In addition, an analysis was done to determine that TMTIO was correlated with ownership, size or age. The moderating variables of age and size were continuous

variables while ownership was a categorical variable. In order to test for the moderation effect of each of OC on the relationship between TMTIO and IUs, three interaction terms TMTIO*Ownership, TMTIO*Size, and TMTIO*Age were created. Each of these interactions were included in the regression with TMTIO and regressed against IUs. Results indicated that the moderation effects were not significant for all the organization characteristics as shown in Table 4.42 below. The three hypotheses that were tested were H_{03a}, H_{03b} and H_{03c}. The H_{03a} was that ownership had no significant moderating effect on the relationship between TMTIO and IUs; H_{03b} was that size had no significant moderating effect on the relationship between TMTIO and IUs; and H_{03c} was that age had no significant moderating effect on the relationship between TMTIO and IUs.

Table 4.42: Analysis of Variance for the Overall Significance of the Moderating Effect of Ownership

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.883	1	1.883	7.207	0.012 ^b
	Residual	7.317	28	0.261		
	Total	9.200	29			
2	Regression	2.046	2	1.023	3.860	0.034 ^c
	Residual	7.154	27	0.265		
	Total	9.200	29			
3	Regression	2.054	3	0.685	2.490	0.082 ^d
	Residual	7.146	26	0.275		
	Total	9.200	29			

a. Dependent Variable: Internationalization of Universities

b. Predictors: (Constant), TMTIO

c. Predictors: (Constant), TMTIO, Ownership

a. Predictors: (Constant), TMTIO, Ownership, Interaction Term

Source: Fieldwork (2017)

From Table 4.42 above, the results are not significant since p-value (0.082) was greater than $\alpha = 0.05$ thus ownership did not significantly moderate the relationship between TMTIO and IUs and therefore, the null hypothesis H_{03a} was not rejected. It is concluded that ownership has no significant moderating effect on the relationship between TMTIO and IUs in Uganda.

Table 4.43: Regression Model for Moderation Effect of Size of University on the Relationship Between Top Management Team International Orientation and Internationalization of Universities

Model Summary ^d									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.452 ^a	0.205	0.176	0.51119	0.205	7.207	1	28	0.012
2	0.584 ^b	0.342	0.293	0.47368	0.137	5.609	1	27	0.025
3	0.605 ^c	0.366	0.293	0.47368	0.024	1.000	1	26	0.326

a. Predictors: (Constant), TMTIO

b. Predictors: (Constant), TMTIO, Size

c. Predictors: (Constant), TMTIO, Size, Interaction term

d. Dependent Variable: Internationalization of Universities

Source: Fieldwork (2017)

Table 4.43 above shows that the moderation effect of size was related to IUs (R= 0.605) while R Square was = 0.366 meaning that 36.6 percent of the changes in IUs was explained by the interaction between TMTIO and size moderating and therefore, the results show that part of the variation in IUs was explained by the inclusion of the interaction term.

Table 4.44: Analysis of Variance for the Overall Significance

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.883	1	1.883	7.207	0.012 ^b
	Residual	7.317	28	0.261		
	Total	9.200	29			
2	Regression	3.142	2	1.571	7.001	0.004 ^c
	Residual	6.058	27	0.224		
	Total	9.200	29			
3	Regression	3.366	3	1.122	5.001	0.007 ^d
	Residual	5.834	26	0.224		
	Total	9.200	29			

a. Dependent Variable: Internationalization of Universities

b. Predictors: (Constant), TMTIO

c. Predictors: (Constant), TMTIO, Size

d. Predictors: (Constant), TMTIO, Size, Interaction term

Source: Fieldwork (2017)

Table 4.44 above shows that the overall significance of the regression of TMTIO, size and interaction term had a significant effect on IUs because p-value = 0.007 was less than $\alpha = 0.05$. Although this would mean that the size of the university had a moderating effect on the relationship between TMTIO and IUs, this is not supported by the regression coefficient of the interaction term which in Table 4.45 shows that interaction term did not have a significant effect on internationalization of universities.

Table 4.45: Regression Coefficients for the Moderation Effect of Size

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.680	1.018		.668	0.510
	TMTIO	0.673	0.251	0.452	2.685	0.012
2	(Constant)	0.602	0.944		0.638	0.529
	TMTIO	0.621	0.233	0.418	2.662	0.013
	Size	0.180	0.076	0.372	2.368	0.025
3	(Constant)	-1.179	2.015		-0.585	0.563
	TMTIO	1.059	0.497	0.712	2.133	0.043
	Size	1.068	0.891	2.205	1.199	0.242
	Interaction Term	-0.217	0.217	-1.890	-1.000	0.326

a. Dependent Variable: Internationalization of Universities
 Source: Fieldwork (2017)

Table 4.45 above shows that TMTIO was significant in the first, second and third models since p-values (0.012, 0.013 and 0.043) were all less than $\alpha = 0.05$. In the second model, both TMTIO and size were significant because the p-values (0.013 and 0.025) were less than $\alpha = 0.05$. However, in the third model, it was only TMTIO which was significant as the p-value (0.043) was less than $\alpha = 0.05$. This meant that size did not moderate the relationship between TMTIO and IUs because the interaction term was not significant.

From Table 4.46 below, the interaction effect of age on the relationship between TMTIO and IUs did not cause any change in R Square, which remained at 0.210 meaning that there was no moderation effect of age on the relationship between TMTIO and IUs.

Table 4.46: Regression Model for Moderation Effect of Age on the Relationship Between Top Management Team International Orientation and Internationalization of Universities

Model Summary ^d									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.452 ^a	0.205	0.176	0.51119	0.205	7.207	1	28	0.012
2	0.458 ^b	0.210	0.151	0.51887	0.005	0.177	1	27	0.678
3	0.458 ^c	0.210	0.119	0.52870	0.000	0.006	1	26	0.941

a. Predictors: (Constant), TMTIO

b. Predictors: (Constant), TMTIO, Age

c. Predictors: (Constant), TMTIO, Age, Interaction term

d. Dependent Variable: Internationalization of Universities

Source: Fieldwork (2017)

Table 4.47: Analysis of Variance for Overall Significance of the Regression Model

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.883	1	1.883	7.207	0.012 ^b
	Residual	7.317	28	0.261		
	Total	9.200	29			
2	Regression	1.931	2	0.965	3.586	0.042 ^c
	Residual	7.269	27	0.269		
	Total	9.200	29			
3	Regression	1.932	3	0.644	2.304	0.100 ^d
	Residual	7.268	26	0.280		
	Total	9.200	29			

a. Dependent Variable: Internationalization of Universities.

b. Predictors: (Constant), TMTIO

c. Predictors: (Constant), TMTIO, Age

d. Predictors: (Constant), TMTIO, Age, Interaction term

Source: Fieldwork (2017)

The ANOVA results in Table 4.47 above indicate that when the interaction term, was included in the regression, the overall results became insignificant because the p-value (0.100) was more than $\alpha = 0.05$ implying that there was no significant moderation effect of age on the relationship between TMTIO and IUs.

4.11 Determining the Joint Effect of Top Management Team International Orientation, Internal Environment and Organizational Characteristics on Internationalization of Universities

The study sought to determine the joint effect of TMTIO, IE, and OC on IUs. In order to establish this effect, three null sub-hypotheses were tested - H_{04a}: TMTIO, IE and ownership have no significant joint effect on IUs; H_{04b}: TMTIO, IE and size have no significant joint effect on IUs; and H_{04c}: TMTIO, IE and age have no significant joint effect on IUs. Hierarchical linear regressions were done to determine the joint effect of TMTIO, IE and each of OC (ownership, size and age) on IUs. In the linear regression analyses, location of the university was controlled to safeguard against the possibility that the location of the university could give undue advantage to universities operating in or near the capital city by attracting more international opportunities than those located in places far away from the capital city.

Table 4.48: Joint Effect of Top Management Team International Orientation, Ownership and Internal Environment on Internationalization of Universities

Model Summary ^c									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	0.376 ^a	0.141	0.111	0.53115	0.141	4.610	1	28	0.041
2	0.484 ^b	0.234	0.177	0.51084	0.093	3.272	1	27	0.082

a. Predictors: (Constant), Location of the Main campus

b. Predictors: (Constant), Location of the Main campus, Joint-TMTIOOwnershipIE,

c. Dependent Variable: Internationalization of Universities

Source: Fieldwork (2017)

Table 4.48 above shows that 23.4 percent of the variation in IUs is explained by TMTIO, OC and IE while controlling for the location of the university, whereas 76.6 percent was explained by other variables.

Table 4.49: Overall Significance Test of Joint Effect of Top Management Team International Orientation, Ownership and Internal Environment on Internationalization of Universities

ANOVA ^a						
	Model	Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.301	1	1.301	4.610	0.041 ^b
	Residual	7.899	28	0.282		
	Total	9.200	29			
2	Regression	2.154	2	1.077	4.128	0.027 ^c
	Residual	7.046	27	0.261		
	Total	9.200	29			

a. Dependent Variable: Internationalization of Universities

b. Predictors: (Constant), Location of the Main campus

c. Predictors: (Constant), Location of the Main campus, Joint-TMTIO OwnershipIE

Source: Fieldwork (2017)

The ANOVA results shown in Table 4.49 above indicate that the effect of TMTIO, ownership and IE on IUs was significant as p-value (0.027) was less than $\alpha = 0.05$. However, the results, as shown in Table 4.50 below indicates that the joint effect of TMTIO, ownership and IE was not significant since p-value (0.082) was greater than $\alpha = 0.05$ implying that jointly, TMTIO, ownership and IE did not explain IUs.

Table 4.50: Regression Coefficients for Joint Effect of Top Management Team International Orientation, Ownership and Internal Environment

Coefficients ^a						
	Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.789	0.205		18.449	0.000
	Location of Main Campus	-0.224	0.104	-0.376	-2.147	0.041
2	(Constant)	3.149	0.405		7.770	0.000
	Location of Main Campus	-0.219	0.100	-0.368	-2.183	0.038
	TMTIOwnerIENVi	0.021	0.012	0.305	1.809	0.082

a. Dependent Variable: Internationalization of Universities

Source: Fieldwork (2017)

The results of the regression in Table 4.58 were intended to test the hypothesis H_{04b} that TMTIO, size and IE have no significant effect on IUs in Uganda. This sub-hypothesis was tested in which, a combination of TMTIO, size and IE was regressed on IUs. The results of the regression show that there is a joint effect of TMTIO, size and IE on the IUs in Uganda.

Table 4.51: Model Summary of Hierarchical Regression of Joint Effect of Top Management Team International Orientation, Internal Environment and Size on Internationalization of Universities

Model Summary ^c			
R	R Square	Adjusted R Square	Std. Error of the Estimate
0.376 ^a	0.141	0.111	0.53115
0.562 ^b	0.316	0.265	0.48273
a. Predictors: (Constant), Location of the Main campus			
b. Predictors: (Constant), Location of the Main campus, Joint-TMTIOSizeIE			
c. Dependent Variable: Internationalization of Universities			

Source: Fieldwork (2017)

Table 4.51 above shows that by introducing TMTIO, size and IE in predicting IUs, R Square was 0.316 meaning that the three variables explained 31.6 percent of the variation in IUs while holding location of the university constant; 68.4 percent was explained by other variables.

Table 4.52: Analysis of Variance for the Hierarchical Regression of the Joint Effect of Top Management Team International Orientation Internal Environment and Size of the University

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.301	1	1.301	4.610	0.041 ^b
	Residual	7.899	28	0.282		
	Total	9.200	29			
2	Regression	2.908	2	1.454	6.240	0.006 ^c
	Residual	6.292	27	0.233		
	Total	9.200	29			
a. Dependent Variable: Internationalization of Universities						
b. Predictors: (Constant), Location of the Main Campus						
c. Predictors: (Constant), Location of the Main campus, Joint-TMTIOSizeIE						

Source: Fieldwork (2017)

As shown in Table 4.52 above, the results were significant because p-value (0.0060) was less than $\alpha = 0.05$ and therefore, the null hypothesis (combination of TMTIO, IE and size did not have a significant effect on IUs) was rejected and concluded that the combination of TMTIO, IE and size while holding the location of the university constant, had a significant effect on IUs.

Table 4.53: Regression Coefficients for Hierarchical Regression of Joint Effect of Top Management Team International Orientation, Internal Environment and Size on Internationalization of Universities

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.789	0.205		18.449	0.000
	Location of Main Campus	-0.224	0.104	-0.376	-2.147	0.041
2	(Constant)	3.357	0.249		13.497	0.000
	Location of Main Campus	-0.159	0.098	-0.267	-1.623	0.116
	TMTIOSizeIE	0.012	0.005	0.432	2.627	0.014

a. Dependent Variable: Internationalization of Universities

Source: Fieldwork (2017)

From Table 4.53 above, the results indicate that the predictive equation was $IUs = 3.357 + 0.012TMTIOSizeIE$, which meant that IUs would increase by 0.012 units if TMTIO, IE and size were jointly increased by one unit.

4.12 Summary of the Findings

This section presents the findings of the study as derived from the analysis of the data and information collected. The findings illustrated that data were in conformity to the conditions of multiple linear regression analysis. It conformed to assumptions of linearity, normality, multicollinearity, and homogeneity. Table 4.54 below shows the summary of the results from the findings with respect to objectives and hypotheses of the study. It indicates which hypotheses were not rejected and those that were rejected.

Table 4.54: Summary of the Results

Objectives	Hypotheses	Findings	Action Taken
Examine the influence of TMTIO on IUs in Uganda	H ₀₁ : TMTIO has no significant influence on IUs in Uganda	There was a significant influence of TMTIO on IUs	H ₀₁ was rejected.
Determine the influence of IE on the relationship between TMTIO and IUs in Uganda	H ₀₂ : IE has no significant mediating effect on the relationship between TMTIO and IUs in Uganda	There is no significant mediating effect of IE on the relationship between TMTIO and IUs	H ₀₂ was not rejected
Establish the effect of OC on the relationship between TMTIO and IUs in Uganda	H _{03a} : Ownership has no significant moderation effect on the relationship between TMTIO and IUs in Uganda H _{03b} : Size has no significant moderation effect on the relationship between TMTIO and IUs in Uganda H _{03c} : Age has no significant moderation effect on the relationship between TMTIO and IUs in Uganda.	There was no significant moderation effect of either ownership, size and age on the relationship between TMTIO and IUs	H _{03a} was not rejected H _{03b} : was not rejected H _{03c} was not rejected
Determine the joint effect of TMTIO, IE and OC on IUs in Uganda	H _{04a} : TMTIO, IE and ownership have no significant joint effect on IUs in Uganda H _{04b} : TMTIO, IE and size have no significant joint effect on the IUs in Uganda H _{04c} : TMTIO, IE and age have no significant joint effect on the IUs in Uganda	TMTIO, IE and ownership had no significant joint effect on IUs in Uganda. TMTIO, IE and size had significant joint effect on IUs in Uganda TMTIO, IE and age had no significant joint effect on IUs in Uganda	H _{04a} was not rejected H _{04b} was rejected H _{04c} was not rejected

Source Fieldwork (2017)

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses the findings of the study, expounds on the findings, present a discussion on how the findings relate to other studies as well as demonstrate the relevance to the ongoing academic debate. The study set out to answer four objectives, which translated into four main hypotheses and six sub-hypotheses. The four objectives were to examine the influence of Top Management Team International Orientation (TMTIO) on internationalization of universities; determine the influence of Internal Environment (IE) on the relationship between TMTIO and Internationalization of Universities (IUs) in Uganda; establish the effect of organizational characteristics on the relationship between TMTIO and internationalization of universities; and to determine the joint effect of TMTIO, IE and Organizational Characteristics (OC) on IUs in Uganda. The chapter ends by presenting a revised conceptual framework, and the knowledge gaps filled by this study.

5.2 Organizational and Respondents Profile

This study focused on universities as a unit of analysis and members of TMT as key study subjects or units of inquiry. The universities studied were drawn from a list of 40 universities in Uganda, which are either public or private. Public universities are owned, funded and run by government under Ministry of Education and Sports while private universities are funded, managed and run by the private owners who are either

individuals or private organizations such as churches and community groupings. Private universities dominate the university landscape in Uganda. However, majority of the students enrolled in universities, are in public universities while a good number is enrolled in private universities (Second National Development Plan 2015/16-2019/20). The private universities compete with public universities for students, donors and publicity.

These universities operate in the four major regions of Uganda, that is central, eastern, western and northern region. There is, however an over-concentration of universities in the central region where the capital city Kampala is located and this to some extent creates imbalance with other regions. Studying IUs in Uganda is very important as the country sets to compete in the provision of education to the East African Community region. There was a need therefore, to explore what explains IUs in Uganda bearing in mind that this is crucial for the future growth, competitiveness and relevance of the universities in Uganda. Higher education including provision of university education has been identified as one of the areas that Uganda has a competitive advantage in the region (World Economic Forum, 2014).

Data was collected from members of TMT, a core group of officers charged with the running, strategizing and promotion of universities. These officers make important decisions that affect IUs and the general operation of the universities. They are the vice chancellors, deputy vice chancellors, university secretaries, academic registrars, deans, directors, heads of departments and other individuals in the upper echelons of the

university. The international orientation of this team therefore, is critical in the internationalization process of the universities. Their vision, skills and sensitivity to risk could determine how the universities they lead will progress into the international space of influence.

5.3 Diagnostic Tests

These are tests that were conducted to confirm that the data collected conformed to the requirements for testing linear regressions. Without data conforming to these requirements, it is not possible for such data to be subjected to linear regression. The variables for this study also met the reliability and validity requirements with Cronbach alphas and CVIs for the variables exceeding 0.70, respectively(Cho & Kim, 2015).

The parametric tests indicated that there was normality in the data; this was proven by the Shapiro-Wilk test with significance levels of p-value exceeding 0.05 as well as histograms and P-P plots. The Levene's test had significance levels of p-value greater than 0.05 indicating that there was homogeneity of variance, which was also supported by plot of the residuals. Linearity was confirmed through correlation between dependent variable and independent variables and the results indicated that there was linear relationship between dependent variable and the independent variables. Multicollinearity was tested using VIF, tolerance statistic and condition number and the results indicated that there was no multicollinearity.

5.4 Influence of Top Management Team International Orientation and Internationalization of Universities

The study set out to examine the influence of TMTIO on IUs in Uganda. Findings indicated that first, TMTIO was positively and moderately related to IUs and the relationship was significant. Secondly, the findings showed that TMTIO had an effect on IUs. Whereas the study had hypothesized that TMTIO had no significant effect on the IUs, it was instead established that TMTIO had a significant effect on IUs.

This implies that TMTIO in terms of international management skills, management international vision and sensitivity to risk influence the degree and scope of IUs. Having international management skills in terms of international communication skills and international networking skills make it easier for universities to engage in internationalization. International networking skills of top management enable universities to network with other universities and form collaborations. These findings are in support of Hoare (1995) as cited by Shah and Nair (2014) who noted that university leaders need to possess skills to guide the university to achieve its internal and external objectives. Hoare (1995) suggests that skills make leaders flexible in their decision making. This confirms that certain skills are important for the members TMT in universities for universities to be able to achieve their objectives of training, research and reaching out both within and outside country borders.

Top management in Ugandan universities is willing to tolerate some level of uncertainty to make universities' programmes succeed in international markets but it appears they do this cautiously in order to minimize chances of making mistakes (Auden, Shackman, &

Onken, 2006). Sending staff to study abroad is a risky aspect of internationalization especially considering the fact that some staff does not return after their graduation. It is also clear that top management is willing to tolerate some level of uncertainty when sourcing for collaborations with other international universities. This partly agrees with Persinger, Civi and Vostina (2007) who observed that firms that were able to internationalize rapidly were those with management that were willing to take some level of risk. Teichler (2004) asserted that internationalization is a highly risky strategy especially in the knowledge intensive sectors such as higher education because of the brain drain that currently affects many African institutions (Jowi, 2012). Therefore, such activities as study abroad, require the boldness of top management in most resource-constrained universities that send their staff to study abroad. The TMTIO therefore, comes in to influence the decision making process of the top management and providing for precautionary measures while taking such risky decisions. According to Jowi (2012), such measures could include signing bonding agreements between staff and the sending universities to ensure that their return is guaranteed. In addition, bilateral arrangements between the sending countries and the host countries could enable foreign trained students to return home. Universities in Uganda who send their staff for training abroad should endeavor to establish the reasons why staff trained abroad do not wish to return home and address these concerns that continue to make training staff abroad a risky venture for universities.

The findings of this study were also in agreement with Ayoubi and Massoud (2007) that point to the fact that IUs requires a cost benefit analysis and risk assessment because not all activities involved in internationalization are beneficial to the students and the staff of

the university. Ayoubi and Massoud (2007) agree with the concerns of Jowi (2012) and Bedenlier & Zawacki-Richter (2015) that IUs in Africa can be a double-edged sword for the universities as it may involve risks of brain drain. This renders internationalization a top management issue because of the risks involved and the fact that many of these universities may not have the required resources to implement internationalization programmes. Therefore, the international orientation helps in preparing TMT members to be alert to handle this challenge and guarding against these concerns.

Lorkhe et al. (1999) in their study found that management team international orientation was associated with export performance of firms. Universities unlike manufacturing firms do export, but they do so by attracting foreign students. Behyan et al. (2015) note that internationalization begins when members of top management become internationally oriented, they commit resources to international activities that would otherwise have been considered non priority for the university. They established that international orientation of TMT was positively associated with export performance, which is a form of internationalization for manufacturing firms. Their study supports the findings of this study in Ugandan universities that TMTIO has an effect on how universities integrate the international dimension in their operations. Breakwell and Tytherleigh (2010) in the study of universities in the United Kingdom established that the role of vice chancellors was largely to do with being the vision bearers of university policies and programmes. They direct which activities both local and international that the university can engage in.

The findings of this study further showed that the number of collaboration with foreign universities is a measure of internationalization as suggested by Green (2012). The TMTIO is needed in the process of engaging other universities in order to build and sustain the collaborations because it requires certain international skills such as networking and communication for managers to engage in such activities. These skills are needed in the process of internationalization and members of top management who are skilled in these areas are able to engage in networks and make contacts outside their country and cause their universities to internationalize (Bartell, 2003). Bartell (2003) notes that, managing and sustaining collaborations require executives to have skills such as networking and communication if universities are to benefit from them. Bloom (2006) further adds that activities such as deciding to join an international organization, hiring foreign staff, external examiners and deciding which staff to go for training abroad, remain under the control of members of top management such as vice chancellors, deans and heads of departments who are the policy implementers at the university level. These activities will at all times call for TMT members to be actively involved, as such their skills, international outlook and sensitivity to risk plays a greater role on how such decisions are made and activities conducted.

The results of this study support the Upper Echelon Theory (UET) by Hambrick and Mason (1986), which underscores the importance of top management characteristics in shaping the strategic direction of firms. It is evident from the study that TMT influence IUs in Uganda through their international orientation. The TMTIO is a cognitive attribute of TMT members; it depends on the demographic nature of TMT members. This study

makes a theoretical input to UET in respect to the effect of TMTIO on IUs. In addition, by looking at TMTIO as an internal resource to the universities, it can be deduced that universities which possess higher levels of TMTIO within their top management have higher possibilities of engaging in international activities and hence be able to internationalize and be competitive unlike their counterparts without such a resource. This may be well suited for Ugandan universities and universities in Sub-Saharan Africa where financial resources are limited to support the internationalization process. Thus, the findings of this study are in agreement with RBT as proposed by Barney (1991), Barney (2001) and Barney et al. (2011) whose propositions have centred on the heterogeneity and uniqueness of organizational resources which are valuable, rare, inimitable and non-substitutable and how they help in sustaining growth, competitiveness and performance.

The tenets of the stages theory postulate that the more top managers are internationally oriented, the more they are likely to commit resources to internationalization. Managers acquire knowledge through experiential learning which enables them to make informed decision about engaging in international activities and markets (Tykesson & Alserud, 2011). This study found having international management skills is one of the factors that explain TMTIO and this means that TMT members who have international management skills are also likely to be having knowledge about international activities and are willing to engage in those activities. The TMTIO in form of international vision means that top management always have an international outlook and can commit resources to international activities of the university. This is in line with Johanson and Vahlne (2009)

and Johanson and Vahlne (2006) who underscore that commitment to internationalization requires international-minded management who are willing to commit the scarce company resources to pursuing international opportunities. Therefore, these findings support the stages theory on the aspect that having global-minded managers increased their commitment to international markets as advanced by Johanson and Vahlne (1979) and extend its application in the service sector such as education. The revisited stages theory by Johanson and Vahlne (2009) also emphasized that firms need managers who are able to overcome the challenges of foreignness in order for them to penetrate the international market, either through network relationships or out of shrewdness. This study has established that managers who are internationally oriented can overcome challenges associated with international risks and engage in collaborations which enable them to carry out activities that internationalize their universities.

Universities unlike manufacturing firms engage in internationalization in a different manner, they do not export tangible products across the same way manufacturing firms do (Johanson & Vahlne, 1979), instead they engage in international activities directly through establishing liaison offices in foreign countries, which can be directly or indirectly run by the university. Through collaborations with other universities, they can have their international interests taken care of. In Uganda, universities are exporting through attracting foreign students who come to pursue education by enrolling on programmes run within the country. These activities involve decisions that can only be made by TMT through their management policy guidelines.

5.5 Effect of Internal Environment on Relationship Between Top Management Team International Orientation and Internationalization of Universities

The study hypothesized that IE had no significant mediating effect on the relationship between TMTIO and IUs. Findings supported this null hypothesis and it was established that IE had no significant mediating effect on the basic relationship between TMTIO and IUs. The results instead showed that IE had a direct effect on IUs, although all the three conditions of mediation were satisfied. According to Jose (2013), when all the conditions for mediation are met but still no mediation is found, this situation is a null mediation and it means that the effect of the mediator on the basic relationship between the independent and the dependent variable was not strong enough to cause a significant effect.

This situation could be due to the fact that the prevailing internal conditions in Uganda universities where IE in terms of organizational structure, management support and reward and reinforcements is not as a result of TMTIO. The organizational structure in Ugandan universities guarantees flexible working procedures and employee participation in decision making which enable university staff to engage in international activities such as international research partnerships with other foreign researchers. These findings agree with the findings of Hattke and Blaschke (2015) who established that involvement of tenured employees in the decision making of the universities improves their performance. Top management supports employees to do their work by providing the necessary psychological and social support. When employees are socially and psychologically supported, they can maximise their potential by utilising their talents to achieve their own

and the universities' goals including internationalization. Findings by Daud and Zakaria (2017) in a study conducted in Malaysia contrast this hypothesis; they established that management support did not affect usage of international collaborative technologies amongst university staff. Such support may be mild without a chain impact on IUs.

From the findings of Hattke and Blaschke (2015), it is clear that management support may not be as a result of the international orientation of these members of TMT acting as strategic decision makers of organizations but rather based on their collegial relationship established with other members of the university staff. Beck, Ilieva, Pullman and Zhang (2013) seem to suggest that institutional support has direct effect on internationalization of universities. This is because institutions provide resources ranging from time and funds necessary to carry out the international activities. Whitley (2012), in an analysis of the role of universities as state actors in the United Kingdom, observed that top management in university needs managerial capabilities to be able to allocate resources available to them and achieve university goals and priorities. However, resources especially financial resources may not usually be adequate in most Ugandan universities, yet Chetty and Campel-Hunt (2003) observed that resources are the major obstacle to internationalization efforts. Where institutions are able to support internationalization deliberately and using internal resources, Beck et al. (2013) refer to this as institutionalized internationalization, implying that IUs has been internally generated, this kind of internationalization may not be related TMTIO but rather to other prevailing internal and external conditions as this study had hypothesized.

5.6 Moderating Effect of Organizational Characteristics on the Relationship Between Top Management Team International Orientation and Internationalization of Universities

The study had hypothesized that ownership had no significant moderation effect on the relationship between TMTIO and IUs; that size had no significant moderation effect on the relationship between TMTIO and IUs; and that age had no significant moderation effect on the relationship between TMTIO and IUs in Uganda. Ownership was measured by considering whether the university was publicly or privately owned. Size of the university was measured by looking at enrollment, which was the number of students that the university had by the time of the study. Age of the university was measured by considering length of existence in terms of years since its creation. The effects of these OC are discussed below:

5.6.1 Moderating Effect of Ownership on the Relationship Between Top Management Team International Orientation and Internationalization of Universities

Results have shown that there was no significant moderation effect of ownership of the university on the relationship between TMTIO and IUs. The results indicated that the interaction of ownership with TMTIO did not impact IUs significantly, meaning that the ownership of the university whether being privately or publicly owned did not have a moderation effect on the relationship between TMTIO and IUs. Ownership also did not have any significant relationship with either TMTIO or IUs, which meant that it may not matter who owns the university whether private individuals or government, that does not

in any way translate into the number of international bodies to which a university belongs, the number of foreign languages taught at the university and the number of international collaborations the university is engaged in. It would also not change the proportion of research publications co-authored with international researchers, the proportion of staff in the university trained abroad, or the proportion of non local external examiners. It reinforces the aspect of the kind of TMT members the university has and the orientation they possess towards internationalization that a university would be able to internationalize more than its peers.

As regards ownership, the reasoning according to Belenzon and Schankerman (2009) was that universities that are privately owned tend to pursue market objectives of profit and increasing visibility for purposes of sustaining their competitive positions, while public universities tend to pursue community objectives that seek to benefit the country and the communities they are serving. This would imply that private universities would try to pursue internationalization as they recruit foreign students, staff and engage into collaborations. However, Ngoma (2009) did not find a significant association between ownership and internationalization of firms. The other line of argument according to Mayer et al., (2014) was that members of TMT from private universities would be mindful of market objectives that the owners of the universities are trying to achieve, and would factor in these objectives in every decision they make. However, this turned out not to be the case, and the study therefore, concludes that in the Uganda perspective, universities' level of internationalization did not change based on who owns the university. Therefore, ownership does not affect the relationship between TMTIO and IUs.

The results were also confirmed by ANOVA results on the ownership of the university, as the analysis showed that there were no significant differences on how respondents from either private or public universities responded to the measurement items on all the variables in particular TMTIO and IE. According to Jose (2013), moderation originates from analysis of variance, which seeks to demonstrate significant differences arising from different unique characteristics of the unit of inquiry or unit of analysis. From this study, there were no significant differences observed either as a result of members of TMT or their respective universities that they represented in relation to ownership of the university. The moderating effect of ownership was, therefore not demonstrated through either the interaction term or ANOVA.

5.6.2 Moderating Effect of Size on the Relationship between Top Management International Orientation and Internationalization of Universities

The study further hypothesized that size had no significant effect on the relationship between TMTIO and IUs in Uganda. This null hypothesis was not rejected because it was established that the interaction between size and TMTIO did not have significant effect on the basic relationship between TMTIO and IUs. The findings, therefore, mean that universities whether large or small, internationalize almost in the same way. This was clear in ANOVA - universities with different sizes did not show any significant differences on the variable IUs. Although, the study established through correlation that size had a significant direct and positive relationship with IUs of the universities, which could mean that universities with more students are likely to internationalize easily, it never showed any moderating effect on the relationship between TMTIO and IUs. It

could just mean that members of TMT having more resources at their disposal generated from student's tuition or government grants have the advantage of operating on large scale and would utilise these benefits and make critical decisions that would cause universities to internationalize. The study showed that size had a direct effect on IUs, which concurs with what Griffith and White (2003) who established relation to the internationalization of services. They found that size was significantly and positively correlated to internationalization of services firms. Universities are service firms whose pattern of internationalization is influenced by how big or small the universities are. Size influences the number of service consumers and service providers and thus could attract customers and providers from different countries. In another study of manufacturing firms by Colton, Roth and Bearden (2010), it was established that medium sized and large firms find it easier to accept unsolicited foreign orders of goods as opposed to small firms. For universities in Uganda, this could mean students, researchers and academic staff from across the globe coming to join universities in Uganda. Bigger universities would be, for example having enough resources to recruit foreign academic staff, foreign external examiners and engage in international collaborations than smaller universities. Such universities are also likely to be having the facilities to cater for foreign students and funds needed to sustain foreign staff within their ranks. Although it had been hoped that size moderates the relationship between TMTIO and IUs in Uganda, this was found not to be the case - the explanation for this could be that the size of a university in Uganda translates into resources available for internationalization rather than having influence on TMT members' international orientation. Therefore, the assumption that large firms could have resources at their disposal to invest in the internationalization

agenda as espoused by Ngoma (2009) could be true except that the internationalization of the universities in Uganda is not affected by the interaction between TMTIO and the size of the university. This could further mean that as the university size in terms of students increases, this could lead to increase in some of aspects of internationalization for a university such as students demanding to be taught more foreign languages, requiring the universities to train more academic staff abroad or recruit more foreign academic staff, foreign external examiners in order to handle the big numbers and all these could result into international collaborations between Ugandan and foreign universities.

The fact that size was significantly and positively associated with internationalization of universities meant that the bigger the number of students in the university, the more the resources available to such a university because most universities depend on the revenue generated from tuition fees. In addition, government grants to public universities in Uganda are tagged on the number of students that the government is sponsoring but also privately sponsored students contribute to the resources of the university through their tuition. The more resources available to the university, the more it is likely to engage in internationalization. For instance, private universities, which sponsor their staff to study abroad do this with resources generated from tuition fees. This supports RBT by Barney et al. (2011) that associates resources of the firm with its ability to exploit opportunities. Other internationalization activities such as international collaborations are also sustained by the university resources because they involve travel of university officials to look for partnerships and to engage in collaborative activities. Engaging in international research partnerships and consortia also requires resources, which in the absence of funding from donor agencies, are funded with funds generated from tuition.

The findings, therefore, support RBT, which underscores the importance of internal resources of a firm to its ability to exploit opportunities. This study has shown that universities with more students, which translate into more resources, have better capacity to engage in internationalization activities than those universities with fewer students. More students in a university can also be an intangible resource from the perspective of alumni influence; the more students a university has, the more alumni it has in the global community and this translate into a resource when they act as brand ambassadors for their former university, thus increasing the university's visibility and influence globally.

5.6.3 Moderating Effect of Age of the University on the Relationship Between Top Management Team International Orientation and Internationalization of Universities in Uganda

It was hypothesized that age has no significant effect on the relationship between TMTIO and IUs in Uganda. The findings supported the null hypothesis that age has no significant moderating effect on the relationship between TMTIO and IUs in Uganda and in addition, it did not a significant relationship with IUs. The one-way ANOVA also showed that there were no significant differences on how respondents from universities of different ages responded to the items on IUs.

The age of the university has long been associated with both complacence and reputation in terms of making aggressive attempts to engage in internationalization of universities. Ruzzier and Ruzzier (2015) who in a study in Slovenia acknowledged that the age of a firm can have both positive and negative effect on its internationalization. They observed

that whereas older firms have gained experience and have resources to explore international opportunities, they can also be complacent and rigid in exploring foreign markets and with time the level of internationalization could reduce because of complacency and rigidity. Although there is an argument that younger firms are faster and desirous of exploring new and exciting opportunities in the foreign markets than the older firms (Malhotra et al., 2003), Ngoma (2009) did not find any association between a firm's age and its level of internationalization and the findings of that study agree with this study, which was focusing on a single sub sector of university education which has shown that the age of the university has no significant relationship with its internationalization.

The finding that age did not have significant direct or moderating effect on IUs, could be due to the fact that majority of Ugandan universities are relatively age-mates with an exception of one university that has been in existence for a longer time than its contemporaries. For instance, more than 70 percent of the universities studied in Uganda ranged between zero and 21 years and of these, more than a half of them 36.7 percent were between five and 10 years of age. Therefore, this may not show a distinguishing effect of age on the level of IUs, in addition the positive and negative impact of age on a university could bring about a zero sum effect to IUs in Uganda.

5.7 Joint Effect of Top Management Team International Orientation, Internal Environment, Organizational Characteristics and Internationalization of Universities

This study had hypothesized that TMTIO, IE, OC of ownership, size and age had no significant joint effect on IUs in Uganda. The findings have instead shown that TMTIO, IE, and only size of OC had a joint effect on IUs. Griffith and White (2003) had indicated that managers' orientation in particular their skills and competences combined with size had a significant effect on the internationalization. The results of this study confirmed the assumptions of this study that there was a joint effect of TMTIO, OC, IE and IUs in Uganda. The findings supported prior findings of Dictl et al. (1990) who had separately established that TMTIO had significant effect on internationalization but recommended there could be other factors explaining the phenomenon.

Jiang and Carpenter (2013) had also independently argued that a suitable internal environment is necessary for the internationalization of universities, but had put the responsibility of preparing that environment on members of TMT. This assumption can therefore be seen to suffice in which the international orientation of TMT together with an IE characterised by a good organizational structure, management support, appropriate rewards and reinforcement in addition to size of the university influence internationalization of universities in Uganda. For Uganda's universities, the joint effect of top management team international orientation, internal environment and size contributes the greatest influence to internationalization of universities in Uganda compared to individual variables separately.

The findings have therefore, underscored the importance of international skills, international vision and sensitivity to risk as components of TMTIO in influencing internationalization of universities. When members of TMT are skilled in international issues such as communication and networking, they influence the number of international collaborations universities are likely to engage with, it can also influence the number of international bodies that a university would belong and the number of international languages other than English the university can teach. How this is possible, depends on the level of international engagement the top leadership of the university is involved in. Management international vision is likely to result into; research collaborations, sending of staff to study abroad, recruitment of foreign staff and foreign external examiners. This is likely to be the case because TMT is focused on making the university a global university. The size of the university also helps projecting its global image; whether students are local or international, and their number determines resources for infrastructural development but also increases the alumni of the university who according to Mourad, Ennew, & Kortam (2011), act as ambassadors both locally and internationally leading to improved reputation and recognition of the university, thus making it an international brand through the alumni's word of mouth marketing of the university.

5.8 Revised Conceptual Framework

From the findings, a revised conceptual framework as shown in Figure 5.1 below shows the revised relationships. Three variables TMTIO, one organizational characteristic of size and internal environment appear as independent variables each of them having its own individual effect on the dependent variable (IUs). It indicates TMTIO had a significant effect on IUs and of the three organizational characteristics proposed, only

size was found to have a significant effect on IUs in Uganda and IE is shown as having a significant effect on IUs.

Figure 5.1 also shows that TMTIO amongst universities in Ugandan was measured by three constructs managerial international vision, international management skills, and sensitivity to international risk. These were the constructs that were used in measuring TMTIO and for organizational characteristics; it was only size that remained after showing that it had a significant effect on IUs. The IE after factor analysis showed that only three constructs remained organizational structure; management support rewards; and reinforcement. For IUs, the two constructs of scope and degree of internationalization remained after factor analysis.

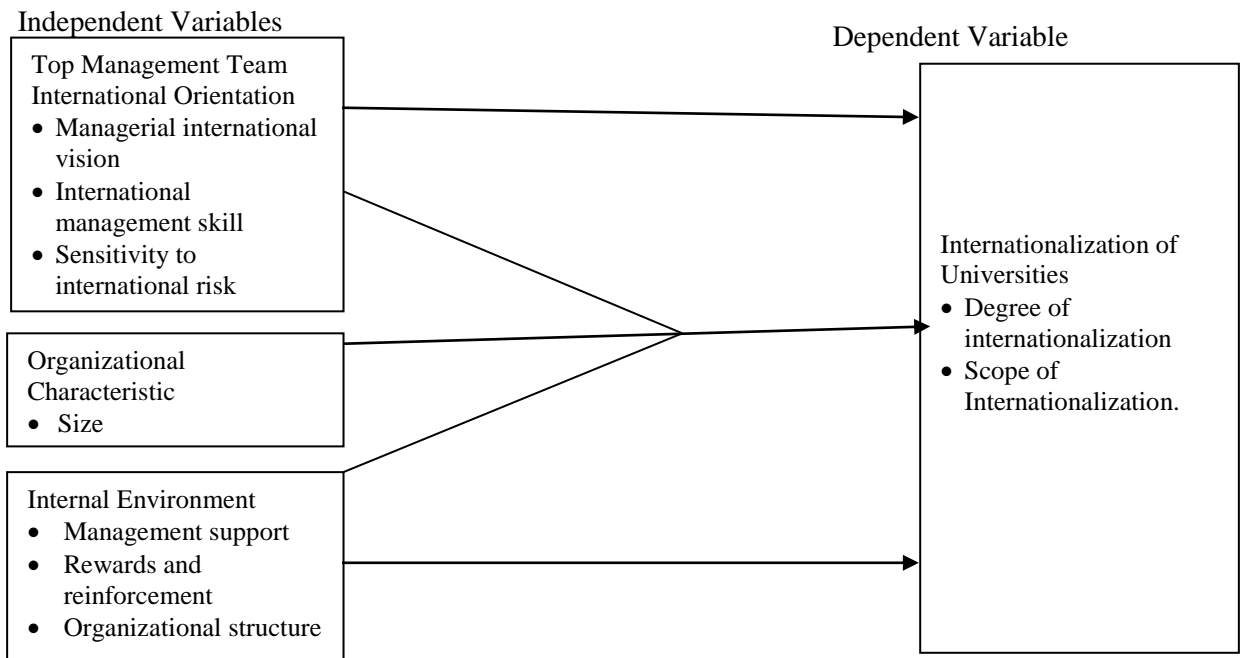


Figure 5.1 Revised Conceptual Framework

5.9 Knowledge Gaps

At the onset of this study, there were gaps of knowledge that this study set out to fill; these gaps were conceptual, contextual and methodological in nature. The findings of this study partly helped in filling these gaps. Where certain gaps still remain, the study recommends future researchers to focus on those unfilled gaps.

5.9.1 Conceptual Gaps

The conceptual gaps were in relation to the variables adopted for this study. This study focused on the effect of TMTIO, IE, and OC on IUs in Uganda. The operationalization of these variables helped to identify constructs that measure these variables in the Ugandan perspective. The TMTIO was measured by three constructs managerial international vision; international management skills; and sensitivity to international risk. The internal environment was also measured by three constructs management support; organizational structure, rewards; and reinforcements. Internationalization of universities was measured by two constructs that is; scope of internationalization; and degree of internationalization. Of the three organizational characteristics that the study had, ownership was measured by categorical measure of whether the university was private or public; age was measured by the number of years the university has been in operation since its inception while size was measured by the number of students enrolled in the university.

The conceptual gap was whether these variables could explain IUs in Uganda. It was established that TMTIO, IE and size offer an explanation for IUs. There were, however no moderating or mediating effects except that each of the three variables had individual effects and that they all shared a joint effect on IUs.

5.9.2 Methodological Gap

Most of the studies that had covered IUs were qualitative, exploratory or conceptual in nature and only a few studies had attempted to offer a quantitative explanation of internationalization of universities. In studies where the quantitative approach has been used, researchers have only studied it by looking at the existence of foreign students in the university as an indicator of internationalization. Existence of international students is not the only way of measuring internationalization of universities. This study has gone on to empirically study other aspects of IUs such as proportion of staff trained abroad, proportion of external examiners, and international collaborations. The study filled this methodological gap by conducting a cross sectional study and collecting primary data from key informants (members of TMT) in universities. The findings of this study could therefore, provide a basis for future quantitative studies on the IUs in Uganda and East Africa at large.

5.9.3 Contextual Gap

Research on IUs had concentrated in the developed countries in particular in the Organization of Economic Cooperation and Development Countries (OECD). In Sub-Saharan Africa, few studies had been done, for example two studies on IUs in East Africa were done in Kenya and Uganda by Jowi et al. (2013) and Itaaga et al. (2013), respectively but these were conceptual and exploratory studies. This study, therefore adds to the few studies in Sub Saharan Africa, which present the developing country perspective of IUs and it fills this contextual gap on the subject of internationalization of universities.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This study sought to establish the influence of top management team international orientation on internationalization of universities, determine the influence of internal environment on the relationship between top management team international orientation and internationalization of universities, establish the effect of organizational characteristics (in particular; ownership, size and age,) on the relationship between top management team international orientation and internationalization of universities, and lastly, establish whether there was a joint effect of Top management team international orientation, internal environment, and organizational characteristics on internationalization of universities in Uganda. In order to achieve these objectives, null hypothesis were tested to establish whether there were significant effects of the independent (TMTIO), mediator (IE) and moderator variables (ownership, size and age) on the dependent variable (IUs) in Uganda. This chapter presents the summary, conclusion, recommendations and areas for future research. The recommendations will guide policy; practice and future researchers could advance knowledge by filling the unfilled gaps from this study.

6.2 Summary

The findings from this study have shown TMTIO influences IUs through their international management skills, having a global vision of where the university needs to be and by cautiously taking risks related to international activities of the university. The study also showed that international management skills are the most critical aspect of

TMTIO in influencing the level of IUs. The findings further illustrated that IE has a direct effect on IUs. Of the constructs of IE, management support was found to be the most important fact in influencing IUs. This was due to the fact that when top management renders support to its staffs, they are able to explore and engage in several international activities such as study abroad, collaborations with other universities and organizations including participating in collaborative research that result into co-authorship of publications. However, TMTIO does not influence IUs through IE implying that the mediation effect was non-significant. Ownership and age of the university showed no significant effect on internationalization of universities; however size showed a significant effect on IUs except that this effect was a direct effect rather than moderating the relationship between TMTIO and internationalization of universities.

Finally, the results indicated that TMTIO, IE and size have a significant joint effect on IUs. These findings imply that a combination of TMTIO, IE and size of the university helps in explaining the internationalization trends of Ugandan universities. It also meant that universities cannot focus on improving TMTIO of their top managers while ignoring IE prevailing within the universities and the number of students enrolled. There is, therefore a need for multi-throng approach that would aim at improving the international orientation of TMT, while improving internal conditions of the universities and aiming at attracting more students. When top management is committed to internationalization of the university, it would finance staff to go for further studies abroad, this staff would create linkages between their universities and foreign universities, resulting in international collaboration and the encouragement of the universities to teach foreign

languages to their students. The more students the university has, the greater the pool of those interested in studying foreign languages and the more likely that the alumni may act as ambassadors of the university. It means that more students, more alumni and more influence at national, regional and international level. A combination of all these would result into internationalization opportunities for the universities in Uganda

6. 3 Conclusion

Top management team international orientation was manifested in three constructs; international management skills which contributed the highest variance, followed by management international vision and finally sensitivity to risk which contributed the least variance in TMTIO. International management skills included communication and networking skills. The TMTIO individually explained the most variations of IUs. Therefore, universities would benefit more in terms of internationalization if they improved TMTIO of its top management team members, but more emphasis should be put on the international management skills of members of TMT amongst universities in Uganda.

The study showed that improving IE prevailing in Ugandan universities may have positive effect on the internationalization of the university. This in particular includes maintaining a good organizational structure that allows staff to enjoy relative flexibility in their working procedures and promoting employee participation in the decision making process of the university. This participatory approach improves decision making by getting everybody on board thus improving the internationalization of the universities in Uganda. Improving IE would also mean increasing management support to all staff in the

university by providing the necessary psychological and social support to staff in the process of doing their work. In addition, improving the rewards and reinforcements for the staff by encouraging them to pursue their career aspirations within and outside the university, and rewarding those that excel in their areas of responsibility would improve the international standing of the university.

The internal environment had also not been explored in internationalization studies and scholars have previously studied the complexity, dynamism and rivalry prevailing in the external environment that in most cases are uncontrollable at firm level. This study focused on the IE, which to a larger extent can be controlled at the university level. This means that by managing IE in terms of organizational structure, rewards and reinforcements and management support, management in universities can influence the international performance of the universities.

The internationalization of universities in Uganda also manifests in two dimensions of degree and scope of internationalization. The degree of internationalization represents the intensity of international activities that the university is involved in. This intensity can be explained by the proportion of staff trained from abroad, the proportion of research publications co-authored between the staff in Uganda's universities and researchers from outside Uganda, and the proportion of external examiners in Ugandan universities who are foreigners. Scope of internationalization could represent how far and wide the university is involved in a number of internationalization activities such as collaborations, international bodies and number of foreign languages taught. Scope of internationalization explained more variance in IUs than degree of internationalization.

This study showed that internationalization of universities in Uganda is explained by several factors, which are; TMTIO, IE, and size of the university. Singularly, TMTIO explained the highest variations in IUs, followed by IE and then size of the university. However, the combination of TMTIO, size and IE explained more of the variations in IUs than any individual variable. The study also showed that there could be other variables explaining the phenomenon of IUs in Uganda, except that these variables were not considered in this study. Improving TMTIO amongst members of TMT in Ugandan universities could improve IUs in Uganda by improving the international management skills of the members of TMT, encouraging them to be the vision bearers of the internationalization agenda of the universities, and also challenging them to appreciate that internationalization requires some risk taking behaviour in a cautious manner.

The traditional theories of internationalization focuses on the manufacturing sector, ignoring the service sector particularly the higher education subsector. This study explained the internationalization in this sector from UET, RBT and the stages theory of internationalization. The results have shown that IUs in Uganda can be explained by these three theories. Following UET, this study demonstrated that TMTIO has a positive effect on IUs. Aspects of TMT have always been associated with strategic outcomes of the firms and internationalization is a strategic outcome in universities.

Using RBT, the study demonstrated that VRIN resources of the universities can explain their internationalization. The TMTIO can be considered as an intangible resource and so are some of the constructs of IE such as the organisational structure, rewards, and reinforcements within a particular university. They uniquely exist in individual

universities and can, therefore influence a university's ability to exploit internationalization opportunities. The size of the university in respect to the number of students can be a valuable resource that universities can tap into to their advantage by mobilizing finances that can enable universities to engage in internationalization activities.

6.4 Recommendations

This study makes a number of recommendations based on the results that are both managerial, and policy. Managerial recommendations relate to what needs to be done at the management level of the universities while policy recommendations focus on what policy makers in Uganda need to do in light of the findings and results of this study. Both management and policy makers have a role to play in IUs in Uganda.

6.4.1 Managerial Recommendations

Top management should desire to acquire international management skills that would enable them to engage in activities and programmes that can help internationalize the universities' research, graduates, and service for the benefit of all who seek education services from universities in Uganda. This is because without international management skills, managers would not commit to internationalization activities. The skills needed include, but are not limited to networking skills and communication skills. These skills would enable top management to engage their international partners as they build collaborative relationships. Networking skills would help university managers to build relationships with other foreign universities, international support organizations and foreign associations that are interested in education partnerships. International communication skills will help to sustain such relationships and collaborations.

Top managers in universities in Uganda need to put more effort in communicating the international vision of the universities to staff in order to spur everyone to the internationalization agenda of the university. Communicating the international vision of the university helps in rallying all employees of the university to be attuned to the internationalization cause and supporting it for the good of the university. Improving the international status of a university projects its good image and enhances its brand equity, which can be leveraged on for further growth and development of the university.

Management should endeavour to improve on the support that it gives to all employees in the university. The social and psychological support would enable staff to be actively and engaged in activities that would help universities to internationalize. Social and psychological support would be necessary for individual employees to feel comfortable to engage in some form of international activities. Activities such as conducting international research require social and psychological support because of the challenges involved in getting the right research partners to conduct researches with.

Top management in the university needs to invest in international staff development programmes such as sending their staff to train abroad to enable them experience the international environment. This can also act as an avenue for establishing international collaborations with foreign universities where their staff go to study and other partnering international organizations. It can also act as an avenue for recruiting international students into the university

6.4.2 Policy Recommendations

Rewards and reinforcements were found to be an important factor in the internal environment; rewards in public universities are largely a policy issue and require government intervention to provide better reward packages for the employees, in particular academic staff. In private universities, the university councils and the university promoters are responsible for determining their remuneration. Rewards do not have to be pecuniary in nature; they can take different forms that would motivate the university employees to engage in international activities. Universities should implement mechanisms of encouraging employees to participate in internationalization activities and recognizing those who contribute to the internationalization agenda of the universities.

The Ministry of Education and Sports in Uganda needs to appropriate resources for the internationalization programmes of the universities. In Ugandan universities, resources are needed for rewarding and facilitating staff engaged in international programmes, training staff abroad, supporting international collaboration networks and for deliberate recruitment of international staff and students. Also, Government of Uganda may need to avail resources needed in training TMT members in skills relating to IUs such as international networking and communication skills to enable them comfortably engage in internationalization activities.

There should be policies on how universities can engage in international collaborations since internationalization can manifest in form of international collaborations. Collaborations require resources to sustain and resources ought to be allocated

appropriately to take care of such arrangements. Opening universities in Uganda to internationalization would help in the achievement of Sustainable Development Goal (SDG) number four of achieving quality education. When students and staff are able to move to different countries to acquire education or experience, and there is international collaboration amongst students, staff and universities in different countries, there is cross-breeding of ideas, teaching methods and systems which would help to improve the overall quality of education in Uganda.

The National Council for Higher Education needs to develop internationalization parameters while assessing the performance of universities in Uganda. The quality assurance and management manuals of NCHE may need to consider internationalization elements in assessing the quality of the universities in Uganda. This may bring issues of Internationalization of universities to the fore of policy makers and management of universities and will motivate TMT members to aggressively pursue Internationalization of universities.

The service sector is the major contributor to Gross Domestic Product (GDP) for Uganda and the education sub-sector together with other sectors such as tourism, telecommunication have been earmarked as areas of policy emphasis in the development of the Ugandan economy. Universities in Uganda form part of the nexus for the generation of foreign exchange by attracting foreign students to study in Uganda. Policy makers in Uganda therefore, should put more emphasis on the promotion of Uganda's university education in order to attract more foreign students into the country.

6.5 Limitations of the Study

The findings, conclusion and recommendations of this study should be understood with the hindsight of the philosophy that guided this study – the positivistic philosophy that seeks the objectively verifiable truth. Bearing this in mind, the results of this study should be understood within the limits of the positivistic philosophy and its shortcomings. The population of universities in Uganda is small and so was the sample for this study. The difficulties of collecting data from members of TMT made even the sample smaller and the study findings are, therefore constrained in this respect.

The joint contribution of top management team international orientation, internal environment and size explained 31.6 percent of the variations in internationalization of universities, meaning that the bigger variations in Internationalization of universities were explained by other factors. This requires future studies to explore and establish the other factors or variables that explain Internationalization of universities in Uganda. The studies would supplement this study and give additional explanation for Internationalization of universities in Uganda.

6.6 Areas Suggested for Future Research

This study focused on Internationalization of universities and did not delve into assessing the strategic plans of universities to establish whether internationalization was included as a strategic option. This study recommends that future studies should look at strategic plans of universities, faculties, schools and departments to establish whether internationalization is included in their short, medium, and long term planning with a view of understanding how internationalization is integrated in the operations of universities.

The study focused on top management team international orientation but did not examine the dynamics existing in TMT; exploring team dynamics within TMT - team cohesiveness and decision making within the team, so as to encourage Internationalization of universities may provide an explanation on the causative effect of TMTIO on internationalization of universities in Uganda. Team dynamics have been found to affect the effectiveness of teams, thus affecting what teams can achieve together.

A comparative study could be done covering EAC countries to assess the levels and dynamics of internationalization of universities within the region. The study could explore the differences in internationalization between public and private universities in EAC countries. In addition, this study was a cross-sectional study—a longitudinal study could be carried out to assess whether Internationalization of universities varies with time depending on the variations in TMTIO, IE and size of the university. Such a study could also assess the impact of internationalization on the performance of the universities in terms of their graduate employability, global ranking and impact of their research on the local and global economies.

REFERENCES

- Ahmad, N. H., Ramayah, T., Wilson, C., & Kummerow, L. (2010). Is entrepreneurial competency and business success relationships contingent upon business environment: A study of Malaysian SMEs. *International Journal of Entrepreneurial Behaviour and Research*, 16 (3), 182-203.
- Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of Studies in International Education*, 11(3/4), 290-305.
- American Psychological Association (2010). *Publication manual for American Psychological Association*. (6thed.) Washington, D.C. American Psychological Association Publication.
- Anastasiadou (2011). Reliability and validity testing of a new scale for measuring attitudes toward learning statistics with technology. *Acta Didactica Napocensia*, 4 (1), 1-7.
- Auden, W. C., Shackman, J. D., & Onken, M. H. (2006). Top management team, international risk management factor and firm performance. *Team Performance Management*, 12 (7/8), 209–224. <https://doi.org/10.1108/13527590610711778>.
- Awino, Z. B. (2013). Top management team diversity, quality decisions and organizational performance in the service industry. *Journal of Management and Strategy*, 4 (1), 113-123.
- Awuah, G., Gebrekidan, D. A., & Osarenkhoe, A. (2011). Interactive (networked) internationalization: The case of Swedish firms. *European Journal of Marketing*, 45 (7/8), 1112-1129.
- Ayoubi, R. M., & Massoud, H. K. (2007). The strategy of internationalization in universities. *International Journal of Educational Management*, 21(4), 329–349.
- Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 17 (1), 99–120.
- Barney, J. B. (2001). Resource-based theories of competitive advantage: A ten year retrospective on the resource-based view. *Journal of Management*, 27, 643–650.
- Barney, J.B., Ketchen, D. J., & Wright, M. (2011). The future of resource based theory: Revitalization or decline. *Journal of Management, Twenty Years of RBT, Special Issue*, 5, 1299-1315.

- Baron, R. M., & Kenny, D. A. (1986). The moderator-mediator variable distinction in social psychology research: Conceptual, strategic and statistical considerations. *Journal of Personality and Social Psychology* 51 (6), 1173-1182.
- Bartell, M. (2012). Internationalization of universities: A university culture-based framework, 45(1), 43–70.
- Bashir, M., Afzal, T. M., & Azeem, M. (2008). Reliability and validity of qualitative and operational research paradigm. *Pakistan Journal of Statistics and Operations Research*, 4(1), 35-45.
- Bategeka, K. L. (2012). *The effect of selected firm factors on the export performance of small and medium manufacturing firms in Uganda*. Unpublished doctoral thesis. University of Nairobi.
- Beck, K., Ilieva, K. B. R., Pullman, A., & Zhang, Z. (2013). New work, old power: inequities within the labor of internationalization. *On the Horizon*, (21)2, 84–95. <http://dx.doi.org/10.1108/10748121311322987>.
- Bedenlier, S., & Zawacki-Richter, O. (2015). Internationalization of higher education and the impacts on academic faculty members. *Research in Comparative and International Education*, 10 (2), 185–201. <https://doi.org/10.1177/1745499915571707>.
- Behyan, M., Mohamad, O., & Omar, A. (2015). Influence of internationalization orientation on export performance: In the perspective of Malaysian manufacturing firms. *Journal of Business & Industrial Marketing*, 30 (1), 420–443. <http://doi.org/10.1108/JBIM-05-2012-0091>.
- Belenzon, S., & Schankerman, M. (2009). University knowledge transfer, private ownership, incentives and local development objectives. *The Journal of Law & Economics*, 52 (1), 111-144.
- Belso-Martínez, J. A., Molina-Morales, F. X., & Mas-Verdu, F. (2011). Clustering and internal resources: moderation and mediation effects. *Journal of Knowledge Management*, 15(5), 738–758. <https://doi.org/10.1108/13673271111174302>.
- Bhardwaj, B. R., & Sushil, J. (2012). Internal environment for corporate entrepreneurship: assessing CEAI model for emerging economies. *Journal of Chinese Entrepreneurship*, 4(1), 70-87.
- Bianchi, C. (2011). Inward internationalization of consumer services. *Journal of Service Marketing* 25 (4), 282-293.
- Bloom, D. E. (2006). *Measuring global educational progress. Educating all children: A global agenda*.

- Breakwell, G. M., & Tytherleigh, M. Y. (2010). University leaders and university performance in the United Kingdom: Is it 'who' leads or where they lead that matters most. *Higher Education*, 60 (5), 491-501.
- Brookes, M., & Becket, N. (2011). Developing global perspectives through international management degrees. *Journal of Studies in International Education* 15 (4), 374-394.
- Brummelen, V. M., & Luppens, M. (2009). Business units and the concept of international orientation. Statistics Netherlands. Retrieved from www.oecd.org/sdd/business-stats/41691167.pdf.
- Bryman, A. (2004). *Social research methods* (2nd ed.). New York, Oxford University Press.
- Caligiuri, P., Lazarova, M., & Zehetbauer, S. (2004). Top managers' national diversity and boundary spanning: Attitudinal indicators of a firm's internationalization. *Journal of Management Development*, 23 (9), 848-859.
- Camelo, C., Fernánde-Alles, M., & Hernánde, A. B. (2010). Strategic consensus, top management teams, and innovation performance. *International Journal of Manpower*, 31(6), 678- 695.
- Canibano, L., & Sanchez, P. (2009). Intangibles in universities: Current challenges for measuring and reporting. *Journal of Human Resources Costing and Accounting*, 13 (2), 93-104.
- Chatterje, D., Grewal, R., & Sambamurthy, V. (2002). Shaping up for e-commerce: Institutional enablers of the organizational assimilation of web technologies. *MIS Quarterly*, 26(2), 65-89.
- Chetty, S., & Campbell-Hunt, C. (2003). Paths to internationalisation among small- to medium-sized firms: A global versus regional approach, *European Journal of Marketing*, 37 (5/6), 796-820, <https://doi.org/10.1108/03090560310465152>.
- Chi, T., & Levitas, E. (2015). Resource complementarity, institutional compatibility, and some ensuing methodological issues in testing the resource-based view. In *Research Methodology in Strategy and Management*, 4, 19–35.
- Cho, E., & Kim, S. (2015). Cronbach's coefficient alpha: Well known but poorly understood. *Organizational Research Methods*, 18 (2), 207–230.
- Colton, D. a, Roth, M. S., & Bearden, W. O. (2010). Drivers of international e-tail Performance: The complexities of orientations and resources. *Journal of International Marketing*, 18 (1), 1–22. <https://doi.org/10.1509/jimk.18.1.1>.

- Costello, A. B., & Osborne, J. (2005). Best practices in exploratory factor analysis: four recommendations for getting the most from your analysis. *Practical Assessment Research & Evaluation*, 10(7), 1-7. Retrieved from: <http://pareonline.net/getvn.asp?v=10&n=7>.
- Creswell, J. W. (2014). *Research designs: Qualitative, quantitative and mixed methods approaches (4th ed.)*. Los Angeles. Sage Publication. Los Angeles.
- Cronbach, L. J. (1951). Coefficient alpha and the internal structure of tests. *Psychometrika*, 6 (3) 297-334.
- Daud, M. N., & Zakaria, H. (2017). Impact of antecedent factors on collaborative technologies usage among academic researchers in Malaysian research universities. *The International Journal of Information and Learning Technology*, 34 (3), 189-209.
- Davcik, N. S. (2014). The use and misuse of structural equation modelling (SEM) in management research: A review and critique. *Journal of Advances in Management Research*, 11(1), 47-81.
- Devinney, T. M., Midgley, D. F., & Venaik, S. (2002). The Optimal performance of the global firm: Formalizing and extending the integration-responsiveness framework. *Organization Science*, 11 (6), 674-695.
- Dichtl, E., Koeglmayr, H. G., & Mueller, S. (1990). International orientation as a precondition for export success. *Journal of International Business Studies*, 21 (1), 23-40.
- Engelbertink, M. (2010). Internationalization of service SMEs: The case of language. *Travel Industry*, 1-70.
- Englis, P. D., & Wakkee, I. (2015). Managerial mindset and the born global firm. *New Technology Based Firms in the New Millennium* 16.
- Field, A. (2009). *Discovering statistics using SPSS*, (3rded.). London, Sage Publishers.
- Freeze, R., & Raschke, R. L. (2007). An Assessment of formative and reflective constructs in IS research. European Conference on Information Systems (ECIS). Association for Information Systems. USA.
- Frost, J. (2015). What is the F-test of overall significance in regression analysis? Retrieved from: <http://blog.minitab.com/blog/adventures-in-statistics-2/what-is-the-f-test-of-overall-significance-in-regression-analysis>.

- Garone, A., & Van de Craen, P. (2017). The role of language skills and internationalization in nursing degree programmes: A literature review. *Nurse Education Today*, 49, 140–144 DOI: <http://dx.doi.org/10.1016/j.nedt.2016.11.012>.
- Garson, D. G. (2015). *Missing value analysis and data imputation*. Statistical Associates Publishing. Asheboro, North Carolina.
- Gastwirth, J. L., Gel, Y. R., & Miao, W. (2009). The impact of Levene's test of equality of variances on statistical theory and practice. *Statistical Science*, 24(3), 343–360. <https://doi.org/10.1214/09-STS301>.
- Golafshani, N. (2003). Understanding reliability and validity in qualitative research. *The Qualitative Report*, 8(4), 597-607 Retrieved from <http://www.nova.edu/ssss/QR/QR8-4/golafshani.pdf>.
- Górska, M. (2013, April 7-14). *Does the Uppsala internationalization model explain the internationalization process of professional business service firms?* Paper presented at CBU International Conference on Integration and Innovation in Science and Education, Prague, Czech Republic. Retrieved from <http://ojs.journals.cz>
- Green, M. (2012). Measuring and assessing internationalization. *NAFSA e-Publications*, 1-12
- Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis*, (7th ed.) Pearson Prentice Hall.
- Hair, J.F., Hult, M.T.G., Ringle, C.M., Sarstedt, M. (2014). *A primer on partial least square structural equation modeling (PLS-SEM)*. Los Angeles, Sage Publication. Los Angeles.
- Hall, J. (2008). Cross-sectional survey design: In P. J. Lavrakas (Ed.), *Encyclopaedia of survey research methods*.
- Hambrick, D. C., & Mason, P. (1984). Upper echelons: The organization as a reflection of its top managers. *Academy of Management Review*, 9 (2), 193-206.
- Hambrick, D. C., Humphrey, S., & Gupta, A. (2015). Structural interdependences within top management teams: A key moderator to upper echelons predictions. *Strategic Management Journal*, 36, 449-461.
- Hambrick, D.C. (2005). Upper echelons theory: Origins, twists and turns, and lessons learnt. In K.G. Smith and M. A. Hitt (Eds.), *Great minds in management: The process of theory development*, (pp. 109-127). Oxford: United Kingdom.
- Hambrick, D. C. (2007). Editor's forum: The upper echelons theory: An update. *Academy of Management Review*, 334-343.

- Hanson, L. (2010). Global citizenship, global health, and the internationalization of curriculum: A study of transformational potential. *Journal of Studies in International Education*, 14 (1), 70-88.
- Hattke, F., & Blaschke, S. (2015). Striving for excellence: The role of top management team diversity in universities. *Team Performance Management: An International Journal*, 21 (3/4), 121–138.
- Hawawini, G. (2011). The internationalization of higher education institutions: A critical review and a radical proposal, INSEAD Faculty & Research Working Paper. <http://www.insead.edu/facultyresearch/research/doc.cfmid=48726>.
- Hayes, A. F. (2013). *Introduction to mediation, moderation and conditional process analysis: A regression based approach*. New York, The Guilford Press.
- Healy, M., & Perry, C. (2000). Comprehensive criteria to judge validity and reliability of qualitative research within the realism paradigm. *Qualitative Market Research: An International Journal*, 3(3), 118-126.
- Hoare, C. (1995). A holistic management system. *The TQM Magazine*, 7 (4), 57-61, <https://doi.org/10.1108/09544789510092773>.
- Holden, M. T., & Lynch, P. (2004). Choosing the appropriate methodology: Understanding research philosophy. *The Marketing Review*, 4, 397-409.
- Holmbeck, G. N. (1997). Toward terminological, conceptual, and statistical clarity in the study of mediators and moderators: Examples from the child-clinical and pediatric psychology literatures. *Journal of Consulting and Clinical Psychology*, 65, 599–610.
- Holzmüller, H. H., & Kasper, H. (1990). The decision-maker and export activity: A cross-national comparison of the foreign orientation of Austrian managers. *Management International Review*, 30 (3), 217-230.
- Itaaga, N., Musoke, K. M., & Mugagga, M. N. (2013). Internationalization and regionalization of higher education in Uganda: A descriptive analysis. *Global Journal of Human Social Science Linguistics and Education* 3 (2).
- Javalgi, R. G., & Martin, C. L. (2007). Internationalization of services: Identifying the building blocks for future research. *Journal of Service Marketing*, 21 (6), 391–397.
- Javalgi, R. G., Griffith, D. A., & White, D. S. (2003). An empirical examination of factors influencing the internationalization of service firms. *Journal of Service Marketing*, 17 (2), 185-201.

- Jiang, N., & Carpenter, V. (2013). A case study of issues of strategy implementation in internationalization of higher education, *International Journal of Educational Management*, 27 (1), 4-18.
- Johanson, J., & Vahlne, J. (1977). The Internationalization process of the firm: A model of knowledge development and increasing foreign market commitments. *Journal of International Business Studies*, 8 (1), 23-32.
- Johanson, J., & Vahlne, J. (2006). Commitment and opportunity development in the internationalization process: A note on the Uppsala internationalization process model. *Management International Review*, 46 (2), 165-178.
- Johanson, J., & Vahlne, J. (2009). The internationalization process of the firm: The revisited model. *Journal of International Business Studies*, 40, 1563–1580.
- Jose, P. E. (2013). *Doing statistical mediation and moderation*. New York, The Guilford Press New York.
- Jowi, J. O. (2012). Internationalization of higher education in Africa: Developments, emerging trends, issues and policy implications. *Higher Education Policy*, 22, 263–281.
- Jowi, J., O., Knight J., & Schoole, C. (2013). Internationalization of African higher education: Status, challenges and issues. *Global Perspectives on higher education*, 6. Rotterdam, Sense Publishers.
- Jurevicius, O. (2013). Resource based view: What makes your business unique? Retrieved from <https://www.strategicmanagementinsight.com/topics/resource-based-view.html>.
- Kagaari, J, K. R. (2011). Performance management practices and managed performance: the moderating influence of organizational culture and climate in public universities in Uganda. *Measuring Business Excellence*, 15 (4), 36–49.
- Kagaari, J. K. R., Munene, J. C., & Ntayi, J. M. (2010). Performance management practices, information and communication technology (ICT) adoption and managed performance. *Quality Assurance in Education*, 18 (2), 106–125.
- Karimi, A., Malekmohadi, I., Daryani, M. A., & Rezvanfar, A. (2011). A conceptual model of intrapreneurship in the Iranian agricultural extension organization, implications for HRD. *Journal of European Industrial Training*, 35 (7), 632–657.
- Karuhanga, B. N. (2015). Evaluating implementation of strategic performance management practices in universities in Uganda. *Measuring Business Excellence*, 19 (2), 42– 56.

- Kasozi, A. B. K. (n.d.). Rethinking of our education system: Part 1. Higher education project.
- Kauer, D., PrinzessinzuWaldeck, T. C., & Schäffer, U. (2007). Effects of top management team characteristics on strategic decision making. *Management Decision*, 45 (6), 942–967.
- Keith, T. M. (2015). *Multiple regression and beyond. An introduction to multiple regression and structural equation modelling* (2nd ed.) New York Routledge.
- Kerlinger, F. N., & Lee, H. B. (2000). *Foundations of behavioral research* (4th ed.). Wadsworth, Thomson Learning.
- Kim, T. K. (2015). T test as a parametric statistic. *Korean Journal of Anesthesiology*, 68 (6), 540-546, <http://dx.doi.org/10.4097/kjae.2015.68.6.540>.
- Kingkade, T. (2013). Faculty pay survey shows growing gap between public, private colleges. Retrieved from https://www.huffingtonpost.com/2013/04/08/faculty-pay-survey_n_3038924.html.
- Knight, G. A., & Kim, D. (2009). International business competence and the contemporary firm. *Journal of International Business Studies*, 40 (2), 255-273.
- Knight, J. (2005). An internationalization model: responding to new realities and challenges, In H. De Witt., I. C. Jaramillo., J. Gacel-Ávila., J. Knight (eds.) *Higher education in Latin America: International dimension*. Washington, D. C., World Bank.
- Kondakci, Y., & Van de Broeck, H. (2009). Institutional imperatives versus emergent dynamics: A case of study of continuous change in higher education. *High Education*, 58, 439-464.
- Kothari, C.R. (2004). *Research methodology: Methods and techniques*, (2nded.). New Delhi, New Age India.
- Kraaijenbrink, J., Spender, J. C., & Groen, A. J. (2010). The resource-based view: A review and assessment of its critiques. *Journal of Management*, 36 (1), 349-372.
- Kreber, C. (2009). Different perspectives in the internationalization of higher education. *New Directions for Teaching and Learning*, 118, 1-14.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Management*, 30, 607-610.

- Lancaster, S., & Di Milia, L. (2014). Organisational support for employee learning: An employee perspective. *European Journal of Training and Development*, 38(7), 642-657.
- Laukkanen, M. (2003). Exploring academic entrepreneurship: Drivers and tensions of university-based business. *Journal of Small Business and Enterprise Development*, 10 (4), 372–382.
- Lee, A.S. (1991). Integrating positivist and interpretive approaches to organizational research. *Organization Science*, 2(4), 342-365.
- Leiblein, M., J., (2011). What do resource- and capability- based theories propose? *Journal of Management*, 37 (4), 909-932.
- Leitch, C. M., & Harrison, R. T. (1999). A process model for entrepreneurship education and development. *International Journal of Entrepreneurial Behaviour and Research*, 5 (3), 83-109.
- Li, Q., & Zhang, Z. (2010). A theoretical and empirical research on the mediating effect of internal entrepreneurial environment. *Journal of Chinese Entrepreneurship*, 2 (1), 5–18.
- Lin, W., & Cheng, K. (2013). Upper echelon compensation, performance and the rhythm of firm internationalization. *Management Decisions*, 15 (7), 1380-1401.
- Lorkhe, F. T., Franklin, G. M., & Kothari, V. B. (1999). Top management international orientation and small business exporting performance: The moderating roles of export market and industry factors. *Journal of Small Business strategy*, 10(1), 13-24.
- Maitra, S., & Yan, J. (2008). Principle component analysis and partial least squares: Two dimension reduction techniques for regression. *Casualty Actuarial Society*, Discussion Paper Program, 79-90.
- Malhotra, N. K., Agarwal, J., & Ulgado, F. M. (2003). Internationalization and entry modes: A multi-theoretical framework and research propositions. *Journal of International Marketing*, 11 (4), 1-31.
- Mamdani, M. (2009). *Scholars in the marketplace: The dilemmas of neo-liberal reforms at Makerere University 1989-2005*. Fountain Publishers, Kampala.
- Mayer, P., Wilde, M., Dinku, A., Fedrowitz, J., Shitemi, N. L., Wahlers, M., & Ziegele, F. (2014). Challenges for faculty management at African higher education institutions. *International Journal of Educational Research* 2.

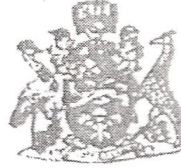
- McDougall, P. P., Shane, S., & Oviatt, B. M. (1994). Explaining the formation of international new ventures: The limits of theories from international business research. *Journal of Business Venturing*, 9, 469-487.
- Michalisin, M. D., Karau, S. J., & Tangpong, C. (2004). Top management team cohesion and superior industry returns. An empirical study of the resource-based view. *Group & Organization Management*, 29 (1), 125-140.
- Morris, B. J. (2009). Internationalizing the university: Theory, practice, organization and execution. *Journal of Emerging Knowledge on Emerging Markets*, 1, 143-151.
- Mourad, M., Ennew, C., & Kortam, W. (2011). Brand equity in higher education. *Marketing Intelligence & Planning*, 29 (4), 403-420. <https://doi.org/10.1108/02634501111138563>.
- Nandakumar, M. K., Ghobadian, A., & O'Regan, N. (2010). Business-level strategy and performance: The moderating effects of environment and structure. *Management Decision*, 48 (6), 907 – 939.
- Ngoma, M. (2009). *Internationalization of service firms in Uganda*. Unpublished doctoral dissertation. Makerere University, Kampala.
- Opp, R. D., & Gosetti, P. P. (2014). The role of key administrators in internationalizing the community college student experience. *New Directions for Community Colleges*, 165.
- Oppong, S. (2014). Upper echelons theory revisited: The need for a change from causal description to casual explanation. *Management*, (19)2, 169-183.
- Panayides, P. (2013). Coefficient alpha: Interpret with caution. *Europe's Journal of Psychology*, 9 (4), 687-696, DOI:10.5964/ejop.v9i4.653.
- Persinger, E. S., Civi, E., & Vostina, S. W. (2007). The born global entrepreneur in emerging economies. *International Business & Economics Research Journal* (6), 3.
- Pettigrew, T. (2011, March 17). What is a University? (Blog post). Retrieved from <http://www.macleans.ca/education/university/what-is-a-university/>.
- Podsakoff, P. M., MacKenzie, S. B., Lee, J. Y., & Podsakoff, N. P. (2003). Common method biases in behavioral research: A critical review of the literature and recommended remedies. *Journal of Applied Psychology*, 88(5), 879-903.
- Ponterotto, J. (2005). Qualitative research in counselling psychology: A primer on research paradigms and philosophy of science. *Journal of Counselling Psychology*, 52 (2), 126-136.

- Rivas, J. L. (2012). Board versus TMT international experience: A study of joint effects. *Cross Cultural Management*, 19 (4), 546-562.
- Robbins, J. (2008). Toward a theory of the university: Mapping the American research university in space and time. *American Journal of Education*, 114 (2), 243-272.
- Rodrigo, M. M. (2003). Tradition or transformation? An evaluation of ICTs in Metro Manila schools. *Information Technology for Development* 10, 95–122.
- Ruzzier, M., & Ruzzier, M. K. (2015). On the relationship between firm size, resources, age at entry and internationalization: the case of Slovenian SMEs. *Journal of Business Economics and Management*, 16(1), 52-73, DOI: 10.3846/16111699.2012.745812.
- Sarstedt, M., Hair, J. F., Ringle C. M., Thiele, K.O., Gudergan, S. P. (2016). Estimation issues with PLS and CBSEM: Where the bias lies. *Journal of Business Research* 69, 3998–4010.
- Sebaa, A., Wallace, J., & Cornelius, N. (2009). Managerial characteristics, strategy and performance in local government. *Measuring Business Excellence*, 13(4), 12 – 21.
- Second National Development Plan 2015/16-2019/20 (2015). Uganda Vision 2040: Government of Uganda, Kampala.
- Shah, M., & Nair, C. S. (2014). Turning the ship around, rethinking strategy development and implementation in universities. *Quality Assurance in Education*, 22(2), 145–157.
- Spencer, S. Y., Adams, C., & Yapa, P.W. S. (2013). The mediating effects of the adoption of an environmental information system on top management's commitment and environmental performance. *Sustainability Accounting, Management and Policy Journal* 4(1), 75–102.
- Suddaby, R., Hardy, C., Huy, Q., Hart, W. D., Whetten, D. A., de Farias, S. A., ... Li, T. (2011). Assessing common methods bias in organizational research. *Academy of Management Review*, 14 (3), 1–10. <https://doi.org/10.1037/a0018082>
- Tadaki, M., & Tremewan, C. (2013). Reimagining internationalization in higher education: International consortia as a transformative space? *Studies in Higher Education*, 38 (3), 367-387.
- Teichler, U. (2004). The changing debate on internationalization of higher education. *Higher Education*, 48, 5-26.

- The National Council for Higher Education (2013). The state of higher education and training in Uganda 2011: A report on higher education delivery and institutions. Kyambogo, Uganda.
- The World Bank (2014). Enterprise surveys: Gender. Retrieved from <http://www.enterprisesurveys.org/>. Washington DC: The World Bank.
- Toshkov, D. (2012). Unit of analysis vs. unit of observation: Observational studies, teaching. Retrieved from <http://re-design.dimiter.eu/?p=253>.
- Thune, T., & Welle-Strand, A. (2005). ICT for and in the internationalization processes: A business school case study. *Higher Education, 50*, 593–611.
- Universities and Other Higher Institutions Act (2001). Parliament of Uganda, Kampala.
- Van Gyn, G., Schuerholz-Lehr, S., Caws, C., & Preece, A. (2009). Education for world-mindedness: Beyond superficial notions of internationalization. *New Directions for Teaching and Learning, 118*, 25-38.
- Wahlers, M., & Wilde, M. (2011). International deans' course: Competence for higher education management in Africa and Asia. In P. Mayer, M. Wilde, A. Dinku, J. Fedrowitz, N. L. Shitemi, M. Wahlers, & F. Ziegele (Eds.). *Challenges for faculty management at African higher education institutions*.
- Whitley, R. (2012). Transforming universities: National conditions of their varied organizational actorhood. *Minerva, 50* (4) 493-510.
- Williams, R. (2015). Multicollinearity. Retrieved from <https://www3.nd.edu/~rwilliam/>
- World Economic Forum (2014). *The Global Competitiveness Report 2014-2015*. Geneva. World Economic Forum, Switzerland.
- Yamane, T. (1967). *Statistics: An introductory analysis*, (2nd ed.). New York: Harper and Row.
- Yemini, M., Holzmann, V., Fadilla, D., Natur, N., & Stavans, A. (2014). Israeli college students' perceptions of internationalization. *International Studies in Sociology of Education, 24*(3), 304-323, DOI: 10.1080/09620214.2014.950493.
- Zikmund, W. G., Babin, B. J., Carr, J.C., Adhikari, A., & Griffin, M. (2013). *Business research methods*, (8thed.). New Delhi: India Cengage Learning.
- Zohari, T. (2012). *The Uppsala internationalization model and its limitation*. Retrieved from <http://www.digitpro.co.uk/2012/06/21/the-uppsala-internationalization-model-and-its-limitation-in-the-new-era/>.

APPENDICES

Appendix I: Introduction Letter



UNIVERSITY OF NAIROBI COLLEGE OF HUMANITIES & SOCIAL SCIENCES SCHOOL OF BUSINESS

Telephone: 4184160-5 Ext 215
Telegrams: "Varsity" Nairobi
Telex: 22095 Varsity

P.O. Box 30197
Nairobi, KENYA

16th November, 2016

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

INTRODUCTORY LETTER FOR RESEARCH
DENNIS NUWAGABA – REGISTRATION NO. D80/94728/2014

The above named is a registered PhD candidate at the University of Nairobi, School of Business. He is conducting research on *"Top Management Team International Orientation, Internal Environment, Organizational Characteristics and Internationalization of Universities in Uganda"*.

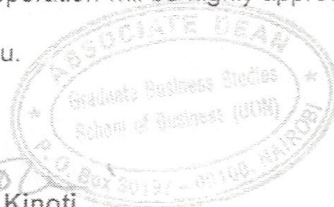
The purpose of this letter is to kindly request you to assist and facilitate the student with necessary data which forms an integral part of the research project. The information and data required is needed for academic purposes only and will be treated in **Strict-Confidence**.

Your co-operation will be highly appreciated.

Thank you.


Dr. Mary Kinoti

Associate Dean, Graduate Business Studies
School Of Business



Appendix II. Questionnaire on the University Profile and its Level of Internationalization

TO BE FILLED BY UNIVERSITY ACADEMIC REGISTRARS

Dear Participant,

I am a PhD Candidate at the University of Nairobi, carrying out a study on *Top Management Team International Orientation, Internal Environment, Organizational Characteristics and Internationalization of Universities in Uganda*.

This questionnaire is designed to collect data on two variables that is; Organizational Characteristics and Internationalization of Universities. The data will be used for academic purposes only and will be treated with utmost confidentiality. I therefore, kindly request you to spare some few minutes of your time and fill this questionnaire as truthfully as possible. Your participation in facilitating this study is highly appreciated.

Dennis Nuwagaba

Tel. +256752 200 800

Section I. Organizational Characteristics

OC1. Name of University _____

OC2. Location of the Main Campus (Tick the region where the University is located.

Central Eastern Western Northern

OC3. How long has the University been in operation (Tick appropriately)

Less than 5 Years

5 -10 Years

11-15 Years

16-20 Years

21 Years and above

OC4. Ownership of the University (Tick appropriately)

Public Private

OC5. Approximately how many students are in the University?

Less than 5,000 students

Between 5,001- 10,000 students

- Between 10,001-15,000 students
- Between 15,001-20,000 students
- Above 20,001 students

Section II. Internationalization of the University

(a) Degree of Internationalization. This measures the extent or intensity of the university's integration of the international dimension in its activities and programmes such as teaching, research and service. Indicate the appropriate proportions as represented in your university.

1 = Less than 1 percent, 2 = 2-3 percent, 3 = 4- 5 percent, 4 = 6-7 percent, 5 = 8 & above percent

CODE	Please indicate the proportion:	1 percent & below	2-3 percent,	4-5 percent,	6-7 percent	8 & above percent
DO1.	Indicate the proportion of international students in this university	1	2	3	4	5
DO2.	Indicate the proportion of your staff trained abroad	1	2	3	4	5
DO3.	Please indicate the proportion of research publication co-authored with international researcher	1	2	3	4	5
DO4.	Please indicate the proportion of international staff within the ranks of your university	1	2	3	4	5
DO5.	Please indicate the proportion of students that undertook international internships in the last academic year	1	2	3	4	5
DO6	Please indicate the proportion of external examiners from outside Uganda.	1	2	3	4	5
DO7	Please indicate the proportion of funding for the university that comes from outside Uganda	1	2	3	4	5

(b). Scope of Internationalization

CODE	For this part please indicate the range of the number of the following:	None	1-3	4-6	7-9	10 and more
FO1.	The number of international collaborations the university is engaged in	1	2	3	4	5
FO2.	The number of foreign languages other than English that are taught in the university	1	2	3	4	5
FO3.	The number of foreign campuses/centres/liaison offices your university is operating	1	2	3	4	5
FO4.	The number of foreign accreditations that your university has received	1	2	3	4	5
FO5.	The number of foreign study exchange programmes run by the university	1	2	3	4	5
FO6.	The number of international bodies/organization to which the university is a member	1	2	3	4	5
FO7	The number of foreign student nationalities that the university serves.	1	2	3	4	5

Thank you for your time

Appendix III: Questionnaire on Top Management Team International Orientation and Internal Environment

TO BE FILLED BY TOP MANAGEMENT TEAM MEMBERS

Dear Participant,

I am a doctoral Candidate at the University of Nairobi, carrying out a study on *Top Management Team International Orientation, Internal Environment, Organizational Characteristics and Internationalization of Universities in Uganda*.

This questionnaire is designed to collect data on two variables that is; Top Management Team International Orientation and Internal Environment from universities. The data will be used for academic purposes only and will be treated with utmost confidentiality. Your participation in this study is purely voluntary. I, therefore, kindly request you to spare some few minutes of your time and fill this questionnaire as truthfully as possible. Your participation in facilitating this study is highly appreciated.

Dennis Nuwagaba

Tel. +256 752 200800

Section I Respondent's Profile

RP1. Gender: Male Female

RP2. Management Position held in the University

- a. Vice Chancellor
- b. Deputy Vice Chancellor
- c. Academic Registrar
- d. University Secretary
- e. Director
- f. Dean of Faculty/ school/College
- g. Head of Department
- h. Others, please specify

RP3. Number of Years you have worked with the University

- Less than 5
- 5-10 years
- 11- 15 years
- 16- 20 years
- 21 years and above

RP4.Level of Education

- Degree/Bachelors
- Masters
- PHD

RP5.Please indicate at least one area where you have worked, before working in the university

- Industry
- Non-Government organization
- Civil Service

- Academics
- Private consultancy
- Any other, please specify.....

Section II :Top Management Team International Orientation

Top Management Team International Orientation in this section means how top managers in the university view the university’s operations, their commitment to international activities, their risk tolerance of the foreign operations and their commitment to international activities and programmes in the university.

Please indicate your level agreement with the following statements below by ticking

1 – Strongly disagree, 2 – Disagree, 3 – Neither agree or disagree, 4 – Agree, 5 – Strongly agree

Management International Vision						
MV1.	Top management tends to see the world instead of just Uganda as the university’s area of operation	1	2	3	4	5
MV2.	Top management continuously communicates its mission to succeed in international activities to the employees of the university	1	2	3	4	5
MV3	Top management looks out for opportunities beyond Uganda’s borders	1	2	3	4	5
MV4	Top management aspires for the international image of the university	1	2	3	4	5
MV5	Top management usually communicates its vision of making the university international	1	2	3	4	5
MV6	Top management desires that the university excels at the international level	1	2	3	4	5
Managerial international commitment						
MC1	Members of the top management team consider the international perspective of education as ideal for the future career development of the students in the university.	1	2	3	4	5
MC2	Members of the top management team consider the international perspective as important for staff in executing their duties of teaching, research and publication	1	2	3	4	5
MC3	Members of the top management team are committed to upholding an international image of the university	1	2	3	4	5
MC4	The prevailing top management’s collective value system is conducive to actively explore international opportunities	1	2	3	4	5
MC5	Management is always willing to commit resources to international activities	1	2	3	4	5
MC6	Top management puts enough personal effort in promoting international activities of the university	1	2	3	4	5
International Management Skills						
IMS1	Members of the top management team have international planning skills that enable them to venture into international activities	1	2	3	4	5
IMS2	Members of the top management team have knowledge in managing international activities	1	2	3	4	5
IMS3	Members of the top management team have marketing skills	1	2	3	4	5

	of promoting the university internationally					
IMS4	Members of the top management have international networking skills	1	2	3	4	5
IMS5	Members of the top management team have international communication skills	1	2	3	4	5
IMS6	Members of the top management team have international negotiating skills	1	2	3	4	5
	Sensitivity to international risk					
SR1	Top management is open to international opportunities.	1	2	3	4	5
SR2	When confronted with international decision making situations, top managers typically adopt a cautious “wait and see’ posture in order to minimize chances of making mistakes	1	2	3	4	5
SR3	Top management is willing to tolerate some level of uncertainty to make the university’s programmes succeed in the international market	1	2	3	4	5
SR4	Members of the top management team are confident and engage in international activities with ease	1	2	3	4	5
SR5	In risky situations, top managers solicit for information	1	2	3	4	5
SR6	Managers always have great readiness to assume risks	1	2	3	4	5

Section III Internal Environment

The Internal Environment means conditions within the University that facilitate interaction, make it easy for management to be innovative, creative and take moderate risk without fear of the repercussions. The factors include support structures, rewards and reinforcements with the university, organizational structure and communication processes.

In this section, please indicate the extent to which you agree with the following statements as a reflection of the internal environment in your University.

1 – Strongly disagree, 2 – Disagree, 3 – Neither agree or disagree, 4 – Agree, 5 – Strongly agree

	Management Support					
MS1	Management leads by example to the rest of staff in executing their duties	1	2	3	4	5
MS2	Management provides the necessary social support for employees to do their work	1	2	3	4	5
MS3	Management provides the necessary psychological support to all staff	1	2	3	4	5
MS4	Management provides the necessary moral support to all staff in the university	1	2	3	4	5
MS5	Management is effective in delivering their responsibilities.	1	2	3	4	5
MS6	Management is good at developing people to achieve their full potential	1	2	3	4	5
MS7	Management delivers well on its promises to staff at all times	1	2	3	4	5
	Organizational Structure					
OS1.	In the university, there is a mechanism of supporting innovative ideas	1	2	3	4	5
OS2.	In this university, staff enjoy relatively flexible working	1	2	3	4	5

	procedures					
OS3.	The university structure allows staff relative freedom to engage in a variety of activities	1	2	3	4	5
OS4	The university promotes employee participation in decision making	1	2	3	4	5
OS5	The university promotes information sharing as an organizational value	1	2	3	4	5
OS6.	The university structure allows employees to interact with one another in the process of performing their jobs	1	2	3	4	5
OS7.	In the university, any staff at any level can bring new ideas that can be exploited.	1	2	3	4	5
OS8.	University rules allow students to engage in international activities	1	2	3	4	5
OS9	The university rules allow staff to engage in international activities	1	2	3	4	5
OS10.	In the university there are clear reporting structures	1	2	3	4	5
OS11.	In the university there are clear roles for every employee	1	2	3	4	5
	Rewards and reinforcement					
RR1	Staff are recognized for their contribution to the achievements of the university	1	2	3	4	5
RR2	Staff are encouraged to pursue their career aspirations within and outside the university	1	2	3	4	5
RR3	Staff who excel in their areas of responsibility are rewarded for their achievements for the university	1	2	3	4	5
RR4	Departments/schools/ faculties that excel at their work are recognized.	1	2	3	4	5
RR5	Staffs with innovative ideas are encouraged to further pursue them.	1	2	3	4	5
RR6	Meritorious awards are usually given out to staff who excel in their respective areas	1	2	3	4	5
	Resource availability					
RA1.	The university avails enough funds to staff to engage in a variety of activities	1	2	3	4	5
RA2	The university avails enough funds to students to engage in a variety of activities	1	2	3	4	5
RA3.	The university allocates time to staff to engage in a wide range of activities.	1	2	3	4	5
RA4	The university allocates time to students to engage in a wide range of activities	1	2	3	4	5
RA5.	The University has equipment that allow staff to do their work efficiently	1	2	3	4	5
RA6.	The university provides enough space for its staff to do their work	1	2	3	4	5
RA7.	The university has enough academic staff to perform all the functions of the university at all times	1	2	3	4	5
	ICT usage					
CC1.	In the university, there are open online communication channels for employees to express themselves.	1	2	3	4	5
CC2.	Using technology , information flows freely across all the units of the university	1	2	3	4	5

CC3.	Using technology, information is shared amongst the units of the university	1	2	3	4	5
CC4	The university uses the website to promote its image	1	2	3	4	5
CC5.	The university uses social media such as facebook, twitter, LinkedIn and others to promote its image among its stakeholders	1	2	3	4	5
CC6.	The University uses emails to communicate with its students	1	2	3	4	5
CC7	The university uses electronic learning platforms to facilitate learning of the students	1	2	3	4	5

Please indicate your contact:

Tel...../Email.....

Thank You for Your Time

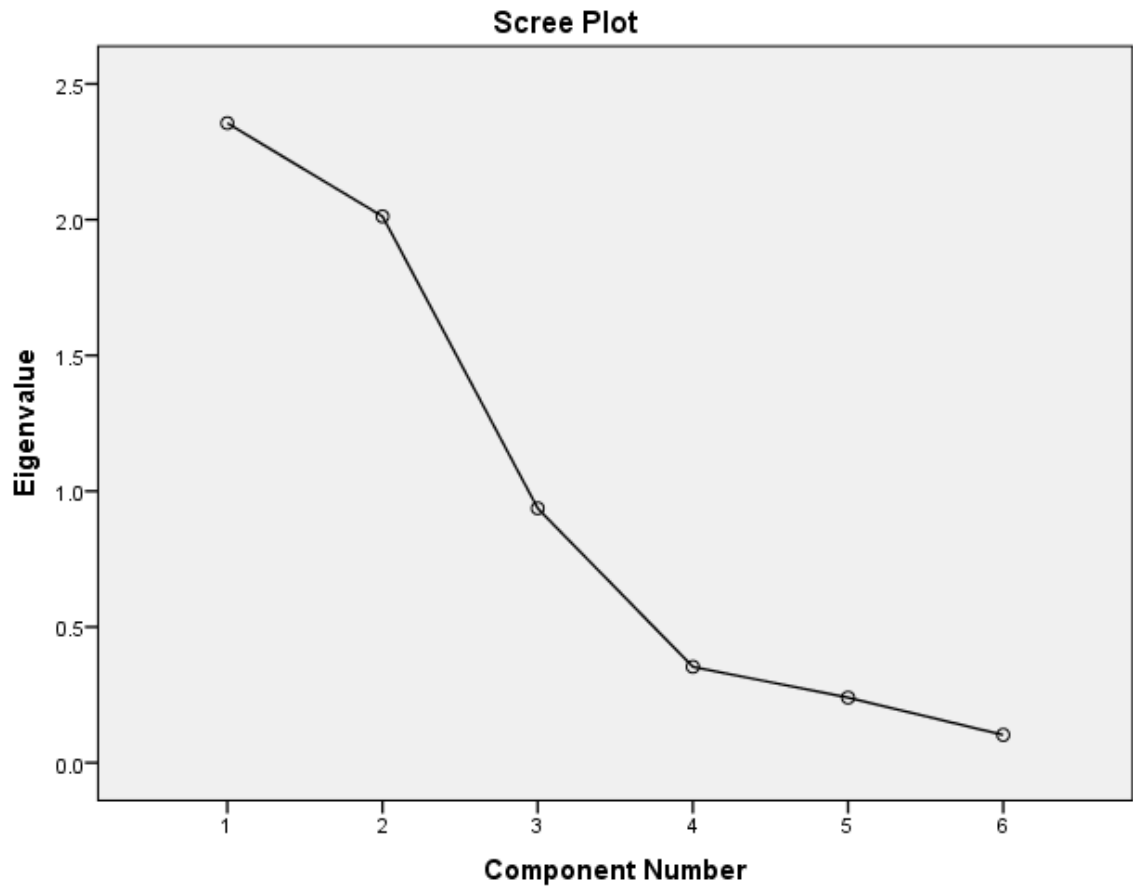
Appendix IV: List of Public and Private Universities in Uganda

No	Public Universities
1	Makerere University
2	Mbarara University of Science and Technology
3	Gulu University
4	Kyambogo University
5	Busitema University
6	Muni University
7	Kabale University
8	Lira University
9	Soroti University
	Private Universities
1.	Islamic University in Uganda
2.	Ndejje University
3.	Uganda Martyrs University
4.	Bugema University
5.	Busoga University
6.	Nkumba University
7.	Uganda Christian University
8.	Kampala University
9.	Kampala International University
10.	Aga Khan University
11	Kumi University
12.	Mountains of the Moon University
13.	African Bible University
14	Uganda Pentecostal University
15	Bishop Stuart University
16	St. Lawrence University
17	Muteesa I Royal University

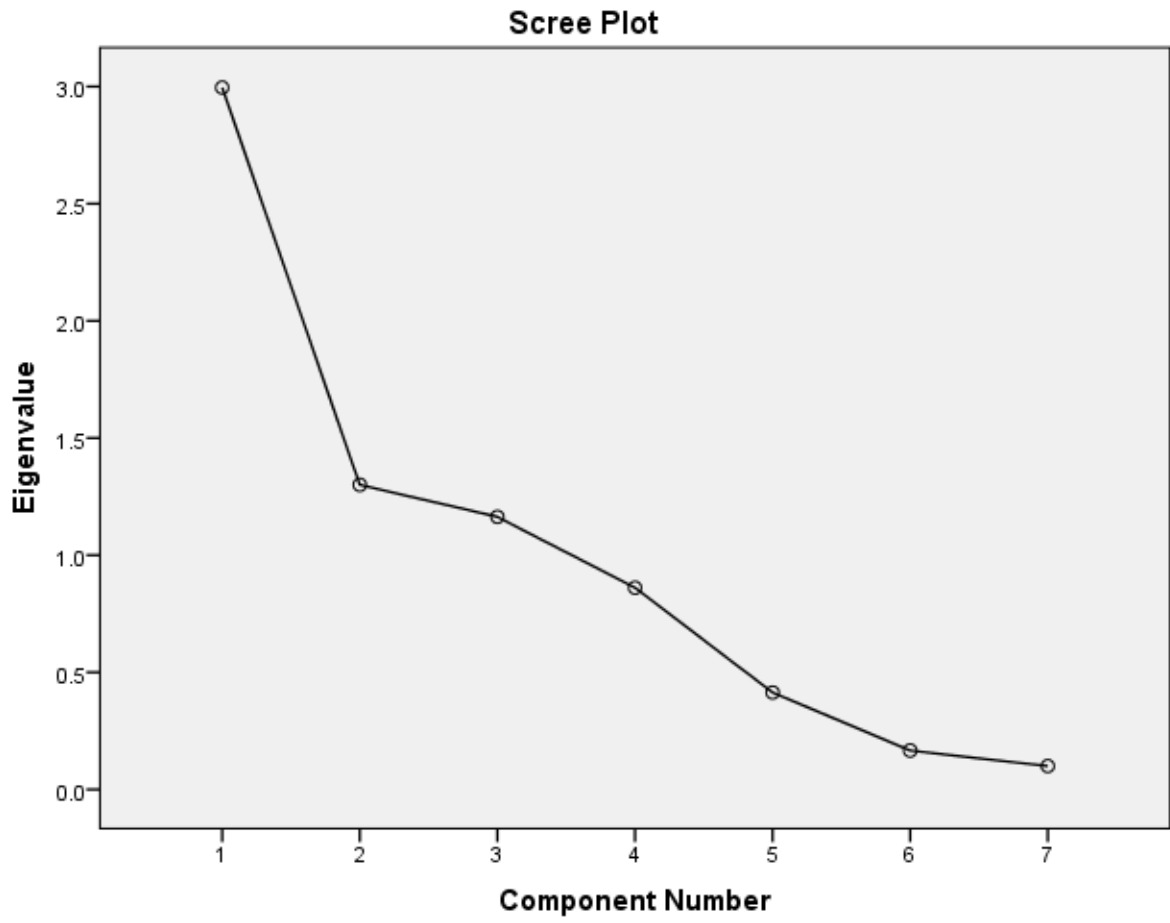
18	All Saints University, Lango
19	International Health Sciences University
20	African Rural University
21	Islamic Call University College
23	Livingstone International University
24	Cavendish University
24	International University of East Africa
25	Victoria University
26	St. Augustine International University
27	Virtual University of Uganda
28	Uganda Technology And Management University (UTAMU)
29	Africa Renewal University
30	Nsaka University
31	Ibanda University

Source: NCHE (2015).

Appendix V: Scree Plot for Internationalization of Universities



Appendix VI: Scree Plot for Top Management Team International Orientation



Appendix VII: Scree Plot for Internal Environment

