Internationalization of universities
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Chapter 2  
Perspectives of University Internationalization

2.1 Introduction

From the review of related documents about university internationalization, the experts agreed that university internationalization was not a new idea since in the history the universities in the beginning era already have the internationalization (considering the components of knowledge, teachers and students which have the internationalization in all dimensions). Knowledge had internationalization which can be transferred with no limitation which differs from the present that some knowledge is not allowed to be taught to the foreign students because for example the benefit of the nations.

Teachers and students traveled from various places and were capable of traveling from one university to the other without any barriers. European scholars in the Middle Ages used Latin as a common scientific language thus the management of the universities in that era had more freedom with almost no control from the government. Then there were changes in politics and religious resulting in the limitation of the mobility of the teachers and students. The universities also were more controlled by the governments and were used as the tools to develop their societies, build their own identities, produce the knowledge and personnel to serve their nations. As the consequences, the universities all over the world were different from each other dramatically in terms of structures, methodologies and the native languages were used as the teaching languages. The university internationalization seemed to diminish until recently since the decade of the 1980s the university internationalization became the interesting topic worldwide. This can be said that the university internationalization in this era conceived from the spark of the European Community and the effects were then transferred to the other locations across the world causing the development of the university internationalization. It was generally accepted that the reasons that the universities had to develop to be more internationalization were the effects of the changes in the politics, economics and societies of the world resulting in the globalization of economy and society. Such changes and the effects can be divided into three categories:

1. Economy and trade development which created the common market and world market. There were more trades among the countries as well as the competitions.

2. Political development, the end of the cold war opened the door for communication between the countries (more freedom).

3. Scientific and technological innovation, especially the telecommunication systems with more convenience and speed brought about the communication among individuals around the world with speed and spectrum (wideness). Current events anywhere in the world would be common knowledge simultaneously thus, no country can exist solely but rather interdependently.

Universities as a unit of the societies, also received the effect of the changes above. Moreover, the universities were perceived as the important institutes which helped develop people and the nations to coexist with the changes of the society of the world. In this era, in order to serve the purpose of the countries, the universities will be developed
towards internationalization which differs from the previous era when the universities were used as the tools to develop the countries and as the results the universities were then developed more towards nationalization. At present, the policies for the university internationalization rise worldwide as the perception of the method to help develop the countries to coexist with the world current situations. However, the goals of university internationalization still differ according to the perspectives of each stake holders (such as governments, institutions, faculties and students). This is still a debatable issue which is one of the causes for this research to study, therefore, the next section will discuss and analyze the concepts of experts about the goals of the university internationalization. Section 3 will discuss and analyze the arguments of the experts about the effects' and/or the consequences of the university internationalization. Section 4 contains the factors which affect the differences in the opinions of individuals about the university internationalization. Section 5 presents the frame of the theories (which were used as the bases of this research) and the hypotheses of this research.

2.2 The goals of university internationalization

Most experts present the concepts about the goals of the university internationalization by analyzing the effects of the changes in economies, politics and societies, then introduce the concepts about what the universities should do in order to produce the graduates or develop the countries to coexist with the changes of the world society in various aspects. Kerr (1991) with different approach, analyzed the historical movement of the university internationalization stating that since the era of the foundation of the universities which already had the internationalization with the goal of serving the learning community but was later intervening by the governments changing the goal to serve the countries. At present there seem to be the trend of changing back to the institutions which serve the learning community once again.

The first section will present the arguments of the university internationalization from the expert in the western world followed by from the eastern world. However, by no means this will represent the experts around the world since the western world contained the majority of experts from the West and the North Europe where as the majority of the eastern world were from the Southeast Asia. The last section belongs to Kerr.

From the International Encyclopedia of Education (1994), global interdependence in the present era caused the need for the internationalizing education for the two main goals. The first (which was idealistic and elusive) was the awareness of the global interdependence for the youths with better attitudes to each other. This resulted in the international solidarity, rejection of racial prejudices and understanding of other cultures. The second goal (which was rather tangible and pragmatic) was to create the skill and the ability of the young people to be ready to function in an international setting, such as mastery of foreign languages, knowledge and insights into foreign cultures, and the history and geography of the other nations. This goal stressed on the preparations for the youths and centred around the students.

Sweden had started the policies and activities about the university internationalization for quite sometime and set the goals of the internationalization by the emphasis on the students. The Swedish Commission on Internationalization of Higher Education had set the goals of the internationalization by dividing into general and specific as follows (cited in Husen and Postlethwaite, 1994: 2975):
The general goals stated were:

(a) Awareness of global interdependence and the importance of international understanding.

(b) The promotion of international solidarity as expressed in the efforts and resources devoted to financial and other assistance to developing countries.

(c) Acceptance of the Western pluralistic value orientation, and tolerance toward ambiguity.

The more specific and pragmatic goals were:

(a) Employability on the international labour market, including international, intergovernmental organizations.

(b) Orientation toward the future.

(c) Specific skills and knowledge necessary in order to function in an international context, such as language skills, knowledge about other cultures, and so on.

For the countries in the West Europe, the greatest single stimulus for internationalization in Europe came from the European Commission, the original main reason being a fear on the part of the Commission that Europe would lose the technical race with the United States and in particular Japan, unless the science and technology were stimulated at the European level (De Wit, 1995:76). Therefore, the internationalization in this region was based on the economic and political criteria at the expense of a broader cultural and academic approach and stressed at Europeanization rather than internationalization. Knight and De Wit (1995:9-14) analyzed the rationales and incentives used for the internationalization of higher education. They said that the rationales and incentives for internationalization were influenced and to large extent constructed by the role and the viewpoint of the various stakeholders: international, national and regional governments; the private sector; institutions; faculties and students. From the analysis, they found that while each of the stakeholder groups has a distinctive perception and a set of priorities with respect to internationalization with substantial overlapped. There is also a potential concurrence as well as conflict between the interests of the different stakeholders. Knight and De Wit divided the rationales for the internationalization into two groups which are:

1. Economic and political rationales.
2. Cultural and educational rationales.

Economic and political rationales are:

(1) An underlying reason about economic growth and investment in the future economy which perceived that the internationalization of education will have a positive effect on technological development and thus on the economic growth.

(2) An argument on the labour market which perceived that the more international the labour market becomes, as a result of the globalization of the economy, the more a graduate has to compete with the people from other countries and the more he or she has to work in an international environment. Thus, the design of education to promote international skills for the graduates is essential.

(3) A reason in terms of the foreign policy which considers the educational cooperation as a form of diplomatic investment in the future political relations.

(4) A reason for financial incentives which perceived that the internationalization activities, such as contract education, recruitment of foreign students and international education advisory services, can be initiated for reasons of the incoming generation.
A reason about the national educational demand because in some countries, the lack of sufficient higher education provision at home has stimulated the mobility of the students and faculty.

Cultural and educational rationales are:

1. A reason about the cultural function of the internationalization which constitutes a nationalist argument by which some countries perceived the internationalization of education should be emphasis on the export of the national, cultural and moral values. This is opposite to the concepts of several other groups, for example, the director of UNESCO, Frederico Mayor who said, "the university is an institution in which the production, transmission and reproduction of a culture meet harmoniously and in which the latter are completed by reflection on the role and the function of culture in the life of nations and individuals".

2. A reason for the purpose of the development of the individual. It is frequently argued that the international academic exchange is more important for the individual's development than for the academic or social reasons. Knight and De Wit said that in Europe, the development of the individual as a reason for the internationalization is placed less at the forefront than in the United States. It is seen more as an added value, less important than the educational advantages of the internationalization.

3. A reason for providing on an international dimension to the researches and teaching. This is because of in terms of the academic study, an international approach attempts to avoid parochialism in scholarship, research, and to stimulate the critical thinking and inquiry about the complexity of the issues and interests that bear on the relations among nations, regional and the interest groups.

4. A reason for the institution-building whose arguments are that internationalization can strengthen the core structures and activities of an institution, and may enable the initiatives to be taken that would not otherwise be possible on the basis of local resources' and/or expertise.

5. A reason for the improvement of the quality of the education and research. Since the quality assurance of the education and research is receiving more and more attention, and assessment of the international activities are becoming widely accepted.

Besides, there were also the arguments from the others such as Seidel (1991:289) who said that the internationalization of higher education needs to be seen in relation to the dual roles of the modern university, as a regional as well as an international institution. Its scientific achievements should be competitive internationally, while its students need to be able to compete in the national as well as international labour markets. Scott (1994:71) gaining experience from the Ramapo College of New Jersey, the United States, stated that the imperatives for global education were: economic competitiveness; environmental interdependence; the increasing ethnic religious diversity of towns and schools; the fact that many of the citizens work for global and foreign owned firms; the fact that even small business must deal issues of international trade, currency, and products; the fact that college graduates likely will be supervised by or will supervise persons of different racial, ethnic, and nationality groups; and national security and peaceful, respectful relations between nations. Therefore, education should prepare students to think and pursue truth on their own and in groups in an increasingly interdependent and multicultural world.

In Canada, three national organizations, the Canadian Bureau for International Education (CBIE), the Association of Universities and Colleges of Canada (AUCC) and
the Association of Canadian Community Colleges (ACCC), have identified internationalization as an issue of critical importance. Each association has recognized the necessity for Canadian universities and colleges to integrate an international dimension into curriculum and research activities in order to produce graduates who are knowledgeable and skilled to work and live in an increasingly interdependent world and to help maintain Canada's economic, scientific and technological competitiveness (Knight, 1995:101).

A measure of the commitment of Australian universities to international issues is that specific mention is made of them by virtually all universities in their mission statements and institutional profiles. Most mission statements and strategic plans refer to international standing or meeting international standards of scholarship, teaching and research. About one-third refer to an international focus, or to international in addition to regional and national constituencies. In some mission statements, there is reference to providing an international perspective for staff and students and producing graduates who are highly employable nationally and internationally. Several of the mission statements refer explicitly to international students: attracting international students; and the development of an international campus community (Back and Davis, 1995:128-129).

In contrast, at a meeting of university leaders from Asian and Pacific Rim countries, the executive director of an association of Southeast Asian universities asserted that Americans are interested in international education for reasons of economic competition, and that Asians are interested in international education for reasons of mutual respect and cooperation (Scott, 1994:72). By which Scott accepted that while the assertion may be overstated, there is some truth to it. Most American educators seem to advocate international education for career and other self-serving reasons. And they endorse multicultural education as a palliative, not because it has something important to say.

This argument gave rise to the question whether the concept or the perception about the internationalization of the Asians differs from the Americans and the other regions such as Europeans are true. Therefore, the next paragraphs will discuss the concepts of other Southeast Asian experts.

A Thai former prime minister, Anand Panyarachun, stated that the role of education in a changing global economy and society played a vital role in shaping society, education must continuously respond to the changes taking place around us: the end of the Cold War, improved information and transportation flows, and the increasing integration of the world economy. All these developments have radically changed the way we look at the world, and education must equip us with new tools with which to approach this increasingly challenging environment. He stressed that the traditional role of education in helping the country develops must not be overlooked. Successful economic development rests on the development of each person to their fullest intellectual and moral ability. Promoting development means promoting responsibility. This was the more traditional, and time-tested, role of education in development. Education played a critical role in creating not only personal, but social maturity. He gave an example of this increased consciousness that was looking at how industrialization and the economic development process could be truly useful and productive for all members of the society. With such an awareness, we would be able to address income and regional disparities that often occur along with economic development, and which could prevent the benefits of development from reaching those who needed it most.
Furthermore, true education not only creates awareness of technological possibilities but develops a moral consciousness to control the development of these possibilities. We should never forget to pay attention to developing people into socially responsible citizens with the same intensity we give to developing new technologies. This moral component of education is one of the foundations of the Thai nation and a most valuable asset of traditional methods of education that we must preserve as we expand our horizons to meet the new challenges of the present changing world. In brief, developing the education to meet the changes of the present world above must be built upon these two solid bases: the increased consciousness of responsibility and moral.

At the end, Panyarachun concluded that as the world gets smaller, we must educate people to understand their neighbours and their neighbour's concerns, to be more tolerant cultural understanding and a global perspective comes through awareness of other societies, and universities must increase this awareness (Panyarachun, 1993:4).

The Long-range Plan of Thai Higher Education (1990-2004) also contains the policy issues supporting the internationalization as follows: "Internationalization of Thai higher education should aim at increasing global awareness in all of the university functions. Internationalization should facilitate the increasing roles of the country in the world community, to enhance Thailand's economic competitiveness, and to maintain national image and dignity as the country expands its relationship with other countries". Moreover, the short-range developing plan which now entered the educational development phase eight (1997-2001) with assigned specific policy that within this developing phase eight, Thai higher education will receive more support to be internationalized to create the educational centre at the regional level (Ministry of University Affairs, 1991:51).

At the national seminar topic Internationalization of Thai Higher Education, the president of the Asian Institute of Technology, Alastair M. North, suggested the concept that currently we live in an international world so the education system must have objectives in both national and international levels. Working towards the implications of internationalization of an education system, we must consider the internationalization of the output product - in this case the graduates - judging what skills or capabilities that are essential for graduates. He suggested three essential capabilities which are: first, the graduates must have understood of foreign countries, their histories, their cultures and their mores. They must understand the aspiration and capabilities of their peers in other countries. Second, graduates must be able to communicate with their fellows worldwide - communicate on professional matters and also on a social level. Third, graduates must be able to partner colleagues from other countries in all aspects of professional life from business to politics (North, 1991:115).

In the same seminar, Yoshida Abe described the experience about the internationalization of Japanese higher education which has been processing the exchange programmes of the students and faculty members for some time. He presented the concept that from now on a new approach to the internationalization of higher education is strongly needed, particularly among Asians. The simple idea of the transfer of higher knowledge by study at centres of learning is becoming obsolete, although the main stream is geared at that old idea. Gradually, a new concept of sharing knowledge and learning mutually is being accepted. He concluded that the growing movement of the students and academics among Asian countries will support this contention (Abe, 1991:92).
Natth Bhamarapravati, a former president of Mahidol University, Thailand indicated that Mahidol University had been aware that in order to become internationalized, students needed to understand the nature of internationalization along with the standard of medical sciences. They should be able to function as good citizens of the country, regional and the world. Simultaneously, local problems needed to be determined by means of research in which international agencies could have an active participation. He viewed that western scientific principles could be regarded most beneficial when they were applied and incorporated properly with social sciences and arts to complement the indigenous ways of life.

He pointed out further that with such views in mind, the objectives of the international programmes offered by Mahidol University were to:

- enhance self-directed efforts to improve the quality of research and services of the country by means of international cultures and standards which conformed to the Thai society, and
- seek ways and means which would encourage Thai higher education institutes to learn from other universities and private sector, and to select what best suited their needs (Bhamarapravati, 1991:11).

Furthermore, from the group discussion, the participants suggested the crucial principles to make the internationalization of higher education process possible as follows:

1. The goal of the internationalization of higher education should include the capabilities to compete with other countries while fostering the harmonious atmosphere by having extensive cultural exchange activities.
2. The preservation of the Thai language and culture should be given high priority.
3. Knowledge and favorable attitudes must be incorporated.
4. The importance of basic courses of study should be stressed together with the development of international curriculums at both the undergraduate and graduate levels (Ministry of University Affairs, 1991:123).

Paitoon Sinlarat (1991:13-24) suggested the concepts and directions of the internationalization of universities that for the present world and the world in the next era there should be the concepts and important trend to rectify the past limitations that occur concurrently with the future world which are:

1. The goals of the university internationalization should be based on the goals of the education which accommodate the economic and international political demands. And that will be the starting point of the internationalizations which centre around the cooperation and conception of the world society.
2. Internationalization is to know the others in order to know oneself better at the same time, and to study the others not only for the businesslike or political gain but to develop oneself by looking at the others as one's image in the mirror.
3. University internationalization should be the knowledge exchange process in both directions to rectify the past limitations which the developing countries receive the knowledge, concepts, ideas, beliefs and the way of life from industrial countries whereas the industrial countries pay no interest or actually study the way of life of the developing countries. Transferring such knowledge and ideas turned the internationalization into the tool of colonialism or neocolonialism causing the rise of anti-colonialism.
Internationalization should be created with a large boundary to cover every individual and groups in order to get to the real goal of the internationalization.

Internationalization should be studied continually for a long period of time even though the internationalization in this era may be the consequences of the economic and political developments. But when the internationalization happened in the universities it became a matter of education which needs to be a continual process and should be supported to be continuing without intermission according to the demand of the economic or political group only.

According to the interview with the administrators of the universities in Thailand about their opinions on the internationalization, each administrator presented the concepts of the internationalization which correspond to the philosophy of each institution which consists of similarities and differences as follows (see more details in appendix C):

Every university had the common main purpose of the internationalization - that was to create and transfer technology and knowledge for the development of the country. It was aware of taking a leading role in the internationalization of Thai society. Moreover, each university had different emphasis depending on its history, philosophy and nature.

Chulalongkom University, the oldest university in Thailand, aimed at promoting academic standards to international level. It was to make the university well-known and be accepted by foreign countries especially in the region of Southeast Asia.

The philosophy of Thammasart University was to serve the society, therefore, the policy of internationalization aimed at producing graduates with global perspectives and capabilities to cope with social needs. Thammasart University had changed its roles from a specialized university in social science to a comprehensive university in order to produce graduates in science and technology since Thailand was lack of manpower in this area.

Mahidol University was famous for medical sciences for a long time and the content itself was internationally oriented. It was a centre of medical services for Asian countries and providing assistance for every new Faculty of Medicines in Thailand. Therefore, it aimed at providing services and academic collaboration to every country, mainly to foreigners and Thais who were interested in the international programmes.

Assumption University, a private university which was established by the religious association, was recognized as an international institution from the day of establishment. The emphasis of Assumption University was placed on the tradition of providing education to support a business sector. English was used as the medium of instruction and communication because the English language was the key to acquire knowledge.

The Ministry of University Affairs, the institute responsible for higher education policy in Thailand, proposed that the implementation of internationalization policy should be managed at two levels; regional and global levels. The regional level included Southeast Asia, South Asia, East Asia and Indochina. The global level included North America, Europe, Africa and Australia.

The concepts about the goals of the internationalization of the western and eastern countries as stated above are - in general- not different. The components of the goals are partly abstract or as the International Encyclopedia of Education called idealistic for example, creation of global awareness. The other part is concrete or tangible and pragmatic for example, preparation of skills and abilities to catch up with the scientific
advancement and to satisfy the economic and social changes for the benefit of the individual, country, region and world society, respectively. However, the details may be different slightly for example in the East, in particular Thailand which stressed more on the issue of cultural preservation whereas in Europe stressed on economic.

It can be said that the goals as they appear in text are not different but in practice there may be some difference which is ordering the importance or significance of the weight upon issues, while some are more concerns about the concrete than the abstract whereas the others weigh them equally. The example is that in the East where there are constant arguments that the West weighs more in materialism rather than emotional aspects.

In terms of benefit, some are more concerned or weigh the benefit of their own countries that the benefit or the impacts upon the world society as a whole. Some may view that they should concern about the benefit of the world and their countries simultaneously with equal quantities, not different orders. Some may concern more on economies than the societies and this will create the sense that the goals of the internationalization of each region are different.

By looking at the benefit angle, the goals of the internationalization as stated above can then be divided into two groups or two dimensions which correspond to the concept of Kerr which is the goal for worldwide learning community or for nations' purposes.

Kerr explained the historical movement of the internationalization of universities that Universities are, by nature of their commitment to advancing universal knowledge, essentially international institutions. Therefore, the universities in the beginning era had the goal of serving the worldwide learning community. The university management had total freedom without the control or intervention from the government. The characters of the universities in the era as explain by Kerr are:

The original model, however perfect or imperfect, was the cosmopolitan university, whether in the Greek or Muslim or Catholic or other civilizations, not bound to the single nation state and with the wandering scholar and with places where students from all parts are received. There was one scholarly language; and, in the Muslim and Catholic civilisations, one religion. There was one curriculum. There was one economy in terms of the orbits of commercial transactions. The institutions of higher learning were similar in their structure and ambience, and the wandering scholar could feel at home in any of them. Kerr called the pattern of the universities in that era convergence model of the university which he said the developing duration was about 2,000 years.

Next, there were changes in the religious and politic of the world resulting in the reform of the universities. In this era the universities are more controlled by the government and being used as the tools to produce the personnel to serve the countries, and to create skills and advanced new knowledge in order to develop the economy of the countries. Moreover, the universities are also assigned to establish the national identity which results in the various different model of the universities all over the world.

2.3 The consequences of university internationalization

The consequences of the internationalization are still a debatable issue according to Kerr (1990: 17) who said "It should be noted that, while internationalization or regionalization of higher education has its advantages, it can have its cost as well, particularly in the loss
of diverse heritages". The following will discuss the direct impacts upon the universities and the societies.

The direct consequence to the university that is widely debated is that the internationalization will create the uniformity or diversity of university systems. One argument perceived that the student mobilities will create the same model of the need of the universities because the problems of credit transfer, equivalence of courses, educational qualification and educational systems. If the exchange programmes want the real benefit for the students more than just traveling to the foreign countries of the students, these problems should then be considered. Therefore, this argument perceived that at the very end the university internationalization will bring about a single university model which is opposite to the other argument that perceived that the universities have been developed their own models and identities for a long period of time so the communication in the form of multilateral (meaning not the communication between one university and the other university but among several universities) will create the imitation or duplication of models which will develop into more variety of models rather than the imitation of a single model. This argument believed that the university internationalization will not cause the loss of the beauty of the multifariousness of the universities.

Next is the argument about the language which will be used to communicate between the scholars in the international activities. An argument perceived that any language may be suitable depending on the type of the activity and the involving persons. Another argument believed that English will be more important and essential for the international activities of the universities worldwide (not only for the countries that use English as the national or official language).

Since at present English is geographically used in most countries around the world and also English has become the main language of the knowledge dissemination worldwide. For example, the main internationally circulated journals are in English. A number of textbooks in all scientific fields are published in English. Computer-based networks which have general important functions in transmitting knowledge are also in English. Most international scientific meetings are conducted in English. Therefore, English has become an essential tool to access and contribute to knowledge worldwide.

In practice, most students in the exchange programmes prefer to choose to go to study in the countries which use English. Their main reason is that the need to practice the skill in English. Besides, the host universities in the countries where English is not the national or official languages usually develop more courses in English to attract the foreign students and to solve the problem for the foreign students with the short period of study and cannot master the host university languages. The other aspect is to arm the teachers and students with the wisdom so that they can quickly follow the advancement of the learning science which is mostly in the English media.

For the international activities in the regional level, sometime English may not be essential but for the international level for the current world situation, English is mostly used as the media. Therefore, this argument stated that the university internationalization will turn the English into the common language among the scholars worldwide.

However, language is only the media or the culture by itself is still the unfinished dilemma. One who sees the language as the media views English as the key to contact the outside world; as a tool for technological development; and as a tool to access to knowledge worldwide and nothing more. While one side argued that English is a culture
by itself and accepting the other's language is equivalent to adopting the culture that comes with the language too. Thus, this argument perceived that if English is used for teaching in the universities (here refers to the country where English is not the native language) will affect the nation's language and culture. Consequently, the native language may be corrupted, degraded or even extinct because the teachers and students appreciate and value the English more. This also affects the high school education since the students will pursue their study in the universities and may value English more than their native languages. Moreover, English may become the language of the elite group similar to what happened in the colonialism.

Another social impact is that if the communication is one-way especially between the developing and industrial countries which may create the fear of governing the thought, belief and the way of life. Thus consequence changed the previous way of life and created the cultural protection or the resistance to neocolonialism. However, there is also an argument that if the old culture was firm and righteous, it would never be disappear or ruined which imply that only the improper ones would be developed or reformed.

Another argument which some afraid of the problem about brain-drain which happened in the past. The brain-drain problem from the developing country to the developed country which is the present problem, in addition the new problems arise which is the brain-drain among the developed countries. This is because the scholars prefer to relocate where there are better facilities and better chances or opportunities for advancement. However, looking from another angle, the free flow of the scholars will stimulate the competition to develop the institutions into an even higher standard.

2.4 Factors that affect the opinion about university Internationalization

From the overview of the goals of the university internationalization above, which are the arguments from the experts which, as mentioned earlier, mostly are from the analysis of the impacts of the situation of globalization of economy and society towards the universities. Therefore, it was not different whether from the west or the east but the details and the emphases may differ.

The question is ordinary people which in this research mean the academic staffs and students have the opinions which are similar or different from the experts above. If the current of the internationalization spread worldwide to every individual then everyone should have the same opinion. However, according to Knight and De Wit who said "rationales and incentives for internationalization should differ with respect to the roles and concepts of each group's stakeholder", especially the stakeholders within the different societies which, in this case means the nation societies which have different historical backgrounds, cultures and societies, all of which contribute to the differences in the opinion of the individuals from dissimilar nations.

Beside the fields of study which is always said that have the impact on the individuals within different fields to have different opinion and also result in the different levels of the internationalization of each field. This is because each discipline has different contents, some with international knowledge which can be used worldwide such as sciences and mathematics, some with cultural knowledge which cannot be transferred across the cultures. The methodology of the education may or may not differ from one
discipline to the others. Kerr said that language was another reason why each field of study has different internationalization for some fields such as sciences and mathematics the scholars may understand each other with few words or a brief explanation whereas in the humanity and sociology fields require more explanation for mutual understanding.

This case the researcher asserts that presently several disciplines have been elaborated vastly from the original ones for example, there are more interdisciplinaries. Some subjects with limited cultural knowledge may develop the educational methods into the comparison aspect to the other cultures. Consequently, there will be exchanges in terms of knowledge and understanding between individuals from different cultures. This is to harmonize with the goals of the internationalization in this era. In addition, newer subjects mostly have international character (property) such as computer, and business administration. In conclusion, nowadays the fields of study should not be the barrier for the internationalization anymore.

The experience in the international activities should be another factor that affect the opinion about the internationalization. From the research titled Impact of International Programmes on Staff and Student Mobility and Career Prospects, Bunnt-Kokhuis and Bergmans (1994) found that earlier contacts with internationalization of education have a positive effect on an individual's opinion about studying abroad. Moreover, the research of Dronkers (1993) also supports this case. Dronkers found that the demand of pursuing the study in the English-speaking schools of the pupils in the Netherlands is from the pupils whose families have foreign experiences which are the professional and educational level of the parents, and particularly that of fathers. This indicated that ones who have foreign experiences or the international activities will possess the positive opinion about the internationalization or are more likely to anticipate the international activities than the ones without such experiences.

2.5 Theoretical framework and research hypotheses

As mentioned, the internationalization is the process or method not the end or destination therefore to consider the goal of the internationalization, we should start at the goal of the universities because the goal of the internationalization should correspond with the goal of the universities.

The goal of the universities in the beginning era was to quest for the knowledge. According to Socrates, the meaning of knowledge is "the only one good and is universal in value". Therefore, the goal of the universities in that era was to serve the international learning community, by nature the university has the property of the international institutions. The knowledge according to Bacon also meant "power", thus in the following era the acquired knowledge should be used to mainly benefit the nation. The goal of the universities was then conforming to serve the nations' goals. More universities became the national institutions. At present the universities are forced to develop more into the internationalization, this is because the politic section still perceives the university internationalization as the goal of the nations or to benefit the nations. But Kerr believed that finally the current of the internationalization will reverse the universities towards the original goal similar to the beginning era of the universities which were the institutions that served the international learning community.

Considering Kerr's concept, the goal of the universities is a dilemma with one alternative is to serve the international learning community which in this research called a
universalization dimension, and the other alternative is to serve the nations' goals which in this research called a nationalization dimension. These two dimensions reside on the same scale but with opposite directions. Kerr believed that the current of internationalization which happens today will guide the universities to the goal of universalization dimension, and the scholars in the universities will tend to agree more than the nationalization dimension. This leads to the first hypothesis which is "Academic staffs and students will agree with the goal of the internationalization in the direction of the universalization more than the nationalization dimensions".

The consequences of the internationalization according to the concept of Kerr are that the universities will have the characters similar to the universities in the beginning era which refers to single model, same curriculums and use the same language (English) to communicate among scholars worldwide. Therefore, if the first hypothesis is true then follow the second hypothesis which is "The universities worldwide should have a single model!", and the third hypothesis which are "Studying in the universities should be in English and English will become a common language for the scholars worldwide".

However, from the review of the literature above, there was an argument that the universities of each country have developed their own identities for a long time and also served the goals of each country for long period of time. This created the varieties of universities worldwide which should never be vanishing but the current of the internationalization is unavoidable for the universities. As seen from the opinion about the goals of the internationalization of several individuals above which consist of both the goal to serve the country and the goal for the world society. This brings about the concept that perhaps the relation between the universalization dimension and the nationalization dimension may not lie on the same scale. Accordingly, the alternative hypothesis or fourth hypothesis is that "A universalization dimension and nationalization dimension are the two forces on the different scales".

If the alternatives hypothesis is true, the implication will be that the university internationalization does not mean that the universities should reduce their nationalism. Ones who agree with the universalization dimension may also agree with the nationalization dimension and "the consequence of the internationalization may create a new model which has both uniformity and diversity" (a fifth hypothesis of this research).

For the case that the language which is used to communicate among the scholars worldwide - even by theory - could be any language. In practice, we cannot overlook the influence of the English upon current situation. Therefore, the sixth hypothesis is that "English has high level of relation with the universalization dimension".

The case of the factors which affect the opinion about the university internationalization as discussed in the last section will be based for the seventh hypothesis which is "Academic staff and students should have different opinion". The eighth hypothesis is "Social background of the society that is different should affect the opinion of individual differently".

The variable fields of study which reviewed from the literature indicated that the majority believed that different fields of study caused the different opinion about the internationalization of individuals. But the researcher argues that nowadays the various fields of study have been vastly developed from the originals. Besides, the current of the internationalization in the present affects everyone, therefore, the researcher set the ninth hypothesis that "Different fields of study will not make the individuals think differently".