Students' perception of internationalisation of curriculum design in business faculties: An exploratory study

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Abstract

The globalisation of business and increasing workforce diversity has resulted in an increased effort on preparing graduates with the expertise necessary to effectively perform in a global, competitive business environment. This development has created the need to prepare business school graduates with the requisite skills and knowledge necessary to enable them develop, conduct, and manage international business operations. However, it is interesting to investigate whether students in Malaysian private universities know they are being internationalised. The purpose of this paper is to provide valuable practical insights on the perception of students towards internationalisation of the curriculum in Malaysia. Using Partial Least Squares - Structural Equation Modelling (PLS-SEM) and SPSS analysis, this study explored the relationship between students' perceived awareness and internationalisation of the curriculum. Statistical results reveal students believe that curriculum content and teaching and advising positively affect internationalisation. Results of the descriptive analysis show International student-exchange is the most favourable form of internationalisation strategy that is most appealing to students, followed by encouraging students to have work/study abroad/service learning experiences.

Keywords
Curriculum, Perceived awareness, Globalisation, Internationalisation, PLS -SEM.

Introduction

Despite the fact that internationalisation has turned out to be a vital strategic element for universities around the world, study in related areas either concentrates on the general problems encountered by universities or is based on quantitative surface studies which lacks detailed analysis and explanation of specific issues from a faculty-specific standpoint (GATE survey, cited in Jiang and Carpenter, 2013). In order to take advantage of the rising professional opportunities for internationally-mobile, skilled workers, many students and professionals have turned to educational programs especially

MBA programs to acquire the needed skills, experience and knowledge necessary to succeed as expatriates (Kenny, 2012). In reaction to these developments, universities and business schools have amended their curricula by highlighting cross-cultural skills and capabilities favourable to international mobility (Randolph, 2011; Martin *et al.,* 2011). Universities introduced minor changes to business programs when what many professionals want is a fundamental re-orientation of requirements, core curricula and supporting extra-curricular activities (AACSB International, 2011). Graduates who have international experience are very much employable because they have demonstrated initiative, drive, resilience and inter-cultural tendencies as well as language skills to thrive in a global work environment. Esmail and Foster (1999) found there has been an increase in the number of university students all over the world who are taking courses and earn degrees with an international theme, or those trying to gain valuable international experience during their academic and this pattern shows no sign of stopping. There is very little disagreement as to the importance of the global dimension in business education today, but many business schools have found it difficult to integrate (such a dimension) into their curricula (Buch and Rhoda, 1995). Internationalisation therefore has become a key strategic element for universities around the world (Maringe, 2009), especially as international businesses are more and more recruiting globally.

In Malaysia, the long-term goal of the government is to make the country a regional center of excellence in education (MoHE, 2011). This has led to a significant growth in the Malaysian higher education sector as a result of efforts taken by the Ministry of Education to boost the education industry. This growth could be seen in the increase in students' enrolment, increase in the number of higher education institutions as well as increase in government spending in promoting education (Ariffin *et al.,* 2008). Currently, Malaysia is the world's 11th largest exporter of educational services (Economic Transformation Programme Malaysia, 2012). In 2013, students' enrolment in higher institutions of learning in Malaysia was 1,134,134 students. Out of this number, 100,000 are international students studying at 20 public universities, 33 private universities and university colleges, 6 foreign university branch campuses, 22 polytechnics, 37 community colleges and about 500 private colleges in the country (MOHE, 2013). It has been estimated that each international student spends an average of RM30, 000 or US$10,000 on tuition fees and living expenses per year. Based on this estimated value, Malaysia is projected to make an annual income of RM60 billion or US$20 billion by 2020 when the total number of international students is targeted to be 200,000 (ETP Malaysia, 2013).

Undoubtedly, students are the main stakeholders in international education and their perceptions and attitude towards the internationalised learning environment is crucial. (Vanessa and Ian, 2014). However, few empirical studies attempt to examine whether universities genuinely offer an internationalised learning environment. To do so, would mean exploring the perceptions of stakeholders such as students, the department, institution, employers, funding bodies, quality agencies and compilers of league tables (Knight, 2003). This study fills the gap by investigating whether students in Malaysian private universities know that they are being internationalized. It also provides valuable practical insights on the perception of students towards internationalisation of the curriculum in Malaysia in order to recommend effective ways of developing new modules that are truly internationally-focused. Besides, this study adds significant value to the academics because it will fill a vital gap that is lacking in the existing literature i.e. knowledge on the current practices of internationalisation of the curriculum in Malaysia.

Hence, the significance of this research lies not only in the practical insights it will provide to guide higher education providers in internationalising their curriculum, but also in the knowledge gap it will fill. This paper provides an overview of internationalisation of higher education in general and business programmes in particular. In doing so, it looks at two key research questions:

> RQ1: What is the relationship between curriculum content, teaching and advising and students' perceived awareness on internationalisation of the curriculum in Malaysian private universities?
> RQ2: How can best practices in introducing internationalisation elements into the curriculum be identified?

Literature Review

Defining Internationalisation

The purpose of Internationalising the curriculum is to stimulate international perspectives as well as inter-cultural competence in students even though discussions about internationalised curriculum most often end up concentrating on international student-exchange and global mobility (Woodley, *et al*., 2010). For many years now, universities around the world have been trying to internationalise, but the emphasis has been on boosting the mobility of students and collaborative research (Green and Mertova, 2011). The current interest in internationalising the curriculum for international citizenship has led to increased heights of concern (Clifford and Montgomery, 2011). Simply increasing the number of international students on campus and adding to the number of offshore programs is in itself not enough to constitute internationalisation in the institutions of higher education (Vincent-Lancrin, 2005). Internationalisation now involves students "obtaining global perspectives, an understanding of the social and cultural construction of knowledge and being prepared to perform in international and multi-cultural contexts" (Absalom and Vadura, 2006; Knight, 2007). The increase of internationalisation is likewise perceived as a positive force for curriculum relevance, reform and renewal leading to pedagogy and processes that are more inclusive of both local and international student needs (Rizvi, 2004). Paul *et al.,* (2000), found the introduction of international and inter-cultural components into the core curriculum could influence the content and even goals of university education over a longer period of time and for a larger number of students and be more effective than mere student mobility. An internationalised curriculum is globally positioned in terms of content and resources. It aims to get students ready for work and life in an international setting. Knight, (1993) defined Internationalisation as the process of incorporating an international element into the research, teaching and services function of higher education. A more appropriate description is that of IDP Education Australia cited in Leask (1999) which defined internationalisation as the curricula with an international dimension in content, targeted at preparing students for performing (professionally and socially) in an international and multi-cultural context, and intended for domestic students as well as foreign students.

Internationalisation of the Curriculum

Apparently, many factors impact internationalisation of the curriculum, although the list of factors reviewed in this paper are not exhaustive. The factors presented below were based on the findings from the literature review. Three factors (independent variables) were discussed; these include curriculum content, teaching & advising and perceived awareness while internationalisation stands as the dependent variable.

Curriculum content

A programme of study is not international unless international case studies and examples are used in teaching (Raimond and Halliburton, 1995). Past study has shown that learning is an outcome of teaching that results in a lasting change in a student and subsequently how that student perceives the world and responds to it (Alexander *et al.,* 2009). Raimond and Halliburton (1995) found a programme of study is not international, unless international case studies and examples are used in teaching. In seeking to internationalise the curriculum, there is the need to highlight relevant curriculum that addresses how students from different nationalities and economic backgrounds respond to the world (Mazzarol and Soutar, 2002).

Teaching & Advising

One of the most significant elements in internationalisation is staff development (Leask (1999). Teaching is a core activity of a university (Athiyaman, 2001) and is central to a student's university experience (Hill *et al.,* 2003). According to Newmann (1993), teacher competence influences the extent to which students benefit from instruction. Previous study has revealed that teacher efficacy positively influences teachers' engagement in professional learning activities and consequently enriches the quality of the instruction (Geijsel *et al.,* 2009; Goddard *et al.,* 2000; Wheatley, 2002). Another study discovered that lecturers with skills and ability to inspire students can create an "involvement stimulating college" that encourages the best environment for student learning (Vermeulen and Schmidt, 2008). Kwok *et al.,* (1995) identified faculty internationalisation as a core prerequisite for curriculum internationalization. The authors posit that without faculty interest and knowledge about international business, an international curriculum is unlikely to result.

The Mediating Role of Perceived Awareness

Students' perceptions of their learning and teaching experiences affect their attitudes toward education and educators (Ferreira and Santoso, 2008). Research uncovered that students' perceptions impact on learning outcomes more than the actual teaching method. Shiel (2009) believed students need to demonstrate an awareness of the global context of the discipline and/or professional area because those students with an internationalised education are students who are aware of the global world. This is because self-awareness is closely and inextricably linked to the development of an understanding of difference. Therefore, the following hypothesis is proposed;

> H1: Perceived awareness mediates the relationship between curriculum content and internationalisation.

Teacher competence influences the extent to which students benefit from instruction (Newmann, 1993). Students are a primary stakeholder in international education and their perceptions and attitude towards the internationalised learning environment are crucial. Their perceptions and attitude could help the university's teaching staff to identify and put emphasis on specific attributes in the internationalised learning environments that are unique to each campus (Vanessa & Ian, 2014). Hence the following hypothesis;

> H2: Perceived awareness mediates the relationship between teaching and advising and internationalisation.

Drawing from the literature reviewed, the authors propose the perceived awareness variable as a mediating variable in the two above-mentioned relationships.
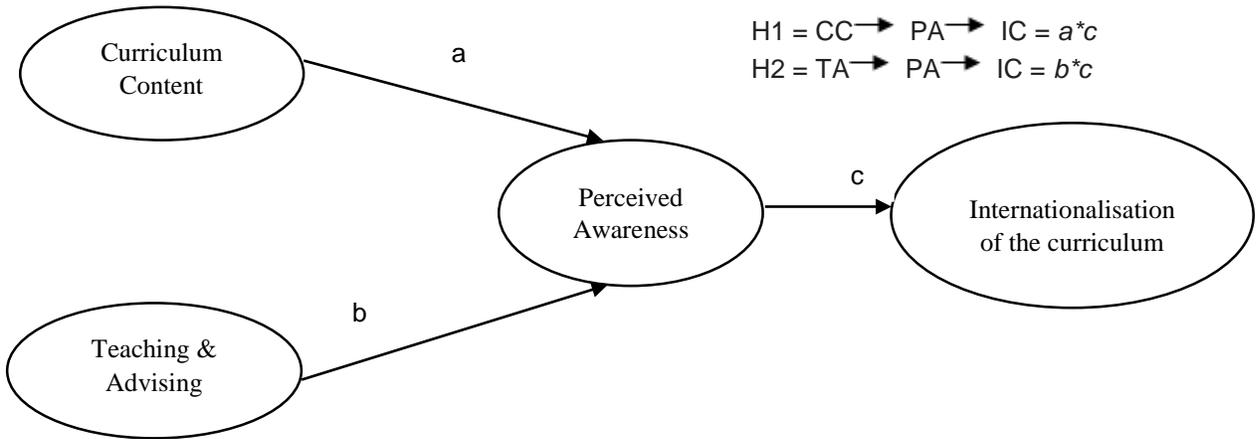

$$H1 = CC \rightarrow PA \rightarrow IC = a*c$$
$$H2 = TA \rightarrow PA \rightarrow IC = b*c$$

Figure 1. Research model and hypotheses

Methodology

Sample and data collection

A survey was self-administered to a convenience sample of final year undergraduate students, MBA and PhD students undertaking business courses in private universities in Malaysia. A total of 364 completed questionnaires were collected. The constructs used in this study were adapted from previous studies and measured by multiple item five-point Likert-type scales with 1 for 'strongly disagree'; 2 for 'disagree'; 3 for 'neutral'; 4 for 'agree'; and 5 for 'strongly agree'.

Table 1: Summary of Respondents Demographic Data

Demographics	Classification	Frequency	%
Gender	Male	198	54.4
	Female	165	45.3
Age	18-24	221	60.7
	25-30	136	37.4
	31-40	7	1.9
	50 and above	0	0
Ethnicity	Local	214	58.8
	International	150	41.2
Educational Level	Undergraduate	216	59.3
	MBA	143	39.3
	PhD	5	1.4
Marital Status	Single	354	97.3
	Married	10	2.7

From the results in Table 1, the gender of the respondents shows a remarkable composition. The results showed that 198 male, representing 54.4% and 165 female, representing 45.3% participated in the survey. The largest group was in the 18-24 age group (60.7%) and the largest part were single (97.3%). 58.8% of the respondents were local students while 41.2% were international students. In terms of the educational level, about 59.3% were final year undergraduate students, MBA students made up 39.3% and 1.4% PhD students.

Data Analysis
The research model for this study has been tested using Partial Least Squares (PLS), a variance-based structural equation modeling (Reinartz, Haenlein, & Henseler, 2009). PLS method appears to be the most suitable for this study because it simultaneously permits calculation of the reliability and validity of the measures of theoretical constructs (outer or measurement model) as well as the estimation of the relationships between these constructs (inner or structural model) (Barroso, Cepeda, & Roldán, 2010). Also PLS concentrates on the prediction of dependent variables (Roldán and Sánchez-Franco, 2012). This study was carried out with the use of SmartPLS 3.0. (v.3.1.2) software (Ringle *et al.,* 2014) and SPSS software was used for the descriptive analysis.

Results
Measurement model
In PLS, the evaluation of the reflective measurement models examine the individual item reliability, construct reliability, convergent validity, and discriminant validity (Hair, Sarstedt, Ringle, & Mena, 2012). The individual item reliability is considered suitable when an item has a factor loading that is greater than 0.708 for its construct (Hair *et al.,* 2014).

Table 2: Total sample measurement model for the first order factors and second-order factors

Construct/dimension/indicator	Loading	Composite Reliability	AVE	Cronbach's α
Curriculum Content		0.820	0.617	0.766
CC1: My major curricula is teaching me adequately about the world	0.969			
CC2: If the university offers it, I will be interested in knowledge about different parts of the world without extra cost	0.803			
CC3: My general education courses are adequately teaching me about the world	0.734			
Teaching & Advising		0.900	0.750	0.833
TA1: Lecturers in my faculty talk about internationalization in class	0.879			
TA2: Lecturers share international opportunities with me	0.881			
TA3: There is regular communication about internationalisation opportunities at my university	0.827			

Perceived Awareness		0.942	0.845	0.908
PA1: I need global knowledge, skills and experiences	0.927			
PA2: I know where to go on campus to discuss international processes and opportunities	0.949			
PA3: I know about the university's certificates with international focus	0.862			
Internationalisation of the Curriculum		0.916	0.783	0.870
ICD1: Interested in at least one aspect of internationalization	0.867			
ICD2: Interested in taking courses that include international knowledge and experiences	0.883			
ICD3: Interested in taking classes that include students from other countries	0.904			

All reflective indicators have loadings above 0.7. All constructs meet the requirement of construct reliability since their composite reliabilities are greater than 0.7 (Nunnally, 1978) (Table 2). Besides, the cronbach's alpha of 0.6 and above shows high reliability. The composite reliability of more than 0.8 is above acceptable threshold. The AVE for reflective constructs and dimensions achieved convergent validity, because they exceed the 0.5 level (Roldán & Sánchez-Franco, 2012). Hence, all reflective constructs and dimensions are reliable for this research. Discriminant validity was tested by comparing the square root of AVE with the correlations between constructs (Table 3). This was examined using the Fornell and Larcker (1981) standard, which calls for a construct's AVE to be larger than the square of its largest correlation with any construct.

Table 3: Discriminant validity

	(1)	(2)	(3)	(4)
Curriculum content	**0.884**			
Internationalisation of the curriculum	-0.057	**0.885**		
Perceived awareness	-0.131	0.447	**0.919**	
Teaching and learning	-0.015	0.197	0.497	**0.866**

The constructs were tested to check whether they were satisfactorily different from each other. Table 3 shows that each construct relates more strongly to its own measures than to others. When combined together, all the results provides satisfactory confidence that the reflective measurement model fits the data well. In evaluating the formative measurement models, multicollinearity (Diamantopoulos and Winklhofer, 2001) was tested using the variance-inflation factors (VIF). Examination of the VIFs does not raise concern about multicollinearity, as they are below the cut-off value of 5.

Structural model

The bootstrap samples (5000 resamples) were used to estimate the PLS path model to generate standard errors and t-statistics which this is consistent with Hair *et al.,* (2014). The authors postulated that based on the bootstrap distribution, it is possible to determine the standard error and standard deviation of the estimated coefficients. This was achieved using the percentile bootstrap regression

95% confidence interval. Hayes (2009) found that when an interval for a mediating effect does not contain zero, the indirect effect is significantly different from zero with a 95% confidence level. All the direct effects in Fig. 2A are significant. The structural model has satisfactory predictive relevance for the internationalisation of curriculum design variable as the results in Table 4 confirm (Q2 = 0.16). The results confirm that the structural model have satisfactory predictive relevance for the two endogenous variables (perceived awareness and the internationalisation of curriculum design). In testing the mediation hypotheses H1 and H2, the authors used an application of the analytical approach that Hayes, Preacher, and Myers (2011) described. Figure 2A shows the total effects of curriculum content (d) and teaching and advising (e) on internationalisation of the curriculum.
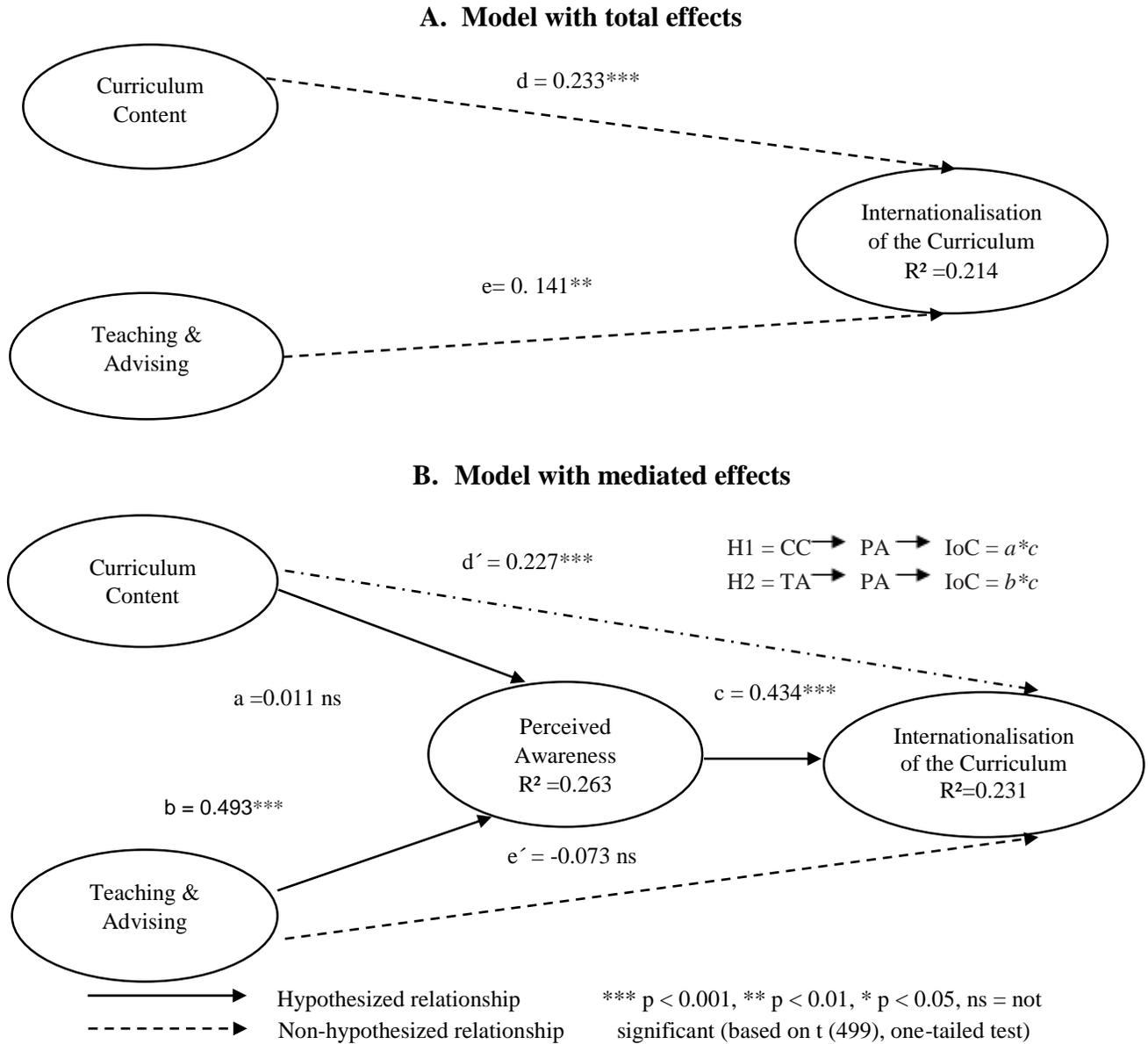
A. Model with total effects

B. Model with mediated effects

Figure 2: Summary of mediating effect tests

In testing the mediation hypotheses, the authors followed the bootstrapping process (Preacher & Hayes, 2008). In accordance with Hayes (2009), this study's 5000 resamples generated 95%

confidence intervals (percentile) for the mediator. As figure 2A, Table 4 and 6 show, curriculum content has a significant total effect on internationalisation of the curriculum (d = 0.233; t = 3.756). However, when perceived awareness is added as a mediator (Figure 2B), the significance of curriculum content to internationalisation of the curriculum reduces (d' = 0.227). This indicates that perceived awareness partially mediates the relationship between curriculum content and internationalisation of the curriculum. As a result, Hypothesis 1 is supported.

Table 4: Effects on endogenous variables

Effects on endogenous variables	Direct effect	t-Value (bootstrap)	Percentile 95% confidence interval	Explained variance
Perceived Awareness ($R^2 = 0.263$ / $Q^2 = 0.216$)				
•Curriculum Content (a)	0.011 ns	0.215	[-0.081, 0.111] Nsig	0.1%
•Teaching & Advising (b)	0.493***	13.292	[0.426, 0.562] Sig	0.4%
Internationalisation of the curriculum ($R^2 = 0.231$ / $Q^2 = 0.156$)				
•Perceived Awareness (c)	0.434***	7.123	[0.315, 0.546] Sig	4.2%
•Curriculum content (d´)	0.227***	4.129	[0.124, 0.331] Sig	12.3%
•Teaching & Advising (e´)	-0.073 ns	1.030	[-0.206, 0.055] Nsig	2.0%

***p <0.001, **p < 0.01 (based on t(4999), one-tailed test) t(0.01. 4999) = 2.33, t(0.001, 4999) = 3.09 Sig. denotes a significant direct effect at 0.05. Nsig. denotes a non-significant direct effect at 0.05.

Table 5 shows the indirect effect of curriculum content on internationalisation has a point estimate of 0.05 (a*c). The mediating effect of perceived awareness on curriculum content is applicable to students in Malaysian private universities. The significant total effect of curriculum content on internationalisation of the curriculum (but not on perceived awareness, (a = 0.011)) means that in Malaysian universities, whether students are aware they are being internationalised or not; a curricula with internationalisation elements will help in training students to develop the knowledge and skills that will equip them to function in a multi-national environment. This is consistent with Mazzarol and Soutar (2002) who believe that in seeking to internationalise the curriculum, there is the need to highlight relevant curriculum that addresses how students from different nationalities and economic backgrounds respond to the world.

Teaching and advising has a significant total effect on internationalisation of the curriculum (e = -0.141; t =2.494) (Figure 2A). However, when perceived awareness is introduced as a mediator, teaching and advising no longer has a significant direct effect on internationalisation of the curriculum (e´-0.073, t=1.030) (Figure 2B and Table 5). Consequently, perceived awareness fully mediates the influence of teaching and advising on internationalisation of the curriculum. Therefore Hypothesis 2 is supported. The direct effect (b*c) has a point effect of 0.21 (Table 5). This result is consistent with the study of Geijsel *et al.,* (2009); Goddard *et al.,* (2000) and Wheatley, (2002) who

believed that effectiveness of the teacher positively influences teachers' engagement in professional learning activities and consequently enriches the quality of instruction.

Table 5: Summary of mediating effect tests

	Total effect	Direct effect to		Indirect effects		
		PA	IoC	Estimate	Bootstrapping 95% confidence intervals	
					Percentile	
					Lower	Upper
CC → IoC	0.233*** (3.76)					
TA → IoC	0.141** (2.49)					
CC		0.011 ns (0.24)	0.227*** (4.13)			
TA		0.493*** (7.12)	-0.073ns (1.03)			
PA			0.434*** (7.12)			
H1 = CC → PA → IoC = $a*c$				0.05	-0.081	0.111
H2 = TA → PA → IoC = $b*c$				0.21	0.426	0.562

Notes: PA, perceived awareness, TA, teaching and advising; CC, curriculum content; Ioc, internationalisation of the curriculum. 5000 bootstrap samples.
*p < 0.05; **p < 0.01; ***p < 0.001. nsNot significant; t values in parentheses.

Best Practices in Introducing Internationalisation Elements into the Curriculum

Results of Descriptive Analysis

In the survey, students were asked some questions in order to identify best practices in introducing internationalisation elements into the curriculum. The results are therefore represented below:

1. Interest in pursuing a program offered by the university which would allow students to earn an "international certification" with their qualification.

Table 6: Willingness to earn an International Certification

	Frequency	(%)
Definitely	192	52.7
Possibly-would need more information	161	44.2
Not sure/Not applicable	11	3.0

If the university offered a program that allows international certification with your qualification, would you be interested in pursuing it?

- Definitely
- Possibly-would need more information
- Not sure/Not applicable
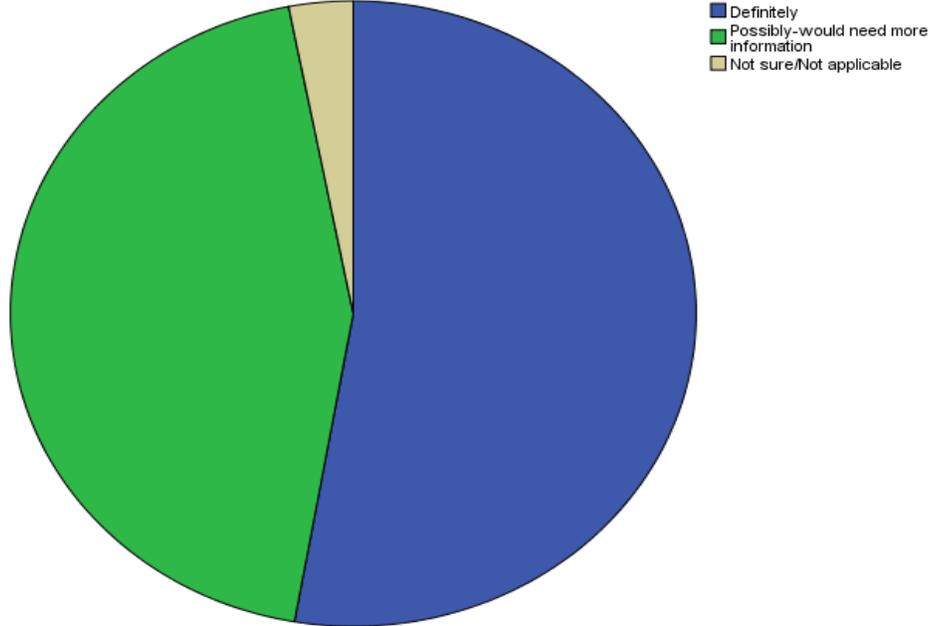
In terms of willingness to pursue a program offered by the university which would allow them to earn an "international certification" with their qualification, 52.7% of the respondents indicated 'interested to definitely take up such opportunity'. 44% of the respondents expressed that there is a possibility in pursuing such a program, but they would need more information while 3% are not sure of utilising such opportunity.

2. The International certificate that is most appealing to students

Table 7: International Certificate that is most appealing

International certificates	Frequency	(%)
An "international track" through the curriculum- list of electives with international content to choose from	28	7.7
An "international track" through major- special courses with international content	162	44.5
Inter-disciplinary program with core requirements and electives, including language study and study abroad	54	14.8
Receiving dual degree from university and an institution abroad after spending equal time studying at both locations	120	33.0

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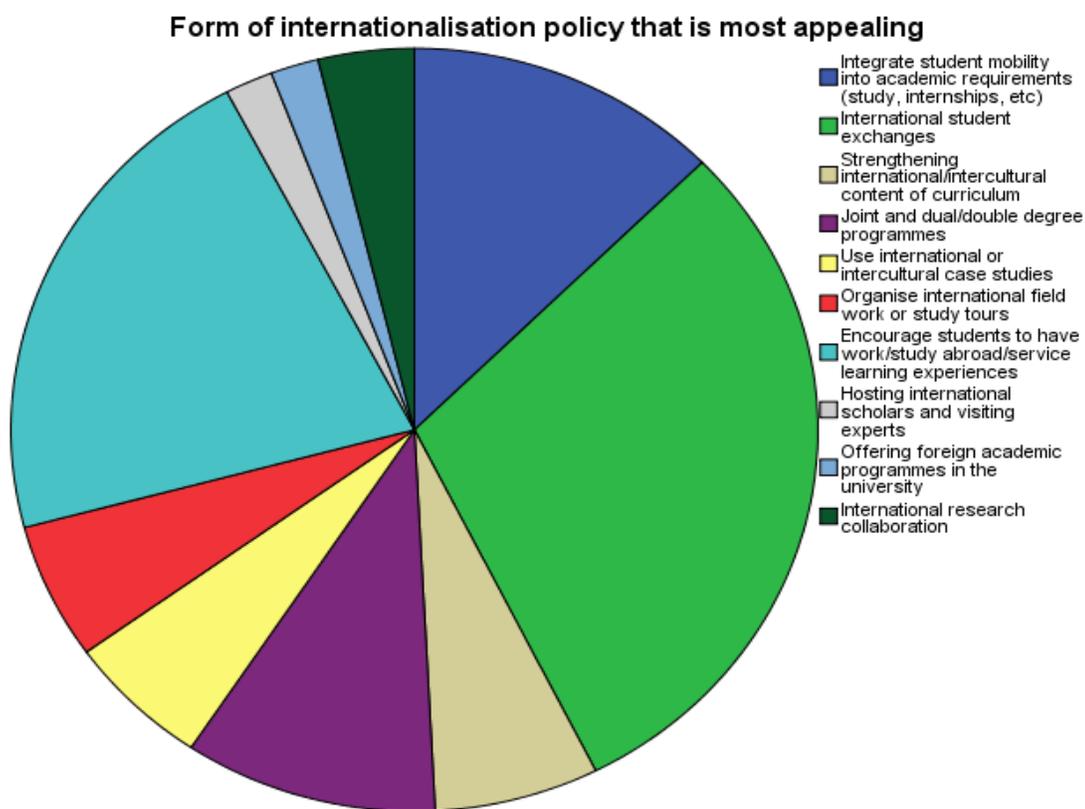### Form of international certification that is most appealing
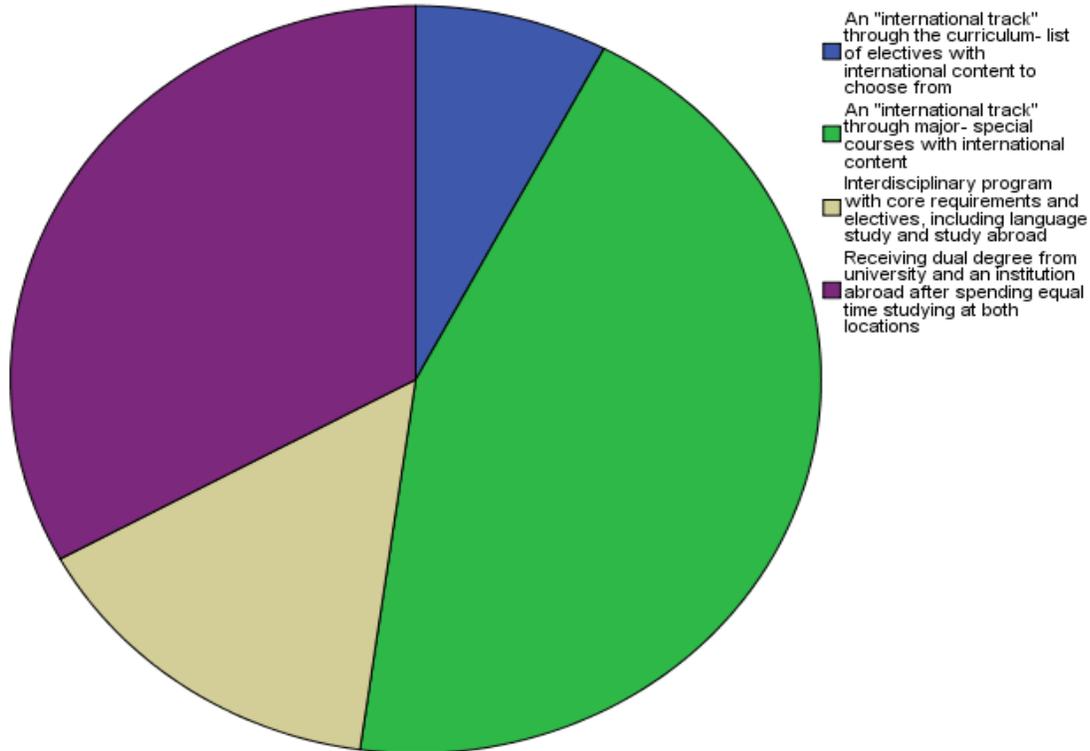
With regards to the International certificate that is most appealing to students, *an "international track" through major- special courses with international content* was the most important option with the highest percentage of 44.5%. This was followed by *receiving dual degree from the university and an institution abroad after spending equal time studying at both locations with 33%.* The third most appealing international certification is the '*inter-disciplinary program with core and electives, including language study and study abroad* with 14.8% and the last factor with 7.7% is *an "international track" through the curriculum- list of electives with international content to choose from.*

3. The form of internationalisation strategy/policy that is most appealing to students.

Table 8: Most appealing internationalisation strategy/policy

Internationalisation Strategy/Policy	Frequency	(%)
Integrating student mobility into academic requirements (study, internships, et al).	52	14.3
International student exchanges	85	23.4

Strengthening international/ inter-cultural content of curriculum	24	6.6
Joint and dual/double degree programmes	37	10.2
Using international or inter-cultural case studies	32	8.8
Organising international field work or study tours	21	5.8
Encouraging students to have work/study abroad/service learning experiences	78	21.4
Hosting international scholars and visiting experts	16	4.4
Offering foreign academic programmes in your institution	7	1.9
International research collaboration	12	3.3

Form of internationalisation policy that is most appealing

In terms of the form of internationalisation strategy/policy that is most appealing to students, the table above shows that 23.4% were interested in *International student exchanges*, followed by *encouraging students to have work/study abroad/service learning experiences and integrating student mobility into academic requirements (study, internships)* with 21.4% and 14.3%

respectively. 10.2% of students wanted a joint and dual/double degree programmes while 8.8% prefers the use of international or inter-cultural case studies in class. Furthermore, *strengthening international/inter-cultural content of curriculum made up* 6.6%, with 5.8% preferred the universities to organise international field work or study tours. 4.4% favour hosting international scholars and visiting experts. Only 3.3% of students' opted for International research collaboration while 1.1% prefer offering foreign academic programmes in their institutions.

Discussions and concluding comments

Statistical results reveal that students in Malaysian universities believe curriculum content and teaching and advising positively affect internationalisation. This means that the more international the curriculum, the higher the rate at which students could be internationalised. Consequently, internationalisation should not be limited to programmes with international subjects alone, but should be spread among and across all faculties. Since the content of the curriculum needs to be strengthened, universities could achieve this by the use of international or inter-cultural case studies in class as well as integrating student mobility into academic requirements. This could be in the form of internships where students get to work with employers for a stipulated period, in order to experience firsthand how it feels to work in a typical multi-cultural environment. Additionally, organising international field work and study tours could go a long way in strengthening the content of the curriculum.

Another recommendation would be the provision of regular formal training on internationalisation for all academic staff. The training has to be objective-driven and take the international context of the curriculum into account. These trainings should be fixed in order to guarantee the needed competencies of academic staff as well as to promote consistency. Additionally, the university should provide opportunities for lecturers to be more exposed to the vagaries and requisite dynamics of the globally, competitive needs of international training dimension. This could be in form of allowing lecturers to teach in other faculties or in other countries. This is a great way of exposing them and not restricting them to one particular area and in essence, encouraging cross-fertilisation of ideas across board and engendering collaborative and inter-disciplinary research paradigm. When lecturers are restricted to one area, they tend to think that they are restricted to that area and therefore their experiences are also restricted to that area. Making lecturers more internationalized by sending them abroad or teaching in another faculty could lead to more exposure and broadening of their horizons. Besides, universities need to boost staff collaboration with other universities, thereby enriching the quality, effectiveness, functionality and standard of teaching. Although online interaction is being done, it should be taken a step further by encouraging face-to-face interaction whereby the universities' staff need to travel to meet staff from other countries and vice-versa.

Results of the descriptive analysis show International student exchange is the most favourable form of internationalisation strategy/policy that is most appealing to students, followed by encouraging students to have work/study abroad/service learning experiences. Liston (2002) found that

"internationalisation does not only presume the understanding of other cultures, but also the ability to see oneself and one's culture in the eyes of the other". Thus, international student exchange is capable of fostering international peace, cohesion and integration amongst students and teach racial tolerance, expand the growing frontiers of international knowledge, enhance multicultural diversity and prepare the mind of students to becoming global citizens capable of living and working anywhere in the world as situations and opportunity permit. Universities should therefore encourage students to study abroad as international experience plays a significant role in educating future generations of professionals about other cultures for better interaction in today's increasingly global age. Patton (2003), summarized this perfectly when he postulated that such international awareness should include exchange programs, presentations held by foreign Professors or specialists, involvement of international students and staff in local activities, development of global networks and opportunities for students and their Professors to take part in community development activities as well as working together on research projects. By so doing, universities will be in a better position to develop graduates who are globally aware and inter-culturally competent without fear of cultural ostracism or racial discrimination.

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