

## **The reality of the International Mobility of Students and the Professional Development of Faculty Members at the Faculty of Physical Education at Helwan University to achieve Global Competitiveness**

### **Prof. Wafaa Mefreg**

Ph.D. Professor Professor of Curriculums,  
practical teaching of physical education  
College of physical education girls,  
Helwan University  
[wmmaamar60@gmail.com](mailto:wmmaamar60@gmail.com)

### **Asst.Prof. Lubna Shehab**

Associated Professor - Comparative  
education - Faculty of Education - Helwan  
University

### **Esraa Yasser Daoud Ali**

Ph.D. Candidate Instructor Curriculum and teaching methods  
at faculty of physical education for girls helwan university  
[esraa.yasser@pef.helwan.edu.eg](mailto:esraa.yasser@pef.helwan.edu.eg)

### **Abstract:**

The research aimed to study the reality of the international mobility of students and the professional development of faculty members at the Faculty of Physical Education at Helwan University to achieve global competitiveness, by identifying the degree of availability and importance of international mobility for students and the professional development of faculty members at Faculty of Physical Education at Helwan University. Based on the research objective that the researcher sought to achieve, the researcher used the descriptive survey method, due to its suitability to the nature and objectives of the study.

Based on the objectives and questions of the research, and its methodology, the researcher used personal interviews and the questionnaire as tools for collecting data in the research. And to identify the degree of availability and the importance of international mobility for students and the professional development of faculty members at the Faculty of Physical Education at Helwan University. Then the researcher designed the questionnaire after an extensive review of the theoretical framework and previous studies, on the requirements of internationalization of higher education, and future trends that contribute to achieving its requirements, to answer the research questions and achieve its goals.

Considering the aim and questions of the research, and within the framework of the sample, the methodology and the statistical treatments used, the researcher reached the following conclusions:

- The degree of availability of international mobility for students and professional development for faculty members at the Faculty of Physical Education at Helwan University is weak, and the degree of importance for the requirements of it is high.

Within the limits of the research sample, its procedures, and the results and conclusions of the research, the researcher recommends the need to develop a proposed Internationalization strategy at the Faculty of Physical Education, Helwan University to achieve global competitiveness.

## دراسة واقع الحراك الدولي للطلبة والتنمية المهنية لأعضاء هيئة التدريس بكلية التربية الرياضية بجامعة حلوان لتحقيق التنافسية العالمية

### المخلص :

هدف البحث إلى دراسة واقع الحراك الدولي للطلبة والتنمية المهنية لأعضاء هيئة التدريس بكلية التربية الرياضية بجامعة حلوان كمدخل لتحقيق التنافسية العالمية، وذلك من خلال التعرف على درجة توفر وأهمية الحراك الدولي للطلبة والتنمية المهنية لأعضاء هيئة التدريس بكلية التربية الرياضية بجامعة حلوان. واستناداً إلى هدف البحث التي سعت الباحثة لتحقيقه، استخدمت الباحثة المنهج الوصفي بالأسلوب المسحي، وذلك لملائمته لطبيعة الدراسة، وموضوعها، وأبعادها وأهدافها.

وبناءً على أهداف وتساؤلات البحث ومنهجه وطبيعة موضوعه، استخدمت الباحثة المقابلات الشخصية والاستبانة كأدوات لجمع البيانات بالبحث، ولقد قامت الباحثة بإجراء العديد من المقابلات الشخصية، وذلك بهدف دراسة واقع الحراك الدولي للطلبة والتنمية المهنية لأعضاء هيئة التدريس بكلية التربية الرياضية بجامعة حلوان كمدخل لتحقيق التنافسية العالمية، وللتعرف على درجة توفر وأهمية الحراك الدولي للطلبة والتنمية المهنية لأعضاء هيئة التدريس بكلية التربية الرياضية بجامعة حلوان من وجهة نظر القادة الأكاديميين بالكلية. ثم قامت الباحثة بتصميم الاستبانة بعد مراجعة مكثفة للإطار النظري والدراسات السابقة وتوصيات المؤتمرات، الندوات المحلية والأجنبية، حول متطلبات تدويل التعليم العالي والبرامج الدراسية، والاتجاهات المستقبلية التي تسهم في تحقيق متطلباته، لتجيب على تساؤلات البحث وتحقيق أهدافه.

وفي ضوء هدف وتساؤلات البحث، وفي إطار العينة والمنهج والمعالجات الإحصائية المستخدمة، توصلت الباحثة إلى الاستخلاصات التالية:

- إن درجة توفر الحراك الدولي للطلبة والتنمية المهنية لأعضاء هيئة التدريس بكلية التربية الرياضية بجامعة حلوان ضعيفة، وإن درجة الأهمية لمتطلبات الحراك الدولي للطلبة والتنمية المهنية لأعضاء هيئة التدريس بكلية التربية الرياضية بجامعة حلوان عالية. وفي حدود عينة البحث وإجراءاته ونتائج البحث واستخلاصاته، توصي الباحثة بضرورة وضع إستراتيجية مقترحة لتدويل التعليم الجامعي بكلية التربية الرياضية بنات جامعة حلوان كمدخل لتحقيق التنافسية العالمية.

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## **The reality of the International Mobility of Students and the Professional Development of Faculty Members at the Faculty of Physical Education at Helwan University to achieve Global Competitiveness**

### **Introduction and research problem:**

In the current era, the world has witnessed a major alteration in the system of higher and university education. Universities adopted the culture of internationalization and the shift from regional to global, which required a radical change in the philosophy, orientations and strategies of university education. Universities that did not follow a global approach became less competitive than universities of a global nature. Hence, the importance of internationalization becomes clear as a mechanism to achieve this. University education institutions' inclusion of the international dimension in all their structures and activities has become one of the most important goals of university education in the Arab Republic of Egypt, and one of the features that determines the status of university education institutions and their performance at the local, regional and international levels. (4:5) (19)

Internationalization is considered one of the most important contemporary trends in higher education. Rather, the term internationalization has become one of the most prominent vocabularies commonly used by universities all over the world, as it is a major entry point to confront the effects of globalization. And educational innovations represented by distance education, virtual education, face-to-face education, and diversity in local and international qualifications and scientific certificates, as studies conducted in the United States of America in the past years confirm that the main approach adopted by universities around the world to confront the successive effects of globalization is to carry out operations Conscious and intended to give an international and

multicultural character to the philosophy, processes and outputs of the higher education system, a process that was agreed to be called internationalization. (10:13) (1:45)

UNESCO has emphasized that internationalization is considered the most important of the major challenges facing higher education as an inherent feature of higher education in the twenty-first century. This necessitates that institutions of higher education move towards openness and cultural exchange, scientific and research participation, managing the affairs of the international movement of students and faculty members, joint educational and research cooperation programs, activating twinning agreements, partnerships with distinguished universities, and adhering to international standards and good practices prevailing in advanced universities. (20:519)

In a survey conducted by the International Association of Universities in recent years on a representative sample of universities at the regional and global levels, the results of the statistical survey showed an unprecedented expansion in the adoption of the strategy of internationalization of higher education and scientific research since the beginning of the third millennium. Also, the existence of a diversity in the forms and methods of internationalization in universities. However, the World Bank report issued by the Organization for Economic Cooperation and Development indicated that the internationalization efforts in Egyptian higher education are still marginal compared to the prevailing global trend towards internationalization, and that these efforts are still uneven and specific according to the types of education. The institutions that provide them, and the report attributed this to the absence of a clear strategic vision for developing the institutional capacity of Egyptian higher education in line with the requirements of future internationalization. (22:289) (2:19)

In a related context, there is a link between internationalization and achieving global competitiveness for universities, which was confirmed by the results of the study of (Urbano & Guerrero, 2013), and the study of (Gibb and others, 2013). Using internationalization strategies effectively is one of the factors in transforming universities into world-class universities. Internationalization also contributes to achieving the university's prestigious scientific status and providing it with a competitive ability in light of the challenges it will face. Consequently, openness to the universities of the world has become one of the important criteria by which the development of universities is measured, and internationalization has become a strategic choice for higher education institutions all over the world, in order to enhance their competitiveness and global standing. (23:55) (17:44)

Many studies confirm that the international academic mobility of faculty members and students has a clear role in developing the educational and research structure in universities, exchanging ideas and experiences, developing the spirit of international understanding and cooperation between peoples, and forming a global citizen who is aware of the cultures and languages of different peoples, and is able to understand and communicate with them, in addition to international educational projects, partnership protocols, cooperation agreements, and the establishment of patterns of intercontinental education. Many studies also see that the international academic mobility of faculty members and students has a positive impact on improving the quality of higher education, developing its study programs, raising the competencies of staff, students and researchers to work in the global community, innovating and creating programs, building innovative educational formulations, and thus the ability to compete globally. And achieving competitiveness in providing quality educational services with advanced international institutions. (3:11) ) (4:12) (8:17)

The international academic mobility of higher education students, graduates, researchers, and professors for educational and professional purposes is one of the latest common trends in the internationalization of higher and university education. Mobility, in its simple sense, means the movement of students and researchers across national borders to study during a specific period or during a specific program of study or research in different countries. The European Union is also one of the most interested world regions for student mobility in terms of its manifestations and fields, as it has established several programs that promote international academic mobility, including the Erasmus Mundus program, which facilitates the transfer of professors and students between universities for study periods ranging from (3-12) months, with the aim of improving the quality of European higher education and promoting dialogue and understanding between peoples and cultures. (9:15)

In order to invest in the challenges and opportunities posed by the contemporary global environment on Egyptian higher education, the policy of developing higher education in the Arab Republic of Egypt has directed towards adding an international and global dimension to its plans. Discrimination, improving the quality of the educational system in line with international systems, improving the competitiveness of education systems and outputs, establishing international university branches, and activating international agreements with donors. (13) (14) (15)

Based on the previous, the researcher seeks to study the reality of the international mobility of students and the professional development of

faculty members at the Faculty of Physical Education at Helwan University as an entrance to achieving global competitiveness, in order to achieve the requirements of the future vision of the higher education plan of the Arab Republic of Egypt 2030, and the strategic plan of Helwan University 2020-2025, and to maximize the competitiveness of the Faculty of Physical Education at the university and its presence locally, regionally and internationally, and to improve the scientific reputation of the university and its international classification, and to highlight the unique personality of the Faculty of Physical Education.

Also, the study of (Nassar Helal, 2012) confirmed that Egyptian university educational institutions need to activate the policies of internationalization, international cooperation, quality and competitiveness, the mobility of faculty members and students, and the internationalization of academic programs. The results of the (EUA, 2013) study conducted on an expanded sample of the European Universities Association, and international institutions and offices concerned with higher and university education in Europe revealed that the existence of an internationalization strategy has a positive impact on the role of the university institution in internationalization, as it promoted the development of partnerships and attracting students, develop international staff mobility opportunities, support resources and increase funding. (12:75) (16)

The inclusion of the international dimension is one of the goals of the strategic plan at Helwan University, as it opens up a field for cooperation and interaction between different countries of the world, and its various and flexible applications, such as distance education, e-learning, and open education, which creates an educational institution that is international in nature and has its own specificity that distinguishes it.

The global competitiveness of the Faculty of Physical Education for Girls at Helwan University will not be achieved without having a global strategic vision and goals of an international character, and without working to give the international dimension to teaching activities, scientific research and community service, and without having a competitive advantage in the global higher education market that qualifies it to attract distinguished international students and faculty members, and without going to open channels of communication to benefit from the experiences of international universities through international cooperation represented in twinning programs, scientific exchange, and research partnerships, which makes an urgent need to know the degree of availability and importance of international mobility for students and professional development for staff members at the Faculty of Physical Education at Helwan University, and based on the above, the research problem can be

identified in seeking to study the reality of the international mobility of students and the professional development of faculty members at the Faculty of Physical Education at Helwan University as an entrance to achieving global competitiveness.

### **Research Importance:**

This study derives its importance from the prevailing trend in the Egyptian public universities to achieve global competitiveness, which requires adding an international dimension to its plans, goals and activities through the application of an effective internationalization strategy in the faculties, which calls for the need to study the reality of the international mobility of students and the professional development of faculty members in the Faculty of Physical Education at Helwan University.

### **The importance of research at the theoretical and practical levels is summarized in the following:**

- This research comes in response to the future vision of the higher education plan for the Arab Republic of Egypt 2030 AD.
- This research comes in response to the international initiatives and programs in the strategic plan of Helwan University 2020-2025 AD, which seeks to implement projects related to academic exchange, foreign students, competitive situation, local and regional influence, features of excellence, partnerships with foreign universities and agencies, and cooperation with African countries.
- Enhancing the interaction and international presence of Helwan University and the Faculty of Physical Education to raise its capabilities to keep pace with scientific and technological progress and the ability to compete, by expanding the university's partnerships with higher education and scientific research institutions around the world.
- Attracting more international students, applying new and innovative mechanisms to market the university's educational services and research outputs based on the faculty's competitive advantages and its unique fields, and creating a framework for follow-up and interaction with new opportunities to support its presence.
- This research comes in line with Helwan University's orientation towards global competition, and its desire to achieve advanced positions in the international universities ranking race.
- This research comes in line with Helwan University's approach to international cooperation, knowledge exchange, and the conclusion of partnership and twinning agreements with international universities.

**Research Aim:**

The research aims to study the reality of the international mobility of students and the professional development of faculty members at the Faculty of Physical Education at Helwan University to achieve global competitiveness, through:

- Recognizing the reality of the International Mobility of Students and the Professional Development of Faculty Members at the Faculty of Physical Education at the Faculty of Physical Education, Helwan University.
- Recognizing the degree of availability and importance of international mobility for students and the professional development of faculty members at the Faculty of Physical Education, Helwan University.

**Research Questions:**

- What is the reality of the international mobility of students and the professional development of faculty members at the Faculty of Physical Education at Helwan University to achieve global competitiveness?
- What is the degree of availability and importance of international mobility for students and the professional development of faculty members at the Faculty of Physical Education at Helwan University from the point of view of academic leaders?

**Research Terminology:****- International Academic Mobility:**

It is the movement of faculty members or students in universities across national borders for a specific period of time through scientific exchange agreements for faculty members and students for the purposes of teaching and/or research, performing scientific tasks or studying, and then returning after the end of that period, which allows benefiting from those experiences and knowledge which is reflected in the form of teaching and research activities that contribute to finding outputs that meet the needs of the global market, and thus global competitiveness. (6:14)

**- Global Competitiveness:**

It is the university's ability to provide high-quality educational and research services, which reflects positively on the level of its graduates and faculty members, which gives them competitive capabilities and advantages in the labour market at its various levels. (11:12)

It is universities compete to achieve the best in their three functions (education - research - community service) and to reach international levels. (7:15)

### **Research Procedures:**

#### **1- Research Methodology:**

In order to achieve the aim of the research and its questions, the researcher used the descriptive survey method, due to its suitability to the nature, subject, dimensions and objectives of the study, which the researcher sought to study.

#### **2- Research community:**

The research community included the academic leaders of the faculty (dean – vice deans - heads of academic departments - faculty members) at the Faculty of Physical Education at Helwan University.

#### **3- Research Sample:**

The main research sample was chosen by the intentional random method from the academic leaders of the Faculty of Physical Education for Girls, Helwan University.

#### **4- The researcher chose the research sample for the following reasons:**

- Academic leaders at the faculty of Physical Education (Dean - Vice Deans - Heads of academic departments).
- Faculty members at the Faculty of Physical Education, Helwan University.
- Considering the diversity of the scientific specialization of the faculty members under the research sample.
- Career status and multiple academic degrees for faculty members.
- The research sample individuals have suitable international experience.

#### **5- Research Geographical Area:**

Faculty of Physical Education for girls, Helwan University.

#### **6- Research Time Range:**

The Academic year 2020/2021.

#### **7- Data Collection Tools:**

- Personal interviews.
- Questionnaire/ Survey.

### **The Implementation of the research plan:**

Based on the objectives and questions of the research, its methodology, and the nature of its subject, the researcher used the personal

interviews and the questionnaire as tools for collecting data in the research, as the personal interviews are frequently used in behavioural and social research related to humans, and the reason is that they are an accurate and in-depth tool, and the questionnaire is the most appropriate way to obtain data objectivity, and motivating the respondents to give reliable and correct information. The questionnaire also provides good rationing methods for statements and answers more than other scientific research tools. It gives the respondent enough time to think about the answer, which reduces pressure on him and pushes him to scrutinize his information.

The researcher conducted several personal interviews, with the aim of studying the reality of international mobility for students and the professional development of faculty members at the Faculty of Physical Education at Helwan University as an entry point to achieving global competitiveness, and to identify the degree of availability and importance of the requirements of international mobility for students and professional development for faculty members at the Faculty of Physical Education at Helwan University. From the academic leaders' point of view, the researcher conducted personal interviews with:

- Experts in the field of curricula and programs.
- Experts in the field of internationalization of higher education.
- Academic leaders at the Faculty of Physical Education (Dean - Vice Deans - Heads of academic departments).

Then the researcher designed the questionnaire after an extensive review of the theoretical framework, previous studies, and recommendations of conferences, local and foreign seminars, on the requirements of internationalization of higher education, and future trends that contribute to achieving its requirements, in order to answer the research questions and achieve its goals.

### **The questionnaire went through several scientific steps as follows:**

- **The First Step: Defining the objectives of the research tool:**  
The objectives of the research tool emerged from the main objectives, which were as follows:  
Studying the reality of the international mobility of students and the professional development of faculty members at the Faculty of Physical Education at Helwan University to achieve global competitiveness, by identifying the degree of availability and importance of international mobility for students and the professional development of faculty members at the Faculty of Physical Education at Helwan University.

- **The Second Step: Defining the axes and dimensions of the research tool:**

The axes of the research tool were identified as follows:

- a- The first axis: International mobility and professional development of faculty members at the faculty.
- b- The second axis: The international mobility of students.

- **The Third Step: Formulating the research tool statements:**

In this step, the research tool statements were formulated according to the following procedures:

- a- Reviewing the theoretical literature, research and previous studies related to the international mobility of students and the professional development of faculty members at the Faculty of Physical Education, Helwan University as an entry point to achieving global competitiveness.
- b- Reviewing the standards of previous studies related to the topic of the current research and benefiting from them in the tool statements.
- c- Considering that the statements serve the objectives to be achieved and considering the correct scientific methods in formulating the statements of the research tool so that they are clear and understandable to the respondents.
- d- Determine the appropriate scale for the questionnaire statements.

- **The Fourth Step: The initial image of the research tool:**

The research tool was formed in its initial form, which was presented to the experts specialized in the field of education, internationalization, curricula, measurement and evaluation in order to take their opinions and make some adjustments.

- **The Fifth Step: Rationing the research tool:**

The validity of the research tool has been verified by (The validity of the hypothesis formation, the validity of the construction, the validity of the internal consistency of the statements of the research tool), the stability of the research tool, and the criterion for judging the research results.

- **The Sixth Step: Application Procedures for the Research Tool:**

The research tool was applied after completing the steps of building and codifying it, ensuring its validity and stability, and producing it in its final form, and completing the formal procedures for its application.

**Table (1)**  
**The percentage of expert opinions on the axes of the questionnaire entitled**  
**by "The reality of the international mobility of students and the**  
**professional development of faculty members at the**  
**Faculty of Physical Education at Helwan**  
**University" in its initial form**

(N=5)

No.	Questionnaire Axes	Number of Statements	Number of Agrees	Percentage
1	Requirements for international mobility and professional development for faculty members at the faculty of physical education.	9	5	100%
2	Requirements for international mobility of students	7	5	100%

It is obvious from table (1) that the percentage of experts' approval of the axes of the questionnaire entitled by "The reality of the international mobility of students and the professional development of faculty members at the Faculty of Physical Education at Helwan University as an entrance to achieving global competitiveness" in its initial form. The researcher has used a closed scale (Suitable, unsuitable), and the experts were agreed on the axes which achieved more proportions than (75%) Approval, which is eight axes, and the following headings have been amended: The first (International mobility and professional development of faculty members), the second (International mobility of students).

**Table (2)**  
**The percentage of expert opinions on the axes of the questionnaire entitled**  
**by "The reality of the international mobility of students and the**  
**professional development of faculty members at the**  
**Faculty of Physical Education at Helwan**  
**University" in its initial form**

(N=5)

No.	Questionnaire Statements	Number of Agrees	Percentage	Comments
<b>First Axis: International mobility and professional developments of faculty members</b>				
1	The faculty interacts with foreign experts in the field of internationalization to hold meetings with faculty members that explain how to achieve internationalization plans for higher education.	5	100%	Some programs involve interaction with international experts and faculty members

2	The faculty enters into bilateral cooperative agreements between international universities that give each group the right to seek the assistance of faculty members from the other group.	5	100%	Faculty includes
3	The faculty supports the participation of faculty members in international (conferences- seminars - research).	5	0%	Delete
4	The faculty provides appropriate incentives for faculty members to participate in internationalization, especially those who have an international reputation in their field of specialization.	5	100%	Some programs offer co-teaching and travel opportunities for faculty members in collaboration with international universities
5	The faculty is working to attract internationally distinguished faculty members to work at the university.	5	100%	In the internationalization of its programs, the faculty benefits from faculty members who have an international reputation in their field of specialization
6	The faculty encourages (lecturers - teaching assistants) to obtain scientific degrees from international universities.	5	100%	
7	The faculty is working on developing appropriate policies (employment, financing, communication) that help the return of distinguished academics to their country of origin.	5	100%	The faculty's postgraduate programs provide scholarship opportunities for faculty members for joint supervision in international universities
8	The faculty sets accurate standards for faculty members linked to their efforts in internationalization such as (contracting - promotion) that contribute to the development of the university.	5	100%	To teach in faculty programs
9	Training opportunities are available for faculty members to give courses an international dimension.	5	100%	Add
<b>Second Axis: International Mobility of students at the faculty</b>				
1	The faculty works to send university students to obtain training courses in international universities.	5	100%	The faculty programs include scholarship opportunities for

				faculty students on field visits for training in
2	The faculty holds multilateral international agreements between a group of universities, giving students freedom of movement between these universities to study together.	5	100%	concluded
3	Work by the faculty to attract international students by providing modern educational programs that are in line with the needs of these students, as well as the needs of the labour market.	5	100%	The faculty's educational programs contribute to attracting international students to keep pace with the requirements of the labour market
4	The faculty sets appropriate competitive tuition fees that help in attract international students to universities.	5	100%	
5	The faculty offers educational programs for international students to join international programs in universities.	5	100%	
6	The faculty is working to establish a special department for internationalization that takes care of international students in order to provide comfort for these students.	5	100%	The faculty includes an academic advising system to sponsor international students for various programmes
7	The faculty is working on implementing a strategy to attract the best international students to study at the university.	5	100%	To study in its various programmes
8	The reliance of some courses in the faculty on presenting to students in exchange with their international peers across different cultures.	5	100%	addition

It is obvious from table (2) The percentage of expert opinions on the axes of the questionnaire entitled by "The reality of the international mobility of students and the professional development of faculty members at the Faculty of Physical Education at Helwan University" in its initial form, and based on the opinions of experts, a set of amendments were made, Which was represented in the following: The first axis was deleted statement No. (3), and a statement was added, thus becoming the axis (9) statements, the second axis was added statement No. (8), thus becoming the axis (8) statements, and after making the amendments the number of statements became (17) statement according to the opinions of the experts,

and the researcher used a closed scale with a three-point scale, which is (I agree = three degrees - I agree to some point = two degrees - I disagree = one degree).

**Table (3)**  
**Correlation coefficient between each statement and the axis it belongs to,**  
**and between each axis and the scale to calculate the validity of the internal**  
**consistency of the statements of the questionnaire**

(N=30)

No.	International mobility and professional development of faculty members at the faculty		International mobility of students	
	R	P-(Value)	R	P-(Value)
1	0.70*	0.00	0.95*	0.00
2	0.97*	0.00	0.96*	0.00
3	0.70*	0.00	0.91*	0.00
4	0.70*	0.00	0.95*	0.00
5	0.70*	0.00	0.98*	0.00
6	0.70*	0.00	0.95*	0.00
7	0.70*	0.00	0.93*	0.00
8	0.70*	0.00	0.93*	0.00
9	0.70*	0.00		
<b>The Total Axis</b>	<b>0.75*</b>	<b>0.00</b>	<b>0.81*</b>	<b>0.00</b>

\* Significance when (P-(Value)) > (0.05)

It is obvious from Table (3) that there are statistically significant correlation coefficients between each statement and the total axis in the questionnaire entitled by "The reality of the international mobility of students and the professional development of faculty members at the Faculty of Physical Education at Helwan University" which indicates the validity of the questionnaire.

**Table (4)**  
**Cronbach's alpha coefficient for calculating the stability of the questionnaire entitled by "The reality of the international mobility of students and the professional development of faculty members at the Faculty of Physical Education at Helwan University as an entrance to achieving global competitiveness" in the final version**  
**(N=30)**

The axes	Number of Statements	Cronbach's alpha coefficient
International mobility and professional development of faculty members at the faculty	9	0.80
International mobility of students	8	0.97

It is obvious from Table (4) that the value of the Cronbach's alpha coefficient of the questionnaire entitled by "The reality of the international mobility of students and the professional development of faculty members at the Faculty of Physical Education at Helwan University as an entrance to achieving global competitiveness" which is limited to (71%-99%), which is more than (60%) indicates the stability of the form.

**Table (5)**  
**Correlation coefficient between the Half segmentation to calculate the reliability of questionnaire entitled by "The reality of the international mobility of students and the professional development of faculty members at the Faculty of Physical Education at Helwan University as an entrance to achieving global competitiveness"**  
**(N=30)**

The axes	First Half		Second Half		R	P-(Value)
	$\bar{X}$	S	$\bar{X}$	S		
International mobility and professional development of faculty members at the faculty	9.13	0.35	9.00	0.32	0.93*	0.00
International mobility of students	7.00	0.54	7.93	0.46	0.80*	0.00

**\* Significance when (P-(Value)) > (0.05)**

It is obvious from Table (5) that there is a statistically significant correlation coefficient between the first and second half in all axes of the questionnaire "The reality of the international mobility of students and the professional development of faculty members at the Faculty of Physical Education at Helwan University as an entrance to achieving global competitiveness" which indicates the stability of the questionnaire.

### Statistical Treatments:

The researcher used the SPSS program to calculate the following statistical treatments:

- Arithmetic Mean ( $\bar{X}$ )
- Standard Deviation (S)
- Spearman Correlation Coefficient (r)
- Cronbach's alpha coefficient
- Friedman Test Relative Significance Test
- Chi-square Test ( $\chi^2$ )

### Presentation and discussion of results:

First: Presenting the results:

Table (6)

The significance of the differences and the relative importance of each response (I agree, I agree to some point, I do not agree) to the questionnaire (The first axis: International mobility and professional development of faculty members at the faculty)

(N=70)

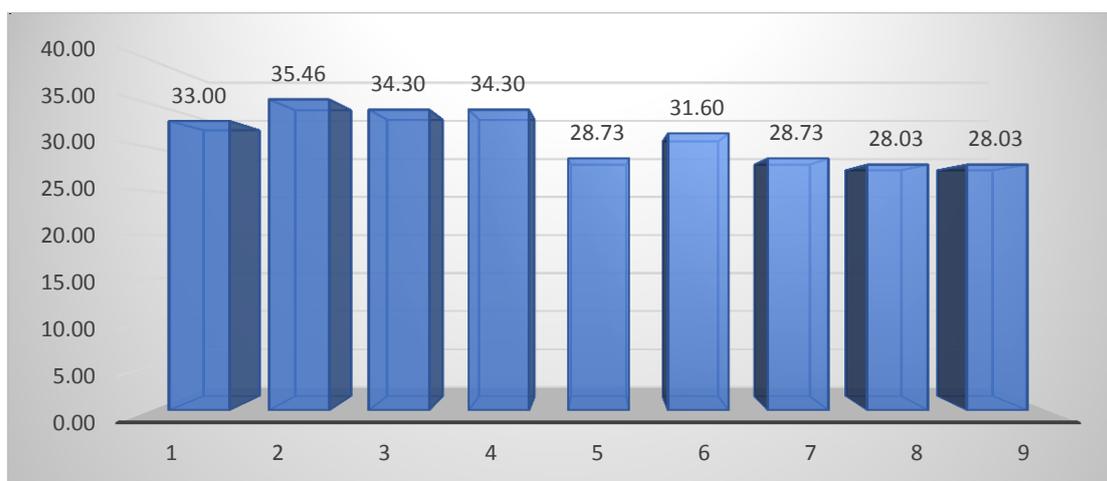
No	Statements	Agree		Agree to some point		Disagree		Estimated score	Weighting	Relative importance	$\chi^2$	P- (Value)
		R	%	R	%	R	%					
1	Some programs involve interaction with international experts and faculty.	6	9%	6	9%	58	83%	88	42%	33.00	77.26*	0.00
2	The faculty includes bilateral agreements bet. international universities that give each group the right to seek the assistance of faculty members from the other group.	0	0%	21	30%	49	70%	91	43%	35.46	11.20*	0.00
3	Some programs offer co-teaching and travel opportunities for faculty members in collaboration with international universities.	0	0%	19	27%	51	73%	89	42%	34.30	14.63*	0.00

No.	Statements	Agree		Agree to some point		Disagree		Estimated score	Weighting	Relative importance	$\chi^2$	P-Value
		R	%	R	%	R	%					
4	In the internationalization of its programs, the faculty benefits from faculty members who have an international reputation in their field of specialization.	0	0%	19	27%	51	73%	89	42%	34.30	14.63*	0.00
5	The faculty is working to attract internationally distinguished faculty members to work at the university.	0	0%	7	10%	63	90%	77	37%	28.73	44.80*	0.00
6	The faculty's postgraduate programs provide scholarship opportunities for faculty members for joint supervision in international universities.	0	0%	13	19%	57	81%	83	40%	31.60	27.66*	0.00
7	The faculty is working on developing appropriate policies (employment, financing, communication) that help the return of distinguished academics to their country of origin.	0	0%	7	10%	63	90%	77	37%	28.73	44.80*	0.00
8	The faculty sets accurate standards for faculty members related to their efforts in internationalization, such as (contracting - promotion) to teach in the faculty's programmes.	0	0%	6	9%	64	91%	76	36%	28.03	48.06*	0.00

No.	Statements	Agree		Agree to some point		Disagree		Estimated score	Weighting	Relative importance	$\chi^2$	P-Value
		R	%	R	%	R	%					
9	Training opportunities are available for faculty members to give courses an international dimension.	0	0%	6	9%	64	91%	76	36%	28.03	48.06*	0.00
	<b>The Whole Axis</b>							<b>746</b>	<b>39%</b>	<b>75.40</b>	<b>47.14*</b>	<b>0.00</b>

\* Significance when (P-Value) > (0.05)

It is obvious from Table (6) that there are statistically significant differences in favour of (I do not agree) choice in all the statements of the axis.



Shape (1)

The relative importance of each of the statements of the first axis: International mobility and professional development of faculty members at the faculty

**Table (7)**  
**The significance of the differences and the relative importance of each response (I agree, I agree to some point, I do not agree) to the questionnaire (The second axis: International mobility of students)**

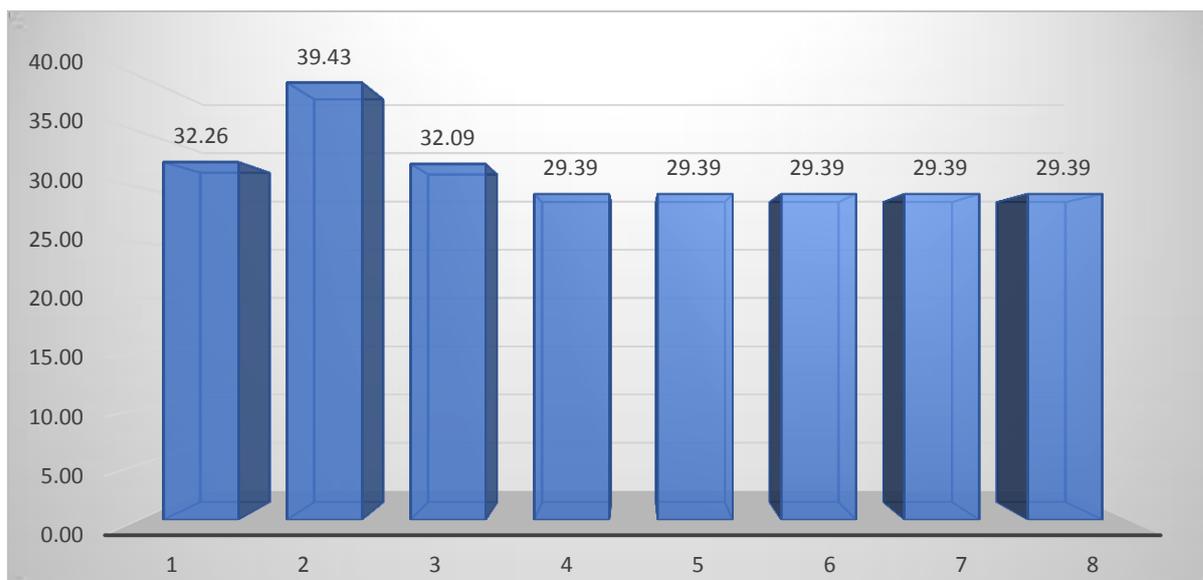
(N=70)

No	Statements	Agree		Agree to some point		Disagree		Estimated score	Weighting	Relative importance	$\chi^2$	P-Value
		R	%	R	%	R	%					
1	The faculty programs include scholarship opportunities for faculty students on field visits for training in international universities.	6	10%	31	52%	23	38%	163	91%	34.66	16.30*	0.00
2	The faculty has entered into multilateral international agreements between a group of universities, giving students freedom of movement between these universities to study together.	4	7%	30	50%	26	43%	137	76%	36.78	19.60*	0.00
3	The faculty's educational programs contribute to attracting international students to keep pace with the requirements of the labour market.	15	25%	31	52%	14	23%	142	79%	27.67	9.10*	0.01
4	The faculty sets appropriate competitive tuition fees that help attract international students to universities.	8	13%	39	65%	13	22%	119	66%	34.72	11.70*	0.00

No	Statements	Agree		Agree to some point		Disagree		Estimated score	Weighting	Relative importance	$\chi^2$	P-Value
		R	%	R	%	R	%					
5	The faculty offers educational programs for international students to join international educational programs in universities.	2	3%	43	72%	15	25%	125	69%	31.43	43.90*	0.00
6	The faculty includes an academic advising system to sponsor international students for various programmes.	17	28%	23	38%	20	33%	133	74%	29.98	0.90	0.64
7	The faculty is working on implementing a strategy to attract the best international students to study in its various programmes.	0	0%	21	35%	39	65%	123	68%	46.48	5.40*	0.02
8	The reliance of some courses in the faculty on presenting to students in exchange with their international peers across different cultures.	0	0%	21	35%	39	65%	123	68%	46.48	5.40*	0.02
<b>The Whole Axis</b>								<b>1241</b>	<b>77%</b>	<b>86.98</b>	<b>24.60*</b>	<b>0.00</b>

\* Significance when (P-Value) > (0.05)

It is obvious from Table (7) that there are statistically significant differences in favour of (Agree to some point) choice in the statements (from 1-5), (I do not agree) in the statement (7), and there are no statistically significant differences in the statement (6).



**Shape (2)**

**The relative importance of each of the statements of the first axis:  
International mobility of students**

## **Second: Discussing the results:**

### **A- Results related to the first axis:**

The first axis included (9) statements, and as the frequencies of each of the axis statements were shown separately, as well as the percentages, averages and standard deviations for each of the axis statements, it is obvious from the data of table (6) that the axis of international mobility and professional development for staff members at the faculty of Physical Education at Helwan University, generally came at a low level from the point of view of the study sample, as the relative weight of the axis as a whole reached (1.18) with a standard deviation of (2.513), and the following is an illustration of the highest statement and the least statement came in the axis, as follows:

- The statement (2) “The faculty includes bilateral agreements between international universities that give each group the right to seek the assistance of faculty members from the other group” ranked No. (1), and its relative weight is (1.30), which is a low level.
- The statement (9) “Training opportunities are available for faculty members to add an international dimension to academic courses” ranked No. (9), and its relative weight is (1.09), which is a low level.

### **B- Results related to the second axis:**

The second axis included (8) statements, and as the frequencies of each of the axis statements were shown separately, as well as the percentages, averages and standard deviations for each of the axis

statements, it is clear from the data of table (7) that the axis of international mobility for students at the faculty of Physical Education at Helwan University, came in general at a low level from the point of view of the study sample, as the relative weight of the axis as a whole was (1.18) with a standard deviation of (2.166). This is as follows:

- The statement (2) “The faculty has entered into multilateral international agreements between a group of universities, giving students freedom of movement between these universities to study in them” ranked No. (1), and its relative weight is (1.41), which is a low level.
- The statement (7) “The faculty is working on applying a strategy to attract the best international students to study in its various programs” ranked No. (7), and its relative weight is (1.11), which is a low level.

## **Conclusions and Recommendations:**

### **First: Conclusions:**

In light of the aim and questions of the research, and within the framework of the sample, the methodology and the statistical treatments used, the researcher reached the following conclusions:

- The degree of availability of international mobility for students and professional development for faculty members at the Faculty of Physical Education at Helwan University is weak, and the degree of importance for the requirements of international mobility for students and professional development for faculty members at the Faculty of Physical Education at Helwan University is high.
- The most important future trends and international standards that contribute to achieving requirements for the international mobility of students and the professional development of faculty members at the Faculty of Physical Education at Helwan University from the academic leaders' point of view.

### **Second: Recommendations:**

Within the limits of the research sample, its procedures, and the results and conclusions of the research, the researcher recommends the following recommendations:

- The need to develop a proposed strategy for the international mobility of students and the professional development of faculty members at the Faculty of Physical Education at Helwan University as an entry point to achieving global competitiveness.
- Increase the attention of the faculty to the future visions that makes it in the rank of global universities.

- The need for a strategy in the faculty to search for resources and funds so that the faculty can play its role efficiently and to ensure its ability to transform into the international knowledge society.
- Availability of leaders and administrative and academic staff within the faculty, who have the capacity and ability to communicate with international entities and universities.
- Providing the environment that embraces the procedures and activities of the faculty and provides the appropriate infrastructure (buildings, playgrounds, tools, laboratories, and knowledge resources).
- Benefiting from the expertise and experience of developed countries in the field of internationalization and providing advanced systems for rewards and incentives so that academic excellence and scientific research become the standard in the faculty.

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