Journal of Hospitality and Tourism Management

Foreign Scholars Activities and their Impacts on Sustainable Tourism Development in Nairobi Metropolis, Kenya

Dr. Bitok Jane Jebet (PhD), Dr. Alice Ondigi & Dr. Esther Munyiri

ISSN: 2706-6592

Stratford Peer Reviewed Journals and Book Publishing
Journal of Hospitality and Tourism Management
Volume 6||Issue 1||Page 30-46||January||2023|
Email: info@stratfordjournals.org ISSN: 2706-6592

Foreign Scholars Activities and their Impacts on Sustainable Tourism Development in Nairobi Metropolis, Kenya

Dr. Bitok Jane Jebet (PhD).

Lecturer, Department of Tourism, School of Hospitality and Tourism, Kenyatta University, Kenya

jebet.jane@ku.ac.ke

Dr. Alice Ondigi

Lecturer, Department of Tourism, School of Hospitality and Tourism, Kenyatta University, Kenya

ondigi.alice@ku.ac.ke

Dr. Esther Munyiri

Lecturer, School of Hospitality and Tourism Management, Kenyatta University, Kenya

kagure.esther@ku.ac.ke

***How to cite this article*: Jebet, B. J., Ondingo A., & Munyiri E. (2023). Foreign Scholars Activities and their Impacts on Sustainable Tourism Development in Nairobi Metropolis, Kenya. *Journal of Hospitality and Tourism Management*, 6(1), 30 - 46.** https://doi.org/10.53819/81018102t2119

Abstract

Foreign scholars move to international destinations and enroll in institutions for academic courses of study. The students form a promising niche' market and is the third export earner in Australia. Africa is endowed with unique geographical features which attract the students who enroll in programs such as; eco-tourism, heritage tourism, rural/farm tourism and student exchanges between educational institutions. Africa recognizes educational tourism as a promising niche' market segment to cushion out the fluctuating numbers of other market segments. The region receives about 14% foreign scholars yearly to add to those existing in their institutions of learning. Kenya receives 50,000 of the students distributed as 1% admissions to public universities and 12% to private universities, a constant 200,000 international students annually. The reasons why scholars from developed nations do not prioritize Africa should be investigated to increase Kenya's market share. The study purposed to establish the tourist activities that are of interest to the scholars. The scholars from all over the globe join Kenya's institutions of higher learning and throughout their course of study, they will be attached to attraction sites either as part of their study or as leisure activities. UNESCO supports travel of students to foreign destinations in order to enhance and promote culture and international understanding. International students visit several tourist attraction sites and can be classified as

Stratford Peer Reviewed Journals and Book Publishing
Journal of Hospitality and Tourism Management
Volume 6||Issue 1||Page 30-46||January||2023|
Email: info@stratfordjournals.org ISSN: 2706-6592

foreign or local tourists. Questionnaires were administered to the scholars, the heads of foreign student offices were subjected in-depth interviews while the communities offering tourism participated in focus group discussions. Only 29.7% (98) had involved themselves with various activities in the communities while a considerable number (65.2%) did not involve themselves in the activities within host communities. However, there was a significant relationship between tourists' activity options and sustainable tourism development, the P-value 0.029 (P-value<0.05). When tourists' activity options and economic impact were cross tabulated, no significant relationship was displayed because P-value is 0.301 (P-value>0.05). Majority 58.7% of the students were self-driven to the local communities. The study shows that most of the activities linked to educational trips are organized in relation to the products of tourism available within destinations.

Keywords: *International students, international destinations, local destinations, niche' market, foreign scholars.*

1.0 Introduction

International students require well sustained and maintained institutions as key products to educational tourism while the components of tourism should be well conserved and protected since they are of importance to all tourists including the scholars (Saner et al, 2015). According to (TASIS, 2022) foreign scholars learn broad perspectives of similar content globally. Students become eloquent in speech and correspond in alien vernacular. Scholars encounter divergent approaches of learning internationally. They master standpoints of various communities as regards their customs, traditions, heritage and other ways of life. The students flourish relationships with each other as they network worldwide.

1.2 Statement of the Problem

There is need to investigate the reasons why international scholars from developed nations do not prioritize Africa as a tourist destination. The images of destinations need to be developed and rebranded (Grant, 1991). Some international students spend their time in host community homes learning their language, culture and other community activities and in the process become experiential and existential (Cohen, 1979). Educational tourists are instrumental in identifying gaps that exist in host communities (Stone & Petrik 2013; Grant, 1991). Garden and forests, cycling and mountain biking, walking and hiking, fishing, canoeing and water sports. Research need to be carried out to determine the interrelationships existing between travels for purposeful study (Jaeho, 2013). Foreign students are eager to envisage what they have read or seen on internet, TV, travel book (Quintal & Polczynski, 2010; Payne, 2009; Donaldson and Gatsinzi, 2005; Furutani & Fujita, 2005). The USA, UK, Germany, France and Australia formed the top six countries that are generating huge foreign direct investment through international students. the research conducted by the ISTC and ATLAS it shows that the student motivation to know more about other culture feel relaxed, increased knowledge, enjoy sightseeing places and lastly meeting people of different culture is more than 60% (Richards & Wilson, 2003). Erasmus+ program sponsored by the European Union, students can spend a semester or two at a foreign university hoping not only to expand their professional knowledge but also to develop foreign language proficiency and to learn about the host country, its culture and people (Sobkowiak, 2019). Activity tourism generally combines: physical activity or adventure, cultural exchange or interaction engagement with nature

1.3 Research Objective

Stratford Peer Reviewed Journals and Book Publishing
Journal of Hospitality and Tourism Management
Volume 6||Issue 1||Page 30-46||January||2023|
Email: info@stratfordjournals.org ISSN: 2706-6592

To investigate tourist activity options available for educational tourists within the selected Universities and the influence on sustainable tourism development in Nairobi metropolis, Kenya.

1.4 Methodology

Data was collected using questionnaires, interviews and focus group discussions from selected universities were based in Nairobi and its environs. Exploratory research design was therefore used utilizing both quantitative and qualitative techniques otherwise known as mixed methods (Onwuegbuzie, Leech & Tahtinen, 2016). The questionnaire, interview schedule, the focus group discussion (FGD) and the reviewed literature were corroborated to discuss and augment the findings through triangulation method (Boz, 2014; Deborah Rugg, 2010; Maydeu-Olivares, 2011; Cresswell, 2009).

1.5 Sampling size Determination Technique

The sample size was calculated using (Yammane, 1967)

$$n = \frac{N}{1+N\,(0.05)^2}$$

Where; **n** is the sample size, **N** is the population size (2920),

e is the level of precision (0.05) or 5% confidence level

$$n = \frac{2870}{1+2870(0.05)^2}$$

$$n = \frac{2870}{1+7.175}$$

A total of 351 foreign students were therefore sampled for the study.

2.1 Literature Review

Kenya has room for improvement in the tourism sector with just over 1 million visitors annually approximating $2 billion in annual revenues (Signé. & Johnson, 2018). International tourists are increasingly interested in developing countries as travel destinations revenues thus, looking to the future, there is substantial room for growth in Africa's travel and tourism market, particularly in light of current sectorial growth patterns (Signé. & Johnson, 2018). Morocco, South Africa, Kenya, and Mauritius seem to offer particularly promising investment opportunities. Africa's potential for tourism development is likely to deteriorate. The continent is facing a widespread problem of deforestation and the potential extinction of its most popular wildlife species due to habitat loss and poaching. Despite some recognition and collaboration by African governments to address these problems, most countries in the region perform well below the international average in terms of environmental sustainability. The growth in the number of international student globally is an optimistic prospect, because the international student population among tourist cannot be neglected (Giannotti, 2022). The ERASMUS programme, which notably

supports temporary student mobility within Europe, as well as the emphasis placed on student mobility as the single most important aim within the Bologna reform process underscore the key role of student mobility within the internationalisation policies and activities in Europe (Teichler, 2017). Foreign students who are trained in a country other than their own, face psychophysiological, educational, linguistic, didactic, sociocultural and other difficulties (Panova., Filimonova., Bocharnikova., & Davydova, 2020). Volunteering is a noble cause, one that can positively impact yourself and the environment (Zaremba, 2018).

2.2 Impacts of tourist activities on sustainable tourism development

The decisions made by tourists are based on the state/part of the globe they are moving to, kinds of accommodation establishments, means of access, how they book and how they organize to travel (Besciu, 2013). St. Lawrence University (SLU) in Canton, New York program runs for two semesters in spring and fall (SLU, 2015; Washington University in St Louis, 2016).

According to Saner et al (2015) sustainable tourism leads to; improved environment management and planning- cleaner production techniques- pollution prevention and waste minimization techniques, environmental awareness raising- sustainable consumption, protection and preservation, alternative employment (mainly agricultural), Regulatory measures help offset negative impacts. Kenya must deal with challenges affecting the environment, social welfare and economic intrigues to benefit from such projects. Sustainable tourism practices can be achieved by students as global citizens as they study matters related to the environments affecting the whole world for instance climate change and damage to the ozone layer (Nikolaeva, 2011; Lyons, 2012).

International students may involve themselves in sustainable tourism issues through volunteer establishments such as Global Vision International (GVI) with offices in Europe, Australia and the United States operates community projects in 40 countries worldwide (IES, 2011). The long term projects are progressively operated by the students in the short periods that they are available. Tertiary institutions in Kenya have made collaborations and networks with other institutions of higher learning and faculties locally and worldwide through their members of staff serving as external examiners which increase the numbers of foreign students in to Kenya (CUE., 2014).

3.0 Results

3.1 Considering International Students as Tourists

Stratford Peer Reviewed Journals and Book Publishing
Journal of Hospitality and Tourism Management
Volume 6||Issue 1||Page 30-46||January||2023|
Email: info@stratfordjournals.org ISSN: 2706-6592

The students were asked to declare whether they considered themselves as tourists. Their replies are as displayed on Figure 1.

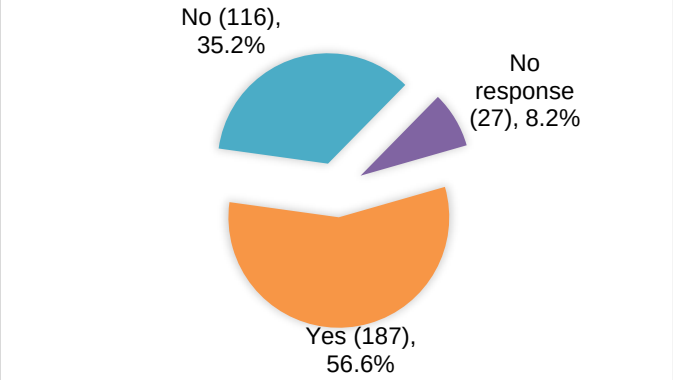

Figure 1: Considering students as tourists

From the study findings on Figure 1, 56.6% (187) of the students considered themselves as tourists while 35.2% (116) did not think they were tourists, another 8.2% did not respond. These findings imply that most of the students understood the fact that their movement from their home countries to Kenya made them tourists. These results concur with the studies by (WWU, 2016; Tarrant, Lyons, Stoner, Kyle & Poudyal, 2014) which opines that the students move to international destinations where they stay longer, become loyal to the destinations and enroll in various institutions for academic courses in the foreign lands globally. Educational tourism has often been neglected because it is not included in UNWTO'S definition of tourism segments (Ankoma, 2000).

3.2 Prior engagement in educational tourism

The students were asked to indicate their previous involvement in educational tourism. Their responses were presented on Figure 2.

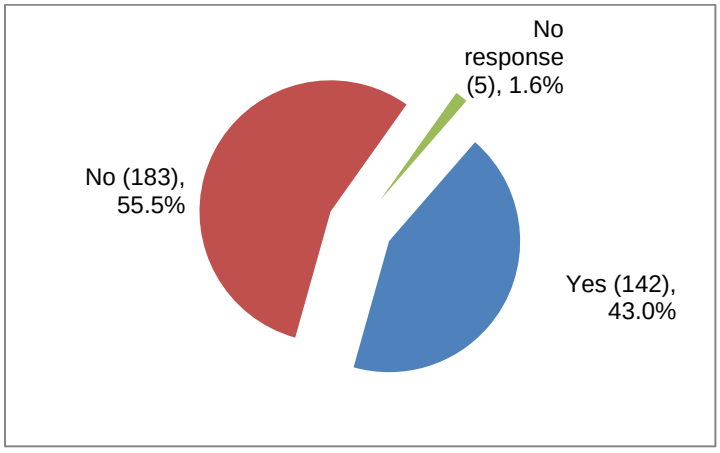

Figure 3: Prior Engagement in Educational Tourism

The findings on Figure 2 shows that 55.5% (183) scholars had not previously engaged in educational tourism while 43.0% (142) had engaged in educational tourism earlier on. The

results of the study concur with those of (KTB, 2014; Bastaki, 2015) which reveal that educational tourism in Africa is viewed as a reserve for international students.

3.3 The Understanding of Sustainable Tourism on Sustainable Tourism Development

Understanding of sustainable tourism by the students was broken down into sub-variables and each measured against sustainable tourism development as shown on Table 1.

Table 1: Students Understanding of Sustainable Tourism on Sustainable Tourism Development

Understanding of sustainable tourism	Chi-Square Tests	Symmetric tests Kendall's tau-b	Gamma	Spearman Correlation	Pearson's R
Encourages culture promotion	Value 120.916[a] χ^2 0.000	Value 0.421 *TB* 0.000	Value 0.589 *f(x) 0.000*	Value 0.475 *rs* .000[c]	Value .472 *r* 0.000[c]
Involves local people in decisions	Value 118.048[a] χ^2 0.000	Value 465 *TB* 0.000	Value .646 *f(x) 0.000*	Value .526 *rs* .000[c]	Value .526 *r* 0 .000[c]
Contributes to conservation of natural resources	Value 154.649[a] χ^2 0.000	Value .530 *TB* 0.000	Value .729 *f(x) 0.000*	Value .729 *rs* 0.000[c]	Value .576 *r* 0.000[c]
Contributes to conservation of cultural heritage	Value 149.289[a] χ^2 0.000	Value .525 *TB* 0.000	Value .721 *f(x) 0.000*	Value .593 *rs* 0 .000[c]	Value .575 *r* 0.000[c]
Preservation of cultural heritage	Value 183.859[a] χ^2 0.000	Value .562 *TB* 0.000	Value .765 *f(x) 0.000*	Value .633 *rs* 0.000[c]	Value .616 *r* 0.000[c]
Improves the wellbeing of the communities	Value 158.443[a] χ^2 0.000	Value .533 *TB* 0.000	Value .723 *f(x) 0.000*	Value .608 *rs* 0.000[c]	Value .579 *r* 0.000[c]
Culturally sensitive, encourages respect btw tourists & hosts	Value 179.063[a] χ^2 0.000	Value .556 *TB* 0.000	Value .755 *f(x) 0.000*	Value .624 *rs* 0.000[c]	Value .611 *r* 0.000[c]
Builds local pride an confidence	Value 166.542[a] χ^2 0.000	Value .560 *TB* 0.000	Value .761 *f(x) 0.000*	Value .631 *rs* 0.000[c]	Value .613 *r* 0.000[c]

Table 1 reveals that there was a significant relationship when the variables on understanding of sustainable tourism development by the students were measured against sustainable tourism development. All the results were χ^2 0.000, TB 0.000, f*(x) 0.000*, rs 0.000[c], and r 0.000[c] for; It encourages promotion of culture, involves local people in decisions that concern their lives, contributes to conservation of natural resources, contributes to conservation of cultural heritage, preservation of cultural heritage, improves the wellbeing of the communities, is culturally sensitive, encourages respect between tourists and hosts and that it builds local pride an confidence. The students therefore understood sustainable tourism development and felt that the factors had positive impacts on sustainable tourism development.

4.0 Discussions

This study sought to establish if educational tourists in the selected Universities understood the term sustainable tourism development. The objective was to find out if the international students considered themselves as tourists and the students' understanding of sustainable tourism development. The study also focused on the tourism attraction sites the students visited during the course of their studies in Kenya. The socio-cultural and economic impacts on sustainable tourism development were significant for this objective. The corresponding hypothesis was tested through cross-tabulations.

4.1 Cross Tabulation between Understanding Sustainable Tourism and Socio-Cultural Impacts.

Table 2 shows the outcomes of Cross tabulation between understanding sustainable tourism and socio-cultural impacts.

Table 2: Socio-Cultural Impacts

		Socio-cultural impacts					
		No extent	**Small extent**	**Neutral**	**Large extent**	**Very large extent**	**Total**
Understanding sustainable tourism	Yes	6.8% (10)	23.6% (35)	27.7% (41)	33.8% (50)	8.1% (12)	100% (148)
	No	0.6% (1)	19.9% (36)	27.6% (50)	43.6% (79)	8.3% (15)	100% (181)

The results show that 41.9% (62) agreed to a large extent that socio-cultural impact affects sustainable tourism development. The survey findings show that socio-cultural activities are an important component of sustainable tourism development. (Blekinge, 2014) (Rotich, 2012) (Okech, 2014) ascertain that sustainable tourism development impacts include re-evaluation of culture and traditions.

4.2 Cross tabulation between understanding sustainable tourism and economic impacts.

Table 3 indicates the results of Cross tabulation between understanding sustainable tourism and economic impacts.

Table 3: Economic impacts

		Economic impacts					
		No extent	**Small extent**	**Neutral**	**Large extent**	**Very large extent**	**Total**
Understanding sustainable tourism	Yes	2.7% (4)	16.2% (24)	37.2% (55)	32.4% (48)	11.5% (17)	100% (148)
	No	0.6% (1)	12.7% (23)	38.7% (70)	39.8% (72)	8.3% (15)	100% (181)

The results show that 32.4% (48) of the international students agreed that there were economic impacts/benefits from sustainable tourism development while only 39.8% (72) felt that there

were no economic impacts/benefits from sustainable tourism development. The findings of the study reveal that there were minimal economic benefits from sustainable tourism development. These results contradict the findings of (Vision 2030; Deale, 2012; Tarrant & Kyle, 2014; Wekesa, 2003) which show that indeed economic benefits accruing from sustainable tourism development include are many.

4.3 Cross tabulation between understanding sustainable tourism and environmental impacts

Table 4 indicates the scores of Cross tabulation between understanding sustainable tourism and environmental.

Table 4: Cross Tabulation between Understanding Sustainable Tourism and Environmental.

		Environmental impacts					
		No extent	**Small extent**	**Neutral**	**Large extent**	**Very large extent**	**Total**
Understanding sustainable tourism	Yes	3.4% (5)	8.1% (12)	20.8% (31)	47% (70)	20.8% (31)	100% (149)
	No	0% (0)	12.2% (22)	30.4% (55)	44.2% (80)	13.3% (24)	100% (181)

The results show that 47.8% (101) agree to a large extent and 20.8% agree to a very large extent that environmental impacts have effects on sustainable tourism development. The findings reveal that environmental factors impact positively on sustainable tourism development. This will be beneficial to Kenya's sensitive ecosystems that require sustainable tourism conservation measures (NEMA, 2012; GoK, 2005).

4.4 Cross Tabulation between Average Ratings of Responses (Understanding Sustainable Tourism) and Sustainable Tourism Development

Table 5 shows the outcomes of Cross tabulation between average ratings of responses (understanding sustainable tourism) and sustainable tourism development.

Table 5: Cross Tabulation between Average Ratings and Sustainable Tourism Development.

		Sustainable Tourism Development					
		No extent	Small extent	Neutral	Large extent	Very large extent	Total
understanding Sustainable tourism	Yes	2.7% (4)	6.1% (9)	49.3% (73)	35.1% (52)	6.8% (10)	100% (148)
	No	0% (0)	9.9% (18)	40.3% (73)	44.8% (81)	5% (9)	100% (181)

The results show that 35.1 % (52) agreed to a large extent and 6.8% agreed to a large extent totaling 41.9% (62) that social-cultural, economic and environmental impacts affect sustainable tourism development. This implies that the students understand the effects of sustainable tourism

on sustainable tourism development. Students involve themselves in sustainable tourism issues through volunteer establishments (Lecomte, 2014). The rising need for tourism sustainable matters in Kenya led to the formation of the Wildlife Clubs of Kenya in 1968 (WCK, 2013; App 3).

4.5 Cross-tabulation on engagement in tourism by students and family.

Table 6 postulates the scores of the cross-tabulation on engagement in tourism by students and family.

Table 6: Family members engagement in tourism

Prior engagement in educational tourism	Family members engagement in tourism		
	Yes	No	No response
Yes	82.3% (116)	17% (24)	0.7% (1)
No	46.4% (85)	50.8% (93)	2.7% (5)

The results show that 82.3% (116) of the family members who engaged in tourism belonged to students who had earlier participated in educational tourism. 17% (24) of the families did not engage in tourism even though the students belonging to them had engaged in tourism before joining Kenya's institutions. 46.4% (85) scholars whose families did not engage in tourism had participated in educational tourism before joining Kenya and 50.8% (93) family members of those students who had not been involved in tourism before engaged in tourism. The results indicate that participation in tourism by family members has impacts on the student's involvement in tourism. Educational tourists are well travelled globally (Eurostat, 2017). Educational tourism started with the wealthy and upper class in Europe between the 18th and 19th centuries (Towner, 2012).

4.6 Chi-Square Tests on Prior Engagement in Tourism by Students and Family

Table 7 indicates the results of Chi-square tests on prior engagement in tourism by students and family.

Table 7: Prior Engagement in Tourism by Students and Family

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.425[a]	2	0
Likelihood Ratio	45.709	2	0
Linear-by-Linear Association	2.464	1	0.116
N of Valid Cases	324		

Stratford Peer Reviewed Journals and Book Publishing
Journal of Hospitality and Tourism Management
Volume 6||Issue 1||Page 30-46||January||2023|
Email: info@stratfordjournals.org ISSN: 2706-6592

The relationship between prior engagement in tourism by the scholars and family members engagement in tourism was significant with P-value 0.000 (P<0.05). This signified that family members who travelled to attraction sites did leverage students' travel behaviour. International students tour extensively (Eurostat, 2017).

4.7 Cross-Tabulation between the Barriers of Travelling and the Demographics

Cross-tabulations were carried out between the barriers of travel and the demographic characteristics of the international scholars; gender, age and level of education. This informed the study of the extent to which age, gender and level of education were affected by the barriers of travelling to Kenya.

4.8 Cross-Tabulation between the Barriers of Travelling and Gender

Table 8 indicates cross-tabulation scores between the barriers of travelling to Kenya and gender.

Table 8: Barriers of Travelling and Gender

Barriers of travelling to Kenya	Demographic	Chi-square	DF	P-value
Safety and security concerns	Gender	3.447	1	0.0315
Work commitments	Gender	1.95	1	0.0815
Concerns about money	Gender	1.122	1	0.1445
Study commitments	Gender	0.888	1	0.173
No student travel packages	Gender	0.435	1	0.2545
No student travel discounts	Gender	0.106	1	0.3725

The Chi-square tests shows that Safety and security concerns was significant P-0.035 (P<0.05) and was considered a barrier in travelling to Kenya. The other barriers had P>0.05and were not significant; no student travel discounts had P-0.3725, no student travel packages 0.2545, study commitments 0.173 and concerns about money 0.0815.The results signify that the gender whether male or female found safety and security as a barrier of travelling to Kenya. The scholars were not affected by concerns about money, study commitments, lack of student travel discounts, work commitments and lack of student travel packages. The results differ with studies carried out in Australia, the United States and France, which shows more challenges such as inequalities of gender, race, and class often worsened by the language and cultural skills (Mason, 2012; Larsen, Payne & Tomison, 2011).

4.9 Cross-tabulation between barriers of travelling to Kenya and level of education

Table 9 portrays the cross-tabulation scores between barriers of travelling to Kenya and level of education.

Table 9: Barriers of Travelling to Kenya and Level of Education

Barriers of travelling to Kenya	Demographic	Chi-square	DF	P-value
No student travel discounts	Level of education	5.252	4	0.131
Concerns about money	Level of education	3.489	4	0.240
Safety and security concerns	Level of education	3.384	4	0.248
Work commitments	Level of education	2.888	4	0.2885
Study commitments	Level of education	1.604	4	0.404
No student travel packages	Level of education	7.525	4	0.0555

When chi-square tests were carried out with the level of education, all the factors proved insignificant: concerns about money P-0.24, study commitments 0.404, safety and security concerns 0.248, lack of student travel discounts 0.131, work commitments 0.2885 and lack of student travel packages 0.0555. These findings reveal that the barriers of travelling to Kenya had no impacts on the different levels of education. The findings concur with research findings which posit that international students involve themselves in researches such as the 34 acre Eden pit land reclamations and reforms (Paltaretu, 2010).

4.10 Cross-tabulation between barriers of travelling to Kenya and age.

Table 10 shows outcomes from cross-tabulations between barriers of travelling to Kenya and age.

Table 10: Barriers of Travelling To Kenya and Age

Concerns about money	Age	14.3	7	0.023
No student travel packages	Age	8.92	7	0.129
No student travel discounts	Age	6.642	7	0.2335

Concerning the barriers of travelling to Kenya, five of the factors were significant with $P<0.05$; work commitments 0.0000, study commitments 0.0005, concerns about money 0.023, safety and security concerns 0.0075. Only two factors had $P>0.05$; lack of student travel packages 0.129 and lack of student travel discounts 0.2335. The research results stipulates that barriers of travelling to Kenya affected students of all ages. This results augur with those of a study carried out in the year 2010, where 20% of the 940 million globally were the youth aged 15-35 years (UNWTO, 2011; App 5).

4.11 Cross-Tabulation between Intention to Return as a Tourist and Gender.

Table 11 shows the results of the cross-tabulation between intention to come back as a tourist after completion of studies and gender.

Stratford Peer Reviewed Journals and Book Publishing
Journal of Hospitality and Tourism Management
Volume 6||Issue 1||Page 30-46||January||2023|
Email: info@stratfordjournals.org ISSN: 2706-6592

Table 11: Intention to Come Back as a Tourist and Gender

Intention to come back as a tourist	Gender	
	Male	Female
Yes	52.3% (113)	47.7% (103)
No	43.8% (46)	56.2% (59)
No response	37.5% (3)	62.5% (5)

The results show that 52.3% (113) of the students who had the intention of coming back as tourists were male and 47.7% (103) were males while 43.8% (46) of the respondents who had no intention of returning back as tourists were male and 56.2% (59) females. The results reveal that more males than the females were willing to return back as tourists. This finding is supported by the research which opines that female international students are vulnerable to gender-based violence and their safety is threatened (Mason, 2012; Larsen, Payne & Tomison, 2011.

4.12 Cross-Tabulation between Intention Return as a Tourist and the Level of Education.

Table 12 shows the outcomes of the cross-tabulation between intention return as a tourist and the level of education.

Table 11: Intention to Come Back as a Tourist and Level of Education

Intention to come back as a tourist	Level of education				
	Secondary education	Bachelor or equivalent	Tertiary program (college, degree)	Master or equivalent	Doctoral or equivalent
Yes	22.6% (49)	40.6% (88)	29% (63)	6% (13)	1.8% (4)
No	12.4% (13)	61% (64)	17.1% (18)	3.8% (4)	5.7% (6)
No response	37.5% (3)	62.5% (5)	0% (0)	0% (0)	0% (0)

Table 12 points out that 22.6% of the students who had the intention to return as tourists had attained Secondary education before joining Kenyan university while 12.4% (13) of the same cohort would not return to Kenya. Those who had had attained bachelor's degree or equivalent were 40.6% (88) whilst 61% (64) of the respondents had no intention. 29% (63) of those who had studied from a tertiary program intended to return as tourists and 17.1% (18) would not return. For those undertaking Master's or equivalent, 6% (13) said they would come back to visit while 3.8% (4) would not. 1.8% (4) of those studying Doctoral or equivalent intended to visit as tourists after completion of their studies and 5.7% (6) would not return. These results imply that the aim of international students is acquisition of knowledge. This concurs with (Aliyeva, 2015) who posits that educational tourism is travel to a host country for learning purposes.

Stratford Peer Reviewed Journals and Book Publishing
Journal of Hospitality and Tourism Management
Volume 6||Issue 1||Page 30-46||January||2023|
Email: info@stratfordjournals.org ISSN: 2706-6592

4.13 Chi-Square Tests on the Intention Return as a Tourist and the Level of Education

Table 13 indicates the Chi-Square tests that were done in order to establish the relationship between the intention return as a tourist and the level of education.

Table 13: Relationship between the intention return as a tourist and the level of education

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	22.541[a]	8	.004
Likelihood Ratio	24.890	8	.002
Linear-by-Linear Association	3.551	1	.060
N of Valid Cases	330		

The P-Value achieved was .004 (P<0.05). The study result therefore revealed a significant relationship which ascertains that indeed the level of education influenced the intention to return to Kenya as tourists. This statement is supported by programmes in developed nations such as Australia, Turkey who are sending out students in final senior levels of education to carry out research in the developing economies on sustainable tourism practices (Burcin Hatipoglu, 2014). Cheaper accommodations should be encouraged (WCK, 2017; App 3).

4.14 Cross-Tabulation between Intention Returning as a Tourist and Age.

Table 14 shows the scores of cross-tabulation between intention to come back as a tourist after completion of studies and age.

Table 14: Intention to Come Back As a Tourist after Completion of Studies and Age.

Intention to come back as a tourist	Age							
	15 – 20 years	21– 25 years	26 – 30 years	31- 35 years	36 – 40 years	41-45 years	46-50 years	51-55 years
Yes	22.6% (49)	39.2% (85)	18% (39)	9.7% (21)	6.5% (14)	2.3% (5)	0% (0)	1.8% (4)
No	38.1% (40)	34.3% (36)	17.1% (18)	3.8% (4)	3.8% (4)	1% (1)	1% (1)	1% (1)
No response	50% (4)	12.5% (1)	0% (0)	37.5% (3)	0% (0)	0% (0)	0% (0)	0% (0)

The results indicate that 38.1% (40) of those aged 15-20 years would not return to Kenya after their studies and only 22.6% (49) had the intention of visiting Kenya after their studies. 39. 2% (85) intended to return after completion of their studies in Kenya while 17.1% (18) would not return. 18% (39) of the age cohort 26 – 30 years expressed interests of visiting the country after their studies, 17.1% (18) did not express an interest of doing so. Only 20.3% (44) in the age

cohort 31- 55 years had the intention of returning as tourists and a paltry 9.6% (11) had no interest of returning to Kenya. These research scores signify that age played a role in influencing the respondents' return to Kenya as tourists after completion of their studies. The study is in line with (Gardiner, 2013; Chow and Bhandari, 2011; Hair, 2010; Ritchie, 2003) which opines that international students may bring back their guardians and parents to visit the attractions for longer periods.

4.15 Chi-Square Tests between intention to return back and age.

Table 15 reveals the results of the chi-square tests carried out to ascertain the relationship between intention to come back as a tourist after completion of studies and the age of the respondents.

Table 15: Intention to Return Back and Age

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	26.515[a]	14	.022
Likelihood Ratio	25.913	14	.027
Linear-by-Linear Association	.147	1	.702
N of Valid Cases	330		

The outcome revealed P-.022 (P<0.05). This signified that the intention to return was affected by age. In the year 2010, 20% of the 940 million tourists globally were the youth aged 16-35 years comprising many students (UNWTO, 2011; App 5).

4.16 Cross-tabulation between intention to return and type of institution.

Table 16 displays the scores of cross-tabulations that were done to ascertain the relationship between the intention to come back as a tourist and type of institution.

Table 16: Intention to come back as a tourist type of institution

Intention to come back as a tourist after completion of studies	Type of institution	
	Private	Public
Yes	49.3% (107)	50.7% (110)
No	43.8% (46)	56.2% (59)
No response	62.5% (5)	37.5% (3)

Table 16 shows that 49.3% (107) of the scholars from private institutions and 50.7% (110) from public institutions intended to return back to Kenya after completing their studies. Those students who had no intentions of visiting Kenya comprised 43.8% (46) from private universities and 56.2% (59) from public universities. Prices affected students from the state universities than it did to those from private universities (FEA Survey, 2012).

Stratford Peer Reviewed Journals and Book Publishing
Journal of Hospitality and Tourism Management
Volume 6||Issue 1||Page 30-46||January||2023|
Email: info@stratfordjournals.org ISSN: 2706-6592

4.17 Cross-tabulation between intention to return as a tourist and previous Program of study.

Table 17 displays the scores of cross-tabulation between intention to return as a tourist and previous Program of study.

Table 17: Intention to come back as a tourist and previous Program of study.

Intention to come back as a tourist after studies	Previous programme of study					
	Hospitality	Tourism	Arts	Engineering and technology	Humanities	Medicine
Yes	31.2% (64)	13.7% (28)	1.5% (3)	13.2% (27)	35.6% (73)	4.9% (10)
No	33.3% (35)	11.4% (12)	3.8% (4)	8.6% (9)	41.9% (44)	1% (1)
No response	14.3% (1)	0% (0)	0% (0)	14.3% (1)	71.4% (5)	0% (0)

Table 17, 35.6% of the foreign students who intended to return as tourists had studied humanities, 31.2% had done hospitality, 13.7% had undertaken tourism and13.2% had studied Engineering and Technology. 41.7% of the students who would not return as tourists had done humanities, 33.3% had undertaken Hospitality, 11.4% had done Tourism, 3.8% had done Arts while only 1% had studied medicine. Majority of the international students had no intention of coming back to Kenya as tourists. Students enroll in programs such as; eco-tourism, heritage tourism, rural or farm tourism and student exchanges between educational institutions (UNWTO, 2014).

5.1 Tourist activities engaged in by educational tourist while in Kenya.

There was no significant relationship when a cross tabulation was carried out between tourists' activity options and socio-cultural impact which is an element of sustainable tourism development because P-value is 0.1525 (P-value>0.05).

The study findings revealed that majority 58.7% of the students were self-driven, 46.5% of the students pointed out that it was the host university while for some it was the university back home that initiated the activities/projects since the institutions have prior knowledge on what benefits the scholars in the destinations.

There was indication of significant relationship between ability to move around and sustainable tourism development given that the P-value was 0.012 (P-value<0.05) and 42.7% felt that they had the ability to move around destinations in Kenya agreed to a large extent that socio-cultural, economic and environmental impacts affected sustainable tourism development.

References

Access Economics. (2009). *The Australian Education Sectorand the Economic Contribution of International Students.* A report prepared for the Australian council for private education and training.

Ankoma, T. L. (2000). *Education Tourism: A strategy to sustainable tourism in sub-sahara Africa.*

Bastaki, E. (2015). *Education is the Way Ahead.* Dubai: University of Dubai.

Beaton-Wells, M. &. (2011). *The Economic Role of Student Fees in Australian Universities.* Melbourne: University of Melbourne.

Boz, E. (2014). Triangulation in tourism research. *A bibliometric study of the top three tourism journals. Elsevier Ltd*.

Cresswell, J. W. (2009). Qualitative, Quantitative and Mixed methods Approaches. In *Research design* (p. 3rd edition). Los Angeles: Sage publications.

Cresswell, J. W. (2013). *Research Design.* Thousand Oaks, CA: Sage Publications.

Deale, C. S. (2012). How Important is Sustainability ismEducation to Hospitality Programs? . *Journal for Teaching in Travel and Tour*, 12 (2) 165-187. https://doi.org/10.1080/15313220.2012.678211

Deborah Rugg, P. (2010). *An intrduction to triangulation: Monitoring and Evaluation Fundamentals.* UNAIDS Progamme.

Eurostat, T. (2017). *Statistics Explained, Tourism Statistics.* Eurostat.

Gardiner, B. K. (2013). Chinese International Students: AN Avant- Garde of Independent Travellers. *International Journal of Tourism Research*, DOI: 10. 1002/jtr.

Gibson, H. (2013). The Educational Tourist Leisure and Lifelong learning. *Journal of Physical Education, Recreation and Dance*.

Hair, J. B. (2010). *Multi-variate data analysis.* Upper saddle river: NJ: Pearson Education.

KTB, K. T. (2014). *Culture and Heritage.* Nairobi: Magical Kenya.

Lecomte, C. (2014). *Short-term Volunteering and Local development projects in developing countries.* Aberystwyth university.

Maydeu-Olivares, B. A. (2011). Fitting a Thurstonian IRT model to forced choice data using Mplus.

Mohamed M Battour, M. M. (2012). The Mediating Role of Tourist Satisfaction: A Study of Muslim Tourists in Malaysia. *Journal of Travel and Tourism in Marketing*, 29 (3). https://doi.org/10.1080/10548408.2012.666174

NEMA. (2012). *Kenya's Natural Capital, A Biodiversity Atlas: Conserving Biodiversity for Sustainable Development.* Nairobi: National Environmental Management Authority.

Okech, R. (2014). Challenges facing indigenous people. *Fcus on ecotourism: Maseno university*.

Rotich, D. (2012). AN analysis of the challenges facing cultural tourism development in Kenya. *Research on humanities and social sciences*.

SLU. (2015). *Patti-McGill Peterson Center for International and Intercultural Studies.* Karen, Nairobi: SLU.

Tarrant, M. A., Lyons, K., Stoner, L., Kyle, G. T., Wearing, S., Poudyal, N., et al. (2014). Global Citizenry, educational travel and sustainable tourism: Evidence from Australia and Newzealand. *Journal of sustainable tourism*, 22:3, 403-420 https://doi.org/10.1080/09669582.2013.815763.

UNWTO. (2011). *The Power of Youth Travel.* Slovania: AM Reports.

UNWTO. (2011). *World Tourism Highlights.* UNWTO.

UNWTO. (2014). *The World Youth Student and Education (WYSE) Travel Confederation.* UNWTO.

WCK. (2013). *Wildlife Clubs of Kenya, Learn to Conserve for a Better Tommorow*. Nairobi: WCK.

Wekesa, B. D. (2003). Sustainable Tourism Development in Kenya: A Case Study of Ecotourism in Amboseli National Park Area. In W. B. Davis, *Sustainable Tourism Development in Kenya* (p. 108). Belgium: Free University of Brussels.

WWU, W. W. (2016). *Education Abroad; Explore the world of learning opportunity through WWU*. WWU.

Yammane, T. (1967). *Statistics: An intrductory Analysis; 2nd.* New York: Harper and Ro