

**CONTRIBUTION OF EDUCATIONAL TOURISTS' CONSUMER
BEHAVIOUR TO SUSTAINABLE TOURISM DEVELOPMENT IN SELECTED
UNIVERSITIES IN NAIROBI METROPOLIS, KENYA**

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T130/23080/2011

**A RESEARCH THESIS SUBMITTED IN FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF DOCTOR OF
PHILOSOPHY (TOURISM MANAGEMENT) IN THE SCHOOL OF
HOSPITALITY, TOURISM AND LEISURE STUDIES OF KENYATTA
UNIVERSITY.**

APRIL, 2019

DECLARATION

This thesis was submitted for examination and has not been presented for a Degree in any other University or for any other award.

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DEDICATION

All glory and honour be to God the Father, Son and Holy Spirit. This thesis is dedicated to my loving parents Mr. Joshua Kipkurgat Bitok and my late mother Rael Chesoimo Bitok with whose tireless efforts and hard work I pride in. I also wish to dedicate this work to my sisters and brothers; Nathan Kirwa Bile, David Kipruto Mining', Esther Chepchirchir Bitok, Lina Chematia Bitok, Janeth Chepkirui Bitok, our late brother Kenneth Kimutai Wesei, Grace Chepchumba Bitok, Ruth Chebungei Bitok and Julliett Chepleting' Bitok. Their prayers and continuous financial and emotional support made the thesis writing process smoother and more meaningful. I salute my late paternal grandmother Sarah Chemugun Tabrandich whose voice remains my legacy and though illiterate she respected and loved education zealously. She said, "With education you can talk, read and write and become important here and in distant worlds".

ACKNOWLEDGEMENT

Everything is possible through God almighty, I acknowledge Him for the far He has seen me through this thesis. Indeed He created me for a purpose, Halleluiya. I am indebted to my able and willing supervisors; Dr. Alice Ondigi and Dr. Esther Munyiri for their tireless efforts, advice, support and understanding all through the process of thesis synthesis, writing and correction details. ‘May the Lord God Almighty expand your territories’.

I am indebted to the respondents, students from Strathmore University, United States International University (USIU), Daystar University, Jommo Kenyatta University of Agriculture and Technology (JKUAT), University of Nairobi (UoN) and Kenyatta University. I thank the Heads of the International Student Linkages and Collaborations (ISLCs) from the six universities. I thank the staff of the fifteen Community Based Organizations (CBTOs).

I wish to acknowledge the research assistants and the data analyst Mr. Stephen Otieno Obira whose efforts and continuous support during data collection process, coding and final analysis. ‘May God strengthen you and prosper your plans’

I wish to extend my sincere appreciation to the entire Management, lecturers and staff of the Departments of Hospitality and Tourism, School of Hospitality and Tourism, Kenyatta University, ‘God bless you all’.

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OPERATIONAL DEFINITIONS OF TERMS

Educational tourism:	Refers to programs where potential learners acquire new knowledge related to their areas of study or disciplines at locations/destination or country which they have moved to.
Fall semester	Runs 13 weeks (August to mid-January in the USA) and between July to December in India
Foreign student:	Term used for students studying in another country especially in Australia
International student:	Term used for students studying in another country (commonly used in the US)
Overseas student:	Term used in the UK for students studying in another country
Programs:	A series of events/ actions planned for the students while studying
Safari:	Kiswahili word for a plan of a journey, including the route and the places visited by the tourists (see itinerary)
Spring semester:	Runs 16 weeks (January to May)
Summer semester:	Runs 2 months (the shortest) restricted to few universities
Sustainable tourism/ Sustainable tourism development:	Also known as responsible tourism, ecotourism, Sustainable tourism is tourism that respects the local people, the traveler, cultural heritage and the environment. The impacts on the local people and the environment are good and it ensures positive development
Volunteer tourism:	A form of tourism where travelers visit a destination and take part in projects in the local community which may involve social, environmental or economic activities

ABBREVIATIONS AND ACRONYMS

ABS:	Australian Bureau of Statistics
AESU:	Air-Transport Executive Staff Union
Aust Govt:	Australian Government
AVE:	Alpha Extracted Variance
CAS:	Confirmation and Acceptance
CBTOs:	Community Based Tourism Organizations
CFA:	Confirmatory Factor Analysis
CHE:	Commission for Higher Education
CIPL:	Center for International Programmes and Links
CPT:	Circular Practical Training
CUE:	Commission for University Education
CUEA:	Catholic University of Eastern Africa
DU:	Daystar University
Edu- tourism:	Educational Tourism
ELISCO:	El Shaddai International School Complex
EU:	European Union
EUC:	European University of Cyprus
EWCS:	European Working Conditions Surveys
FDGs:	Focus Group Discussions
FEAS:	Forum on Education Abroad Survey
GDP:	Gross Domestic Product
GOK:	Government of Kenya
GVI:	Global Vision International
HAA:	Harvard Alumni Association
HESA:	Higher Education Statistics
HNDI:	Household Net Disposable Income
HNFw:	House Net Financial Wealth
HSE:	High School of Economics
ICEF:	International Court of Environmental Foundation

ICOMOS:	International Council of Monuments and Sites
IDRE:	Institute for Digital Research and Education
IES:	International Ecotourism Society
IIE:	Institute of International Education
IMF:	International Monetary Fund
ISLCs:	International Students Linkages and Collaborations
ISO:	International Students Office
IUCEA:	Inter University Council of East Africa
JKUAT:	Jomo Kenyatta University of Agriculture Technology
KATA:	Kenya Association of Travel Agents
KATO:	Kenya Association of Tour Operators
KNBS:	Kenya National Bureau of Statistics
KTB:	Kenya Tourist Board
KU:	Kenyatta University
KUC:	Kenya Utalii College
KUCCPS:	Kenya Universities and Colleges Central Placement Service
LIA:	Letter of Interim
MANCOVA:	Multivariate Analysis of Variance
MDGs:	Millennium Development Goals
MEACT:	Ministry of East African Commerce and Tourism
MKU:	Mt Kenya University
MTCM:	Ministry of Tourism Malaysia
MTP II:	Medium Term Plan II
MU:	Moi University
NACOST:	National Commission for Science and Technology
NAFSA:	National Association of Foreign Student Affairs
NCU:	NewCastle University
NEMA :	National Environment Management Authority
NEPAD:	New Partnership for Africa's Development
NTS:	National Tourism Strategy

OECD:	Organization for Economic Co-operation and Development
OPT:	Optional Practical Training
PASW:	Predictive Analytics Software
PhD:	Doctor of Philosophy
PPP:	Power Purchasing Power
QAS:	Question Appraisal System
QS-WUR:	QS-World University Rankings
RRU:	Royal Reeds University
RTI:	Research Triangle Institute
SADC:	South African Development Community
SDGs:	Sustainable Development Goals
SLUP:	St Lawrence University Program
SOAS:	School of Oriental and African Studies
SPSS:	Statistical Package for Social Sciences
SSA:	Sub-Sahara Africa
STI:	Sustainable Tourism International
TUK:	Technical University of Kenya
UCT:	University of Cape Town
UETF:	University Education Task Force
UK:	United Kingdom
UNCTAD:	United Nations Conference on Trade and Development
UNDP:	United Nations Development Programme
UNE:	University of New England
UNEP:	United Nations Environmental Programme
UNESCO:	United Nations Educational, Scientific and Cultural Organization
Univ of Tenn:	University of Tennessee
UNWTO:	United Nations World Tourism Organization
UoC:	University of Cambridge
UoH:	University of Hertfordshire

UoI:	University of Iowa
UoL:	University of Leeds
UoN:	University of Nairobi
UoS:	University of Saskatchewan
US:	United States
USAID:	United States Agency for International Development
USD:	US Dollar
USIU:	United States International University
UWN:	University World News
VHR:	Visa House Russia
WCK:	Wildlife Clubs of Kenya
WENR:	World Education News and Reviews
WTO:	World Tourism Organization
WTTC	World Tourism Travel Council
WWU:	Western Washington University
WYSE:	World Youth Student Education

ABSTRACT

Educational tourism enables potential learners to acquire new knowledge from programmes in foreign locations. Educational tourism started with the wealthy and upper class in Europe with participants engaging in study tours for many years in European countries between the seventeenth and nineteenth centuries. In recent years students are taken from Europe other parts of Europe, South pacific, Middle East, Africa and to all major attractions globally. Africa has a high potential of this market due to its rich biodiversity and beautiful varied scenery. The programmes include outbound, faculty-led study abroad programmes. The students were referred to as international, overseas or foreign. 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 approximately 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 study purposed to establish the contribution of educational tourists' consumer behaviour on sustainable tourism development in Nairobi metropolis, Kenya. The specific objectives of the study were to; evaluate the effects of the consumer behaviour of educational tourists, determine their understanding of sustainable tourism, find out tourist activity options available for them and the effects of consumer behaviour and their activity options on sustainable tourism development in Kenya. This study used the survey design utilizing both quantitative and qualitative data and the mixed method model. 345 international students, 6 heads of ISLCs and 15 representatives of CBTOs were sampled from a target population of 2890 respondents. Open and close ended questionnaire, an interview guide and a focus group discussion were used to collect data. Pretesting was done to reduce errors on the variables. Validity of factor loadings >0.5 were accepted and a Cronbach alpha coefficient of >0.7 was accepted for the reliability of the questionnaire. Data was analyzed through descriptive statistics, Chi-square, other cross tabulations and regression. Data was presented through tables, charts, graphs and qualitative reporting. The response rate for questionnaires was 330 at 95.7%, 6 interview guides at 100% and 12 focus group discussions at 86.7%. The first null hypothesis was rejected after Chi-square tests were carried out on 12 consumer factors where; 11 factors yielded $P<0.05$. The second null hypothesis was also rejected when a summary crosstab was generated on the understanding of sustainable tourism by educational tourists at 0.019 ($P<0.05$) on the average rate of responses from the social-cultural, economic and environmental impacts. The respondents felt that the activity options available influenced the understanding of sustainable tourism environment as indicated by the impacts on the environment at 0.029 ($P<0.05$) and the economic impacts at 0.301 ($P>0.05$). A regression model indicated the P-value for the model was 0.000 ($P<0.05$). This study concludes that the consumer behaviour of international students is significant in determining the choice of destination by the students. Strong policies should govern sustainable tourism practices. Kenya's institutions of higher learning should improve and increase the hostel capacity within its campuses. Tourism as a course should be incorporated in all levels of study curricular in Kenya.

CHAPTER ONE: INTRODUCTION

1.0: Introduction

This chapter covers the background to the study, problem statement, purpose of the study, general and specific objectives and the null hypotheses. The significance of the study, delimitations and limitations are also included.

1.1: Background to the Study

Tourism is one of the fastest growing industries in the world and fosters positive socio-economic growth in most countries globally (UNWTO, 2017; App 5 & 6). In 2016, the industry contributed direct GDP growth of 3.1% which created 292 million jobs globally. Foreign Students may bring back their guardians and parents to visit the attractions for longer periods (Gardiner, 2013; Chow and Bhandari, 2011) and Bhandari, 2011). Educational tourism started in Europe with participants engaging in study tours for many years in Germany, France and Switzerland and other European countries between the 17th and 19th centuries and was therefore a reserve for the wealthy and upper class in Europe (Towner, 2012). The youth students and educational travel market is estimated at 20% of all international arrivals which accounted for 27 billion dollars in 2012-2013, and a 12% increase to GDP in the world (NAFSA, 2016; UNWTO, 2014).

Africa relies heavily on the fluctuating international tourism with challenges such as natural calamities and disasters including those of 2016 when the region realized USD108 billion in terms of GDP and created 6,171,000 jobs unlike 2013 when Africa received about 5% of the 1.3 billion international visitors contributing to 3.6% of the

total GDP and supported 8,181,800 jobs in the region (KNBS, 2016; WTTC, 2017; WTTC, 2013; UNWTO, 2017; Forster, 2015 App 7 & 8).

Tourism is Kenya's main source of foreign exchange and is expected to grow at 8% annually to create over 500,000 jobs by the year 2025 (KNBS, 2016; GoK, National Tourism Strategy 2013-2018, 2013; App 10). In 2016, tourism contributed a GDP of KES 682 billion which directly supported 399,000 jobs (WTTC, 2017). Kenya receives 0.083%, 1.5million tourists of the 5% to Africa annually and there is need to focus on promising niche' market segments while countering the challenges facing tourism (UNWTO, 2017; Forster, 2015; KNBS, 2016).

In niche' tourism, similar market segments such as; Astronomy tourism, Culture tourism, Gastronomic tourism, Educational tourism, Medical and Adventure tourism are grouped together and their needs consistently evaluated in order to satisfy the demands of each market segment (Nare, Musikavanhu & Chiutsi, 2017; Naramong, 2011). The study will try to investigate the role of their consumer behaviour in cushioning out the declining numbers of other segments. Educational tourism involves foreign scholars enrolling in institutions of higher learning in foreign countries and unlike other tourism market segments it is not prone to natural disasters and security shocks owing to the protection from institutions of higher learning and their loyalty to the destinations (WWU, 2016; Tarrant & Kyle, 201 Tarrant, Lyons, Stoner, Kyle, Wearing, & Poudyal, 2014).

According to (UON, 2015) international students in Kenyan universities are categorized into: Students on an exchange program from another university; Occasional student

spending 6-12 months in the university; Students admitted to a regular degree; Research associate admitted for specific time up to 1 year; Post graduate student admitted to a Masters or PhD class; Placements and industry attachments and Work and holiday visa (Australian Government, 2016). Approximately 200,000 international scholars are in Kenya annually from 1%, 5,000 admissions to its public Universities annually totaling 20,000 and another 10% to the Private universities as educational tourists (CUE., 2014)

Scholars argue that despite the low unsteady disposable income of international students, their activities demand for unique unexplored destinations, thought evoking recreation adventures and amusements are high (Grigolon 2012; Wang, 2014; Cohen E., 1979). The consumer behaviour factors of the international students which include personal, social and economic status need to be investigated (Alexandria, 2013). This is supported by the theory of Ritchie which states that the environment of educational tourism involves the political, social, economic, ecological, technological and legal factors externally affects educational tourists and should be continually evaluated (Ritchie, 2003). The personal factors comprise age, gender, marital status of family and culture and social orientation affect a person's buying behaviour (Grigolon, 2012; Wang, 2014). In the year 2010, 20% of the 940 million tourists were young travelers aged 16-35 years the majority of whom were students (UNWTO, 2011; APP 5). Despite this statement the services rendered to the educational tourists such as accommodation, food and beverage and tour guiding should be handled by professionals (UNWTO, 2014; Broomhall, Pitman and McEwan, 2011; Grant, 1991).

This study therefore focused on educational tourism as a stable niche' market segment

that is within the realms of spurring sustainable tourism development embedded in Kenya's Vision 2030 (Vision 2030, 2014; Ritchie, 2003). Educational tourism is a stable market to mitigate the fluctuations that have antagonized Kenya's tourism industry since 2011 through insecurity associated with terror attacks and travel bans (Gibson, 2013; Mohamed, 2012; Gardiner, 2013; Susan Broomhall, 2011).

Sustainable tourism is interested in creating equilibrium between tourism resources consisting of the environment, socio-cultural and the economic development that can meet the needs future generations (UNWTO, 2017). UNWTO (2005) opines that tourism for sustainable development involves establishing appropriate policies, rules and regulations for all the sectors of tourism in host destinations. Other studies with similar findings include (IES, 2011) which states that the students involve themselves in sustainable tourism issues through volunteer establishments. Few scholars have delved into educational tourism and have not considered the sustainability of the market.

The current study seeks to evaluate the contribution of the students to the universities and other sectors of the economy. Nairobi County is a metropolitan city with almost all the oldest international and local universities found within the city and its environs. A number of international students in the universities were not known to the International Students Linkages and Collaborations (ISLCs) (UON, 2015; CUE, 2014; USIU-Africa, 2017). In all the universities estimated figures were given.

1.2: Problem Statement and Justification

Africa relies heavily on international tourism and receives 5% of the 1.3 billion international visitors with its fluctuating unstable flow, as demonstrated in the year 2016 when the region realized USD108 billion in terms of GDP and created 6,171,000 jobs compared to 8,181,000 jobs in the year 2013 when tourism contributed 3.6% GDP (WTTC, 2017; UNWTO, 2014 App 5 & 6). Due to challenges facing the African continent, most educational tourists do not prioritize the region and it only received 14%, 2.8 million of the 360 million educational tourists globally in 2013 (WTTC, 2017). These reflect on the 5% international tourists to the region annually despite its unique geographical features which attracts students into programs such as; eco-tourism, heritage tourism, rural/farm tourism and student exchanges (UNWTO, 2014).

Educational tourism in Africa is viewed as a reserve for researchers and international students (KTB, 2014). Africa recognizes educational tourism as an important market segment that should be researched (Ankoma, 2000; UNWTO, 2014; UNWTO, 2011).

Kenya relies on tourism for economic benefits (Wekesa, 2003). The country receives 1.5 million (0.083%) yearly of the 1.8 billion international visitors globally (WTTC, 2017). This market share can be increased through more stable tourism market segments such as educational tourism which has the advantage of spending longer periods during their studies (Ankoma and Larson, 2000; UNWTO, 2014). 3,200 foreign students are admitted to Kenya's public Universities annually and another 10% to the private universities totaling over 200,000.

Educational tourism being travel to a host country for learning purposes has got

developmental benefits to the host country, university, local economies and socio-cultural impacts (Aliyeva, 2015). 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 (Cohe, 1979). Educational tourists are instrumental in identifying gaps that exist in host communities (Stone and Petrik 2013; Grant, 1991). Research need to be carried out to determine the interrelationships existing between travels for purposeful study (Jaeho Kim, 2013)

Consumer behavior of educational tourists such as their personal, social and economic status ought to be investigated and well understood to determine their touristic activities (Ankoma, 2000; Lun & Batra, 2016; Alexandria, 2013). For Universities to remain competitive in this lucrative market, they should investigate the sources of information students use to identify travel destinations (Sohrabi, 2013).

Tourism for sustainable development involves establishing appropriate policies, rules and regulations for all the sectors of tourism in host destinations (Ritchie, 2003; UNWTO, 2005). Educational tourism is one such segment and will be investigated in this study as a strategy to enhance sustainable tourism development in Kenya (UNWTO, 2005). Sustainable tourism involves visiting natural undisturbed areas to study through tourism practices such as; ecotourism and cultural tourism in the process students become global citizens (Fien, Calder & White, 2010; Chooibamroong, 2004).

Educational tourism is embedded in Goal 4.7 of Sustainable Development Goals (SDGs) which emphasizes that sustainable development can be achieved by training stakeholders on the same and this is in line with Vision 2030 MTPII (UNDP, 2018;

UNWTO, 2018). Youth tourism is part of the niche market target group affiliated to UNWTO (UNWTO, 2018). Therefore this study sought to establish the role of consumer behaviour of international students to Kenya's institutions of higher learning and its contribution to sustainable tourism development.

1.3: Purpose of the Study

The purpose of this study was to determine the contribution from the consumer behaviour of educational tourists in promoting sustainable tourism development in Nairobi metropolis, Kenya.

1.4: Specific Objectives of the Study

- 1.** To establish the characteristics of educational tourists in selected Universities in Nairobi metropolis, Kenya.
- 2.** To evaluate the effects of the consumer behaviour of educational tourists on sustainable tourism development in Nairobi metropolis, Kenya.
- 3.** To determine if educational tourists understand sustainable tourism and the impacts of their understanding on sustainable tourism development in Nairobi metropolis, Kenya.
- 4.** To investigate tourist activity options available for educational tourists within the selected Universities and the influence on sustainable tourism development in Nairobi metropolis, Kenya.
- 5.** To explore the moderating effect of activity options on the relationship between consumer behaviour, understanding of sustainable tourism and sustainable tourism development in Nairobi metropolis, Kenya.

1.5: Research Question

What are the characteristics of educational tourists in Nairobi metropolis, Kenya?

1.6: Research Hypotheses

Ho1: There is no significant relationship between the consumer behavior factors of educational tourists and sustainable tourism development in Nairobi metropolis, Kenya.

Ho2: There is no significant relationship between the understanding of sustainable tourism by educational tourists in the selected Universities and sustainable tourism development in Nairobi metropolis, Kenya.

Ho3: There is no significant relationship between educational tourists' consumer behaviour and activity options available on sustainable tourism development in Nairobi metropolis, Kenya.

1.7: Significance of the Study

This study can benefit tourism industry stakeholders such as the Ministry of Tourism (MoT) in planning for educational tourism. The information from the study will be useful for the tourism industry in establishing educational tourism as a niche' market. Kenya Tourism Board (KTB) will be able to market Kenya as a destination for educational tourism through the research findings. The tourism Regulatory Authority (TRA) will be able to understand the demands of educational tourism and plan for this market. Universities and other institutions of learning will be able to improve their facilities in order to attract more international students and benefit from this lucrative market. Educational tourism is an important market segment that should be well researched in order to provide meticulous services that meet global standards.

Students intending to carry out academic research will do so through the identified gaps

in the study. These education tourists are instrumental in identifying gaps that exist in host communities during their course of study and volunteer services for instance the environments that have been damaged and often suggest the best green practices of dealing with them. Africa is endowed with unique geographical features which attract the students who enroll in programs such as; eco-tourism, heritage and rural tourism. Africa is viewed as a reserve for researchers and international students, majority emanating from developed nations.

The local communities within Kenya can benefit from the students through volunteer programmes. Educational tourism contributes to the preservation and transmission of local traditions, the conservation and sustainable management of natural resources, cultural, historical, thus protecting the local heritage. This enhances a positive use of regional differences locally and globally which encourages global citizenry.

1.8: Scope of the Study

This study was carried out in Nairobi County and its environs in Kenya. The findings were limited to the evaluation of the consumer behaviour of 333 educational tourists who were international students in 6 selected universities. 6 heads of International Students Linkages and Collaborations (ISLCs) within the universities were interrogated on the behaviour of the students. The study did a follow up of 15 Community Based Tourism organizations (CBTOs) within local communities most visited by the foreign students from the selected universities.

1.9: Limitations of the Study

Since there was little information available on relevant topics to the study in Kenya for reference information was sourced directly from the institutions by the researcher.

1.10: The Conceptual Framework

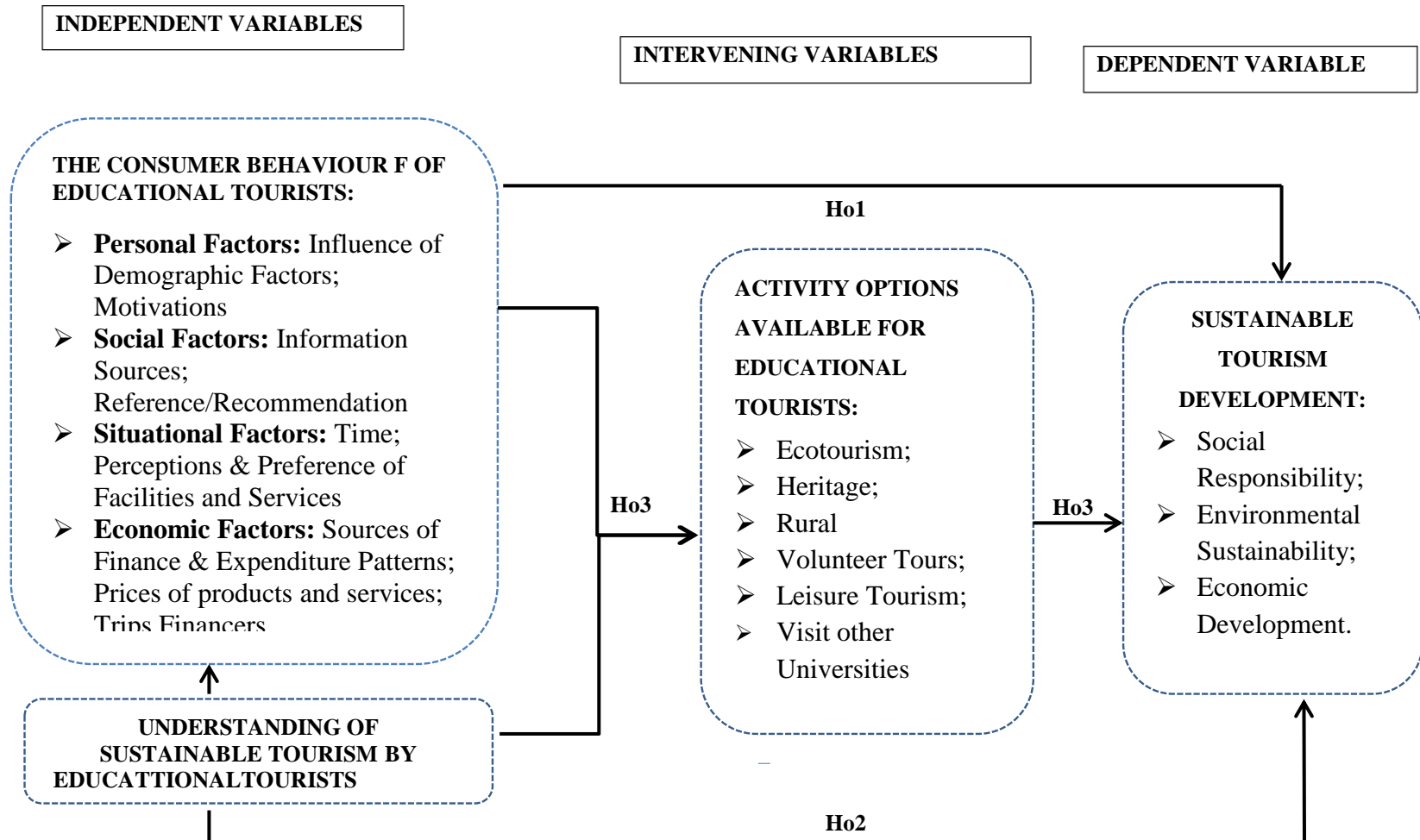


Figure 1.1: The Conceptual Framework

Source: Authors own construct

1.10.1 Independent Variables

The independent variables cause changes on the dependent variable. In this study the consumer behaviour or buying behaviour factors of the international students referred to as educational tourists were considered and they formed the independent variables. Personal, social, situational and the economic status of the students formed the main factors of consumer behaviour. The demographic characteristic factors of the foreign scholars included age, gender, marital status and other personal and psychological factors for instance perception towards attraction destinations which also formed the intrinsic influences. The extrinsic or external influences such as social factors of family and friends, culture and social orientation, place of origin, educational levels, income levels, disposable income and external funding and sponsorship, credits and personal saving were noted as factors that affected the buying power of the scholars. Prices of various items such as instance of accommodation, transport fares and entertainment determined whether the student would take up the trip or not.

1.10.2 Intervening Variables

The intervening or extraneous variables in the study were the types of tourism activity options that were available during travel by educational tourists. They included adventure, wildlife, ecotourism and rural tourism. The students engage in volunteer work within the communities visited thereby participating in volunteer tourism and related practices such as oxen ploughs, teaching in community schools and learning the native language. Collaborations and partnerships by the universities are forms of educational tourism and a means of getting overseas students into the local universities through; university to university, state to state or university and industry.

1.10.3 Dependent Variables

The dependent variable was sustainable tourism development and was affected by changes made to the independent variables. The dependent variable was measured to determine the relationships that were positive or negative with the independent variables. The variable changes were either in the same direction or the opposite direction as the independent variable. The dependent variable was studied in relation to the independent variables namely; the consumer behaviour of the foreign students and their understanding of sustainable tourism development. Sustainable tourism development is pegged on the three pillars of tourism; social responsibility, environmental sustainability and economic development.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

The literature review includes; an overview of educational tourism, the consumer behavior of international students, the understanding of sustainable tourism development by the students, the tourist activities that the international students engage in while in Kenya, summary of gaps and the theoretical frameworks.

2.1 Educational Tourism

According to (Gibson, 2013; Mohamed, 2012; Gardiner, 2013; Broomhall, 2011) an educational tourist is considered as someone away from their usual abodes with the aim of acquiring knowledge that is tourism first or second. These therefore recognize each foreign student as a tourist since they are away from their usual places of residence/abodes and are not remunerated in the country of destination (Ritchie, 2003). However this market has often been neglected because the World Tourism Organization (WTO) in 1963 recognized foreign students studying for less than one year as tourists and left out those studying beyond one year (Ankoma, 2000).

Educational tourism started with the wealthy and upper class in Europe with participants engaging in study tours for many years in Germany, France and Switzerland and other European countries between the seventeenth and nineteenth centuries (Chaney, 2000; Towner, 2012; Tice, Steiner, Ceen and Beyer, 2008). Nowadays students are taken from Europe to the United States of America, Latin America, Canada, other parts of Europe, South pacific, Middle East, Africa and to all major attractions all over the world with an aim of inculcating responsible global citizenry (Nikolaeva, Pevsner & Maslow, 2011).

2.1.1: An Overview of Educational Tourism

Educational tourism is entrenched in Sustainable Development Goals (SDGs) which is ratified by 2030 Agenda (UNDP, 2018). SDG goal 4.7 substantiates the benefits of stakeholders which comprise global citizenry, varied ethnic backgrounds and its benefits (UNDP, 2018; UNWTO, 2018). The world youth students and educational (WYSE) travel market is estimated at 20% globally of all international arrivals and it contributed 27 billion dollars in 2012-2013 which was a 12 percent increase to GDP in the world (NAFSA, 2016; UNWTO, 2014; UNWTO, 2018). 25% of overseas scholars are from Europe (Ranking, 2015/2016; App 5). Underdeveloped nations should embrace the principles by UNWTO for strengthening Sustainable Development. Kenya should adopt the guidelines in destinations visited by international students in a bid to lure this market to its 31 public and 17 private chartered universities and other attractions (CUE., 2014; UNWTO, 2013).

Students choose the continent followed by country and then the university based on the world university ranking (App 12). Only 145 universities reset all filters in Africa and featured in QS university ranking majority being in South Africa, Egypt and Morocco which according to world ranking are preferred by international students (Ranking, 2015/2016). African universities were ranked based on publications and citations and South Africa dominated the top 30 list followed by Egypt, Morocco and Tunisia. This therefore makes Kenyan universities popular among African students

Studies show that most of the foreign students to Kenya were from the African region/continent for instance during the celebration for international students in 2014 at

JKUAT, there were 900 students from USA, Germany, Turkey, Japan, China, Cameroon, Nigeria, Ivory Coast, Uganda, Tanzania, Somalia, South Sudan among others (UoN, 2014). Others to the university were 15 students on exchange programme from Western Ontario, Canada, Germany and University of Berlin (JKUAT, 2012).

In most developed countries foreign scholars cushioned the decrease in numbers of the local scholars (Decock et al, 2016). Majority of the 12.2 million international scholars from Africa to these nations were from Nigeria, Ghana, Kenya and South Africa (UoW., 2016). This is supported by the fact that 99% foreign scholars from Africa spoke French and English. At least 23 countries in the region speak English. The mobility of scholars has always been to the US, Canada, UK, Europe and Australia with majority of the international students originating from China, India, Republic of Korea, Germany, France, Malaysia, USA, Russian Federation, Turkey, Vietnam, Canada, Morocco, Saudi Arabia, Japan, Italy, Nigeria, Iran (Islamic Republic), Kazakhstan, Ukraine, Pakistan and Indonesia (UNESCO., 2012; UNWTO, 2016). Over 50% of the foreign scholars who went to study in Australia, Germany, UK, and the US were from Canada, France, Germany, Italy, Korea and US (UNWTO, 2016). Foreign scholars to the UK, Switzerland, Luxembourg, Australia and Austria accounted for 10% of students in higher institutions of learning (UNWTO, 2016). Foreign scholars formed 30% of scholars undertaking research courses in Australia, Belgium, Luxembourg, the Netherlands, Newzealand, UK and Switzerland.

Gender plays a role by countries of the student's origin, programme and levels of study. In the year 2011 foreign scholars globally were 360 million and 50% were women

(UNESCO., 2012). 7% of the international students (300,000) of these scholars were in France, 39.8% were women and 45.2% were men. Another study carried out by (UoW., 2016) indicated that different countries post differing results concerning the gender of the foreign students, for instance, 79% scholars from Pakistan to the University of Windsor were composed of 30% men from Taiwan. Out of the 4.5 million foreign students in July 2013, 45% went to Europe, the UK had 19% (740,000) of the students composed of 46.3% women and 53.7% men distributed in 160 institutions of higher learning in 2014 (OECD., 2017; Statista, 2015,). 46% of the 1 million scholars studying in the US were women spread in all modes of study and academic levels (OECD., 2017; Statista, 2015,). In 2014, there were 47.1% women and 52.9% men in Australia's institutions of higher learning (Aust Govt, 2016; EU, 2015). Japan had 239,287 foreign scholars in 2013 up from 208,379 in 2012 distributed as 45.7% women and 54.3% men (JASSO, 2016). Findings from a study in South Africa showed that out of 953,577 scholars in 2014, 72,875 were foreign scholars, 52%, were female and 48% male (EU, 2015). The University of Cape Town had a total of 26,321 scholars out of which 7%, 3,735 were foreign scholars from 102 states (EU, 2015).

Age as a demographic factor has been argued by several scholars to vary according to gender, discipline or level of study, area of expertise and sometimes the host and country of origin (Decock, Mccloy, Steffler & Diclaire , 2016; UK, 2013; ABS, 2013). In the year 2010, 20% of the 940 million tourists were young travelers aged 16-35 years the majority of whom were students (UNWTO, 2011; App 5). This concurs with the findings of (Decock et al 2016) which posits that 56.7% of the international students were in the age bracket 21-to-25 and 30% and 26-to-30 years of age. International

students in 2010 fell into age categories 18-to-24years, 25-to-29 years, 30-to-34years and over 35years, another age bracket was 55-to-64years which did not exceed the 25-to-34 year age bracket in degree attainment (Mcmullen & Elias 2011).

A study carried out in Australia in 2015 across all academic levels shows that international scholars comprised 43.7% scholars aged 20-24 years; 6% were aged 35years and 3.5% were under 18 years and 34.3% were in Vocational Education and Training (VET) (Statista, 2015). Other age brackets in Australia in 2011 were reported as: 51% aged 15-24 years; 41% aged 25-64 years; women students were aged 15-64 years and students above 64 years were less than 1% (ABS, 2013). Another study carried out in Toronto Canada showed that foreign scholars were older than local students with 56.7% aged 21-25 years and 30% 26-30 years (Decock et al, 2016).

2.1.2: Educational Tourists in Institutions of Higher Learning

Nolan (2016) in his study found out that sources of information from tourism suppliers were either in a formal form or an informal form. Formal ones include; travel agents, travel brochures, travel guides, magazines and newspapers, Television programs, advertisements and commercials, the website and the internet. Informal forms comprise word of mouth through friends and relatives and the individual's experience of an earlier visit to a destination (Nolan, 2016). Images formed about a given attraction, region or country are determined by the information disseminated either written, word of mouth or audio-visual which communicate similarly. Information and marketing tourism in Kenya is vested on the Kenya Tourism Board (Dolores, Miguel, Alberto, Carmen and Dimitrios, 2012; KTB, 2014). However, travel agents are a link between

airlines and the visitors in developing countries and are responsible for marketing and selling Kenya as a tourist destination. The challenge with the middlemen is that they are not quite familiar with educational programmes in the institutions and do not quite understand the aims of educational tours in terms of knowledge acquisition and sustainability techniques (Lam, Azmi & Azar, 2011; KTB, 2014; Eladi, 2012).

Universities may collaborate and partner with foreign universities symbiotically in order to derive positive gains through student exchange and boosting teaching schedules, joint researches and publications, industry linkages, government to government partnerships which include reviewing issues that affect the entire globe such as climate change (Pratt, 2011; Marceco, Simoes, & Henrique de Brito, 2013; Shamoo & Resnik D, 2003).

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 (CUE., 2014). Collaborations are inspired to liaise in carrying out studies, training, staff improvements, areas of technology, curriculum reviews, and support financially (Chacha, 2015). Kenyan universities are members of Inter University Council of East Africa (IUCEA) which expedites, organizes and fosters for maintainable and quality improvement of tertiary institutions in East Africa including aiding in countering confrontations in the learning institutions. 12% out of 5,400 students in USIU are foreign students from about 54 countries. USIU in collaboration with Columbia School of Business, the U.S. Agency for International Development (USAID) and the James R. Jordan Foundation, to boost their schedules. Other private universities in the country such as the Catholic University of Eastern Africa, Pan Africa Christian University and Daystar University also attract a

large number of foreign students.

International students to Kenya are enrolled in both the public and private universities (CUE, 2014). The country has 31 public universities, 14 chartered private universities and 13 universities with Letter of Interim (LIA). Of all the 443,783 and 470,170 university enrollments in Kenya in 2014 and 2015, 1% approximately 5,000 of the students (UoS, 2017) were foreign students (IIE, 2016). 10% of scholars in Kenyan private universities are international students (CUE., 2014). This concurs with the study carried out in USIU which shows that 12% out of 5,400 students are foreign students drawn from about 54 countries (USIU-Africa, 2017).

Similar studies carried out by (QS-WUR, 2013) in other countries showed that there were private and public Institutions of higher learning globally. According to (WENR, 2012) found out that within the African region; Uganda hosted 7 public and 27 private universities, 40 universities in Somalia were privately owned while Ethiopia had 22 public universities and more than 30 private institutions, and South Africa had 23 public universities and 87 private institutions. Ghana is home to 6 public and 42 private universities, while in Nigeria there were 36 federal, 37 state and 45 private universities.

Various international programs involve scholars, novices, learners, amateurs, faculty members and experts in several disciplines and careers organized by the establishments and teams in charge (Juvan and Lesjak, 2011). Findings from (KUCCPS, 2017; QS-WUR, 2017) indicate that different universities offer digit and letter coded selected Course units or related subject areas are grouped into suitable programmes or disciplines offered at different levels of study in specific departments, faculties and

schools. The programmes or disciplines offer courses specific to certificate, diploma, bachelors or undergraduate and postgraduate degrees through hands-on learning, practice or internship, coursework and research offered as major study areas.

The students therefore join different schools or faculties which offer specific programmes based on the university's areas of specialization for instance Business, Engineering, Education, Agriculture, Environmental studies, Health sciences, Humanities and Social sciences, Pure and Applied sciences, Public Health among others (KU, 2017; JKUAT, 2015; UoN, 2017). Fees charged globally vary according to courses, levels of study and the modes of study, whether part-time, full-time or sandwich (UoL, 2016; UoH, 2017)

International students involve themselves in educational trips, volunteer tourism while others travel for leisure and pleasure holidays (Grigolon, 2012; SLU, 2015). Services therefore rendered to the educational tourists such as accommodation, food and beverage, tour guiding within Kenya's attraction sites should be done by professionals who are highly knowledgeable and experienced in tourism, hospitality and the fields and programs the students will be involved in during the tour (UNWTO, 2014; UNWTO, 2014; Broomhall, Pitman and McEwan, 2011).

There is a variation in the anticipated amount of time a student takes in a particular programme or discipline of study. For instance in the European university of Cyprus a student undertaking undergraduate study would take 4 years, bachelor degree in Pharmacy lasts 5 years and a bachelor degree in medicine is 6 years to complete (EUC, 2017). According to this study, the PhD degrees take 3-to-5 years to complete. There

are contradictions in the Leeds university postgraduate degrees which vary from 1-to-3 years for the master's degree and 3-to-7 years for PhD. Masters in Arts Political studies takes 1-to-2 years in the University of Saskatchewan in Canada (UoS, 2017). Exchange programmes may run from 2 weeks to one academic year (UoL, 2017; UoH, 2017).

Documentations vary from state or country to state or country. Foreign students to Kenyan universities are offered visas and renewable passport deadlines which enable the students to stay in the country during their study periods. European countries show the period of study for international students to end with Tier 4 Visa and the Confirmation and Acceptance for Studies (CAS) (UoC., 2017). For programmes that last over one year, there are 4 months added after the end date of the course; for courses lasting 6-12 months the extension period is 2 months; for master's programmes 6 months are added at the end of the course; for pre-sessional courses there is an extension period of one month while courses lasting less than 6 months for instance medical elective, the additional period is only 7 days.

Documentations such as I-20, a valid F1-Visa in the United States determines the duration of a study programme (ISO, 2017). 60 days are extended at the end date in the programme and the duration may be extended if one re-applies for a new I-20 before the expiry of the present final day of the I-20 at hand. Africans do not consider tourism as a sign of prestige and may not be keen in acquiring the necessary travel documentation contrary to their fellow European counterparts from the west (Jebet, 2010)

Each year every 10 foreign scholars in Australia are visited by 3 family members and 2 friends from their home countries (Beaton-Wells & Thomson, 2011). These amounts

to 160,000 visitors to Australia courtesy of the scholars (Beaton-Wells & Thomson, 2011). The scholars may return for holidays on completion of their studies. A study carried out in the University of Sheffield shows that students whose friends or family wanted to visit them or to attend their graduation ceremonies have to apply for a visa (UoS, 2017). Any visitor may apply for a tourist visa if they have legitimate tourist intent, through a B-2 tourist visa: A letter of invitation addressed to the student's family from the student detailing the purpose of their visit, the length of their stay, and how they will financially support themselves during their visit. The letter should be sent in both English and the student's native language (UoS, 2017).

2.1.3: Educational Tourists' Sources of Finance and Expenditure Patterns.

The movement of students traditionally from the African countries and the Asian countries to the Americas, the UK and Australia could be attributed to the benefits to the mobile students in terms of employment during their studies and afterwards (UoI, 2017; Swansea University, 2016). In most institutions of higher learning, the scholars are allowed to seek for jobs from second year to their final years of study (UoL, 2016; UoH, 2017). Foreign students in Europe and the US with documentations such as F1-visa, Tier 4 or 2 visas and even student passes and other valid documentations such as J-1 scholars or J-2 dependents and National insurance in the UK, are eligible to jobs available in the institutions such as; on-campus employment which do not require USCIS in the US; Optional Practical Training (OPT) controlled by USCIS for scholars who have studied for about 9 months; Circular Practical Training (CPT) which is an off-campus job as part of the core area of training; Severe Economic Hardship for F-1

students who are 9 months into their study; Employment with international organizations (USCIS, 2016; UoI, 2017; Swansea University, 2016).

In January, the Ministry of Public Security in China, international scholars were able to pursue the limited internships, part-time employment, and even entrepreneurship in the Zhongguancun area of Beijing (ICEF Monitor, 2016). Job opportunities for students during their studies are not available in African countries, the student may be required to foot internship costs (UWN, 2017). Student passes and visas do not allow a student job opportunities in Kenya (Go Overseas, 2017).

Grigolon (2012), in his study noted that despite the low unsteady disposable income of the international tertiary students, they have a high demand for unique unexplored destinations, thought evoking recreation adventures and amusements. Wang (2014) opines that students operate on a tight budget which calls for hospitality and tourism stakeholders to reconsider the accommodation prices, transport fares and entertainment.

Net household income otherwise referred to as residual or disposable income is income after tax and national insurance and allowable deductions (University of Oxford, 2017). Newcastle University evaluated this income basing it on the 2016/2017 tax to arrive at figures for student allowances which were 1,130 pounds for scholars from England relying on the allowance and parents who were also scholars in the university (NCU, 2016). On figure 4.3 the Household Net Financial Wealth (HNFW), also known as the Gross household income and the Household Net Disposable Income (HNDI) is used by rich nations to determine the contributions parents can make towards university expenses such as tuition and accommodation (OECD, 2017).

Kenya falls into the category of the lower middle income nations and is not among the poorest nations in the world with gross net income per capita of between 970bUSD-to-250USD Per year (World Atlas, 2017; United Nations, 2009), yet it is number 150 in the world with a gross domestic per capita (GDP) of 3,360 USD in 2016 that is the power purchasing power (PPP) (IMF, 2016). 90% of the countries in Africa, Kenya included should support university education 100% since nearly all households earn <15,000 USD per year (OECD, 2017; IMF, 2016).

The quality of education products and services consumed by students need to be determined (Wang, 2014). A study carried out in the USA indicated that prices affected students from the state universities than it did to those from private universities (Bird & Turner, 2016). Another study by (Honer, 2007) states that the intrinsic and extrinsic factors has impacts on the consumer purchasing and buying behaviour of the educational tourists (Honer, 2007). Swabrooke and Honer (2007) continue to say that the social, personal and psychological and all external influences of the foreign students have to be investigated and understood.

Developed nations support student education. In Princeton University students whose families earned 54,000 USD received an average grant of 60,740 USD to cover full tuition, room and board; those from families whose income was 100,000-to-120,000 USD received a grant of 49,460 USD but paid 28% for the rooms; those students whose families earned a gross household income of between 200,000-to-250,000 USD received an average grant of 27,250 USD and they paid 60% tuition (Princeton University, 2016). At the Havard College, 20% of parents who had a total income of <65,000 USD do not contribute any university expenses; those who earned between 65,000-to-150,000 USD contributed 0-10%.

Educational tourists spend varying amounts of money on tuition fees, accommodation fees, food and other catering facilities depending on their programmes of study either

on-campus or off-campus (UoN., 201; ACT, 2015). According to UoN (2015) international students in Kenyan universities are categorized into: Student on an exchange program from another university; Occasional student spending 6-12 months in the university; Regular student admitted to a regular degree like a local student in the university; Research associate admitted for specific time up to 1 year in the university; Post graduate student admitted to a masters or PhD class; Placements and industry attachments and Work and holiday visa (Aust govt, 2016).

The expenditure patterns of international students translate to income for institutions of higher learning as demonstrated by a study carried out in Australia which received 10 million dollars from 300,000 plus foreign scholars to become the country's export earner (Access Economics, 2009; Beaton-Wells & Thomson, 2011). The UK, Canada, USA, Japan indicate that educational tourism market generated high revenues and foreign exchange earnings and has become the main source of employment (UNESCO, 2010; App 5). In the UK 777,80 foreign students contributed 2.8 billion dollars from 39% of the fees from universities in London, supported 340,000 jobs and created 11,000 additional jobs (UNESCO, 2016). The study also indicated that Canada earned 445 million dollars and created 100,000 jobs from 293,505 overseas scholars, Singapore received 5% of its GDP from 150,000 foreign scholars and Africa states combined received 14% of the students generating 8,818,000 jobs (UNESCO, 2016).

2.1.4: International Students' Participation in Tourism

Educational tourists travel is organized into formal affiliated groups or informally organized unaffiliated independent travelers and are an alternative niche' market to

mass tourism and may bring back their guardians and parents to visit the attractions for longer periods (Gardiner, 2013; Chow and Bhandari, 2011; Hair, 2010; Ritchie, 2003). According to (Eurostat, 2017), educational tourists like all other types of tourists are well travelled globally. The study reveals that 60% of youths aged 15 years and above from the European Union (EU) member states travelled within the states for individual reasons in 2014 and travelled at least once annually leading to 1.2 billion holiday visits out of which 25.2% were travels to foreign destinations. Travel depended on the location of the state with Luxembourg, Belgium, Malta and Slovenia being the most popular. 10% of the holidays made in Romania, Spain and Portugal were overseas. Educational tourism is a tradition in developed countries of Europe and America and has been incorporated in their education curricula (Bastaki, 2015).

A number of globally well connected youth travel tour operators organize affordable academic tours for youth aged 18-35 years globally (Eurostat, 2017). The youth recruit themselves for these travels through the internet and other digital means. Examples of these middlemen include Bus 2 Alps, Top Deck and Best Britain Holidays take young travellers from Europe across 6 continents to 40 countries in Russia, Egypt in Africa, Latin America and Asia. Another tour operator AESU whose main objective is purely academic ferries youth learners to different parts of the world with travel activities that are geared to learning. A study carried out in Malaysia shows that international students acquire finances from sponsors such as college funding, credits and individual savings over time and external aid from close relations and friends (Lim Khong Chiu, 2015)

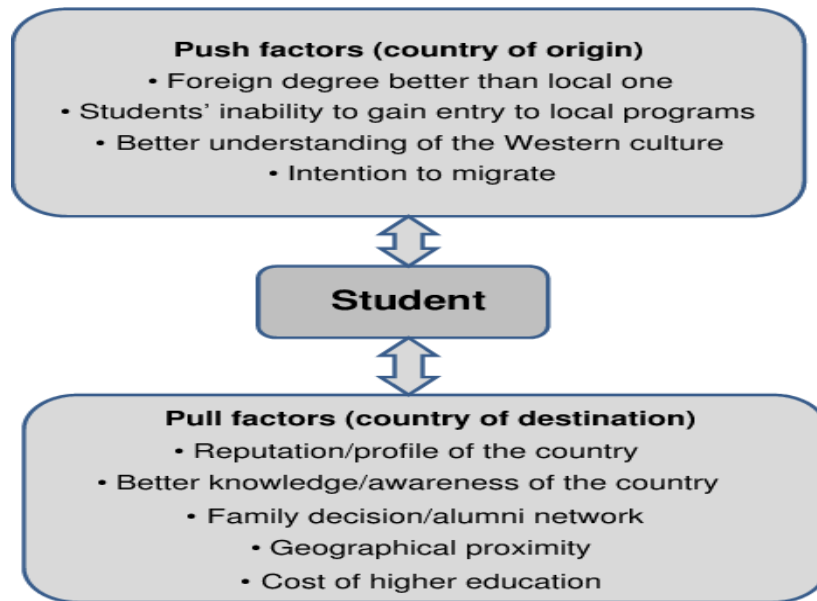
2.2: The Consumer Behaviour of International Students

The factors affecting educational tourists' consumer behaviour as a tourism segment are

vital for tourism marketers (Alexandria, 2013). These include factors that motivate the travel behaviour of international students such as personal, social and economic status should be investigated (Alexandria, 2013). The consumer behaviour characteristics in purchasing and using products are important in marketing and supplying the market segment (Julie, 2004). The market can be divided geographically into climatic conditions, socio-demographic factors and place of origin of tourist.

2.2.1: Motivations of Choosing Kenya as an Educational Tourist Destination.

Figure 2.1 by Mazzarol and Soutar's (2002) indicates the push and pull factors used by the students in identifying the destinations of studying.



Source: Mazzarol and Soutar (2002)

Figure 2.1: push and pull factors.

Factors that push the student from their counties of origin include; acquiring knowledge of superior quality, not being able to gain admission in domestic institutions, places that have familiar culture such as language and cuisines and the intention to move to other

destinations. The factors that pull the scholars to destinations comprise; the status of the nation, an understanding of the particular state, family approval, nearness to the home country and the total expenses of the programmes (Mazzarol & Soutar, 2002).

According to Santarius (2013) and Abubakar, Shneikat, & Oday (2014) motivating factors for educational tourism vary as per individual and are related to the country the student originates from; the language in use in the host country, the quality of education offered, host communities and the culture in the destination areas, entry level qualifications to higher institutions in host country, political stability in the home country and host country, living expenses, migration documents like visas, qualifications of academic staff and their attitudes, the ecosystems, programs offered in the institution, tuition fees and scholarships. Two categories of motivations are identified as the push and pull factors (Jianvittayakit, 2012). Push factors are intrinsic reasons that lead to engagement in activities like escape from routine work, adventure, meeting and interacting with new people. Pull factors are generated from destinations and include; attraction sites and the information the visitor has about a destination.

There is a distinction between motivating factors of domestic and international tourists to a country (Yousefi & Marzuki, 2012). International travelers want to enjoy, have fun and leisure whereas the domestic tourist meets relatives and family or meet the famous. Yousefi & Marzuki (2012) in their study at Penang in Malaysia pointed out push factors such as search for authenticity, education, leisure and pleasure, visiting friends and relatives and adventure involvement and pull factors to include scenery, flora and fauna, security, ambiance and activities.

Besciu (2013) in his study discovered tourist demographic factors such as age, gender, marital status had direct impacts on individuals while extrinsic factors comprising the psychological inputs of one's perception, their motivations and the social factors of family, culture and social orientation affect a person's buying behaviour. In contrast (Nikolaeva., 2011; Lyons, 2012) opines that foreign students are interested in global matters related to the environment like climate change and damage to the ozone layer.

Figure 2.2 indicates the factors that motivate tourists into a destination and the eventual repeat visits (Yoon and Uysal, 2005)

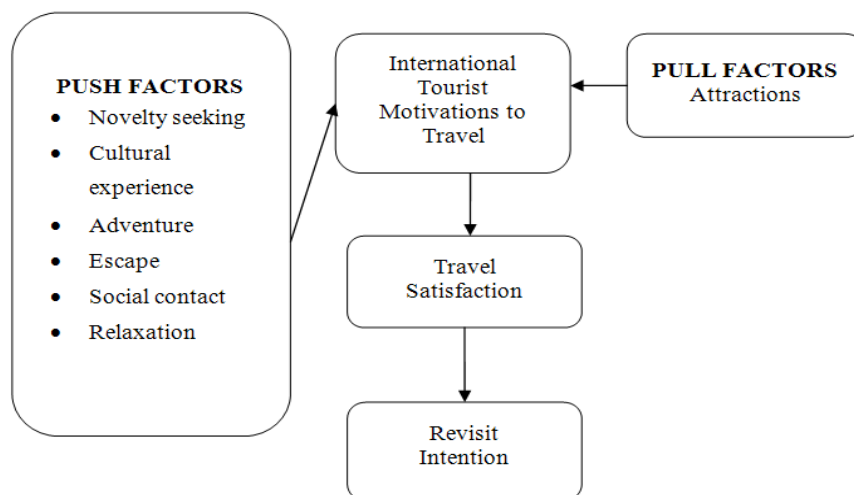


Figure 2.2.: Framework on tourists' motivations and revisit intentions.

Source: Adapted from Yoon and Uysal (2005)

The study findings by (Lyons, 2012) revealed that students choose developing nations hoping to benefit environments and improve livelihoods. The students convert theory into practice and gain experience by carrying out extensive studies on ecosystems and the co-existence between various species such as humans, flora, fauna, the scenery,

water bodies and the air through disciplines like biology, geography and nature studies.

International students involve themselves in researches such as the 34 acre Eden pit land reclamations and reforms attraction in Cornwall Southwest of England on a former China clay pit which has been reclaimed and is a biome for plants from all over the globe (Paltaretu, 2010). International Scholars prefer sustainable tourism which is sensitive to the environment, beneficial to the local communities due to culture preservation and positive economic benefits through hiring locals and buying their produce (Kiper, 2013).

2.2.2: Students' Preference and Perception of Accommodation Types

The decisions made by educational tourists are based on the state 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). There is limited on-campus accommodation that in both private and public Kenyan universities reports (Capital Campus, 2017). In public universities the regular or government-sponsored KUCCPS students are partly accommodated. Private universities also suffer from limited rooms for accommodation and some of them do not have on-campus accommodation and make arrangements with private hostels and apartments (Capital Campus, 2017).

A study carried out in the USA indicated that prices affected students from the state universities than it did to those from private universities (FEA Survey, 2012). Kenyan universities on-campus accommodation varies from Kes 540 for three sharing to Kes 900 a month for a single room and between Kes 1700 to Kes 5000 per year (UoN, 2017). The room rates in both Kenyatta University and JKUAT range between Kes

7000 to Kes 8000 per year (KU, 2017; JKUAT, 2017). The students who do not succeed in getting accommodation on-campus rely on off-campus accommodation offered at rates varying from Kes 3,000 to Kes 15000 a month (Capital Campus, 2017). Students operate on a tight budget which calls for hospitality and tourism stakeholders to reconsider the accommodation prices, transport fares and even entertainment (Besciu, 2013). Cheaper accommodations such as those provided by the wild life clubs of Kenya (WCK) should be encouraged in attraction sites to meet the needs of this market offering moderate affordable accommodation (WCK, 2017; App 3).

2.3: Educational Tourists Understanding of Sustainable Tourism

This section has literature indicating whether the international students considered themselves as tourists and their understanding of sustainable tourism development. The attraction sites the students visited during the course of their studies in Kenya and the students' socio-cultural and economic impacts on sustainable tourism development.

2.3.1: Students' Understanding of Sustainable Tourism Development

Educational tourism involves students moving to international destinations and enrolling in institutions for academic courses to study (WWU, 2016; Tarrant, Lyons, Stoner, Kyle and Poudyal, 2014). In the year 2010, 20% of the 940 million tourists that contributed 165 billion USD to the industry and local destinations globally were the youth aged 16-35 years comprising many students in need of appealing attraction sites (UNWTO, 2011; App 5). This study concurs with St Lawrence University Program (SLUP) which draws students from the middle class back in USA to study in their campus set up at Karen in Nairobi, Kenya (SLU, 2015). The students are by all means tourists, travelling to the coastal region of Kenya, they check in to the hotels, are driven

in tour vehicles, take photographs and buy souvenirs (SLU, 2015).

Studies carried out in Australia, the United States and France, shows more challenges such as inequalities associated with being an international student to be based on inequalities of gender, race, and class often worsened by the language and cultural skills, distanced from the support of family and friends in the home country, and sometimes with insufficient financial resources (Mason, 2012; Larsen, Payne & Tomison, 2011). Female international students are vulnerable to gender-based violence and their safety is threatened. Cultural backgrounds may hinder the reporting of gender-based violence (Marginson, Nyland, Sawir & Forbes-Mewett, 2010; Polsjski, 2011).

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 (UNWTO, 2014). Kenya is among 8 out of 47 countries in the continent that are serious in sustaining and deepening tourism sectors (World Bank, 2009; 2010a; 2013; App 4). Kenya is globally known for wildlife especially the big five found in areas such as; Maasai Mara National Reserve, Amboseli National Reserve, Tsavo National Park, Samburu, Buffalo Springs, and Shaba National Reserves, Lake Nakuru National Park, the coast, Lamu, Lake Naivasha and Nairobi.

Sustainable tourism practices can be achieved by students as global citizens as they study matters related to the environment which affects the whole world for instance climate change and damage to the ozone layer (Nikolaeva., 2011; Lyons, 2012). Kenya's attractions contribute to the demands of educational tourists and has 467 inland and wetland sensitive ecosystems in which over 35,000 unique species of flora and

fauna reside which require sustainable practices of tourism through conservation measures (NEMA, 2012), (GoK, 2005). Other ecosystems relevant to the students include the unique forest plant species in Kakamega forest (KTB, 2014; NEMA, 2012).

2.3.2: Sustainable Tourism Development.

UNWTO (2005) suggests that tourism for sustainable development involves establishing appropriate policies, rules and regulations for all the sectors of tourism in host destinations, educational tourism included. Similar findings include (IES, 2011) who opines that the 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 operate community projects in 40 countries worldwide. The rising need for tourism sustainable matters in Kenya led to the formation of the Wildlife Clubs of Kenya launched by a group of volunteers back in 1968 with membership drawn on a voluntary basis from primary and secondary schools and tertiary level institutions like polytechnics, colleges and universities who must be members of Wildlife Clubs in their respective institutions (WCK, 2013; App 3).

Indeed UNWTO envisages benefits if developing countries embrace sustainable tourism practices (Ritchie, 2003). This statement is supported through 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). The students involve themselves in sustainable tourism issues through volunteer establishments such as the long term projects which are progressively operated by the students in the short periods that they are available for instance in

Ghana the contributions made to the local communities by the volunteers are of a bottom-up nature for instance El shaddai international school complex (ELISCO) where volunteers offer to work on the school programs (Lecomte, 2014).

Sustainable tourism development involves both responsible tourism and sustainable tourism (UNWTO, 2017). Its guidelines and management practices embraces various kinds of travel and tourism in different geographical locations that include: conventional mass tourism and specialty tourism types or niche' tourism. In responsible tourism, tourism products are enhanced by ensuring that local communities are part and parcel of decision making processes and are the main beneficiaries of the proceeds from tourism products (Boxill, 2000).

Tourism product diversification has led to specialty types of tourism market segments that have cropped up in the recent years (UNESCO, Teaching and Learning for a Sustainable Future, 2010). They are a substitute of the infamous conventional mass tourism products whereas in niche' tourism similar market segments are grouped together and their needs consistently evaluated in order to satisfy the demands of the market segments (Nare, Musikavanhu & Chiutsi, 2017). The market segments include; Astronomy tourism, Culture tourism, Gastronomic tourism, Heritage tourism, Educational tourism, Dark tourism, Medical tourism and Adventure tourism (Naramong, 2011). Educational tourism involves foreign scholars from all over the globe to Kenya's institutions of higher learning and are considered as a stable market to mitigate the fluctuations that have antagonized Kenya's tourism industry in the recent past (Gibson, 2013; Mohamed, 2012; Gardiner, 2013; Broomhall, 2011).

Sustainable tourism globally can be traced to the 1960s when tourism numbers began to escalate from 25.3 million visitors whilst devastating impacts on tourism resources became noticeable. The numbers continued its upward morbidity to 425 million in 1990, 682 million in the year 2000, 982 million in the year 2008 and by 2010 the figure was 1.6 billion (UNESCO, 2010). Sustainable tourism is interested in creating equilibrium between tourism resources which comprise the environment, socio-cultural and the economic development so that they can be maintained for long-term purposes and meets the needs of future generations (UNWTO, 2017). It employs proper management strategies on the natural resources within a region by engaging the local community in preservation and protection of culture, flora and fauna.

The negative effects of visitors to a destination are reduced through carefully planning their movement, interactions with host communities and sensitive environments as suggested on agenda 21 in Johannesburg summit (Pforr, 2001). Through the summit WTO and UNCTAD established Sustainable Tourism Eliminating Poverty (ST-EP). Profits are to be shared with the local communities within tourism destinations as agreed by the 179 countries in the summit. Sustainable tourism requires all the tourism components to embrace green tourism according to the guidelines set at Rio de Janeiro in 1992 (Pforr, 2001). The components include; accessibility, accommodation, amenities, attractions and awareness. Means of accessibility should be clean for instance smokeless and fume free exhaust engines, less garbage generated from accommodations just to mention a few.

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). Educational tourism as a niche' market is promising and is the third export earner in Australia (Access Economics, 2009; Beaton-Wells & Thomson, 2011). Hair (2010) revealed that students may bring back their guardians and parents to visit the attractions for longer periods after their studies.

In order to achieve the objectives of sustainable tourism, all tourism stakeholders vis-à-vis visitors, suppliers of tourism, tourism middlemen, CBTOs, local communities and governments should be responsible for their behaviour and actions while using tourism resources in the destinations (UNESCO, 2010). The movement of the visitors is controlled by monitoring their geographical spread and overcrowding in popular attractions so that environmental and socio-cultural damage are reduced and economic benefits realized in the process (Pforr, 2001). Responsible tourism therefore aims at decreasing the detrimental repercussions of tourism and increasing the benefits by improving the destinations. Educational tourists are expected to behave responsibly in a manner portraying respect to the institutions, all other environments, and cultures of the people of Kenya (KTB, 2014; NEMA, 2012; JKUAT, 2014).

2.3.3: Impacts of Sustainable Tourism

According to (Saner, Yiu and Filadoro, 2015) sustainable tourism development impacts include; re-evaluation of culture and traditions, encouraging civic involvement and pride of the communities. St. Lawrence University (SLU) in Canton, New York set up a gated campus referred to as the St Lawrence university Kenya semester program which

has been operational since 1972 and was established officially in 1974 on 5.5 acres in Karen, one of Nairobi suburbs. The programme runs for two semesters in spring and fall (SLU, 2015; Washington University, 2016). The spring semester commences mid-January to mid-May and the fall semester commences mid-August to December. Students attend classes and are taught courses in culture, Kiswahili, ecology, history of Kenya, media and democracy, environment and development and socio-economic issues in Kenya. The students have studied liberal arts and in the 8 months annually get to know East Africa through lectures, tour trips and home-stays in East Africa.

Jomo Kenyatta University of Agriculture and Technology (JKUAT) Mombasa branch in Kenya has introduced a program known as educational tourism which runs one to four weeks and arms stakeholders with skills on sustainable tourism and educational tourism matters (JKUAT, 2014) (JKUAT, 2015). Participants are from the African region and elsewhere in the world. These efforts are good but they cannot meet the growing needs of educational tourism and the duration is too brief for the well informed travelers seeking to deepen their knowledge in tourism.

UNCTAD (2013) shows that economic benefits accruing from sustainable tourism development include; foreign exchange earnings, contribution to government revenues, employment generation, stimulation of infrastructure investment, contribution to local economies, tourism as a form for peace, strengthening communities, facilities developed for tourism can benefit residents. This current study is similar to the study by (Wekesa, 2003) who stated that the economic benefits that accrue from tourism have positive impacts through employment creation, development of superstructures and

infrastructural facilities and the utilization of products and services from various sectors such as agriculture thus generating revenue for sustainable development for the nation, the tourism industry and educational tourism.

2.4: Activities Available for Educational Tourists

Among the factors considered to gauge on the activities engaged in by educational tourists while in Kenyan universities included; the various types of tourist activities available for foreign students, activities that were linked to educational tourism, involvement in the socio-cultural activities of the communities, the economic and environmental impacts on the rural communities.

2.4.1: Types of Tourist Activities Available for Foreign Students

In Africa, Kenya included, educational tourism involves traveling to specific destinations with the aim of acquiring knowledge in the location through programs such as; eco-tourism, heritage tourism, rural/farm tourism and student exchanges between educational institutions (UNWTO, 2014). Educational tourism practices in Africa are forms of sustainable tour programs which include ecotourism and nature-based activities that do not damage the environment and it exposes scholars to diverse cultures, flora and fauna, heritage tourism in archeological sites, rural tourism to learn in agricultural areas and student exchanges between institutions (UNWTO, 2014).

The students convert theory into practice and gain experience by carrying out extensive studies on ecosystems and co-existence between various species such as humans, flora, fauna, the scenery, water bodies and the air through disciplines like biology, geography and nature study (Lyons, 2012). Students at St. Lawrence University attend classes and

are taught courses in culture, Kiswahili, ecology, history of Kenya, media and democracy, environment and development along other critical socio-economic issues.

Land reclamations and reforms such as the 34 acre Eden pit attraction in Cornwall Southwest of England on a former China clay pit has been reclaimed and is a biome for plants from all over the globe (Paltaretu, 2010). This project benefits the students, other travelers and the economy of the community within. The students at SLUP have studied liberal arts and in the 8 months each year they get to know East Africa through the teachings, field/ tour trips and home-stays in Kenya and Tanzania (SLU, 2015)

2.4.2: 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).

2.5. Summary of Gaps

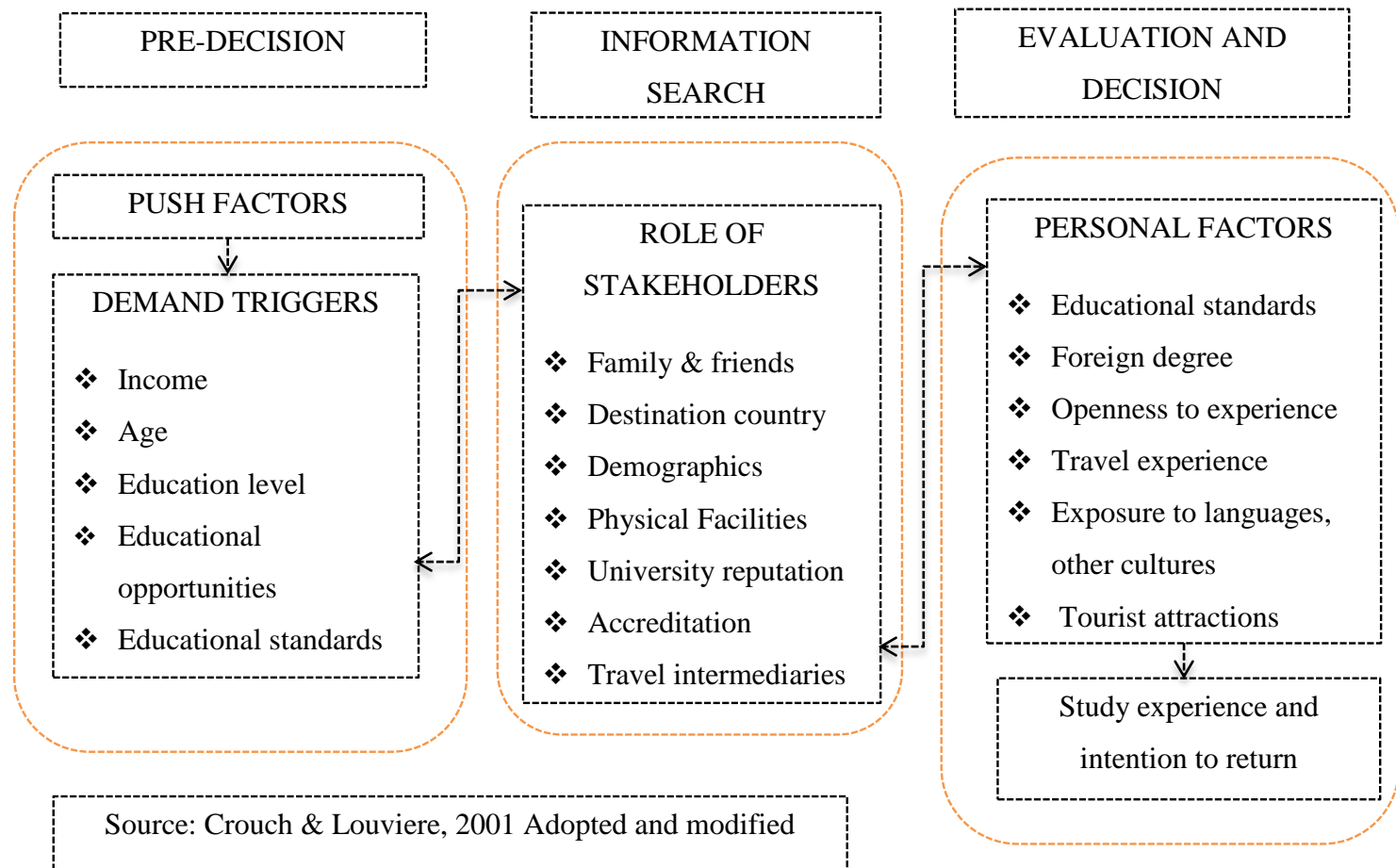
Objectives	Origin/ Sources	Major contributions	Major gaps
<p>1. To evaluate the effects of the consumer behaviour of educational tourists on sustainable tourism development in Nairobi County and its environs in Kenya.</p>	<p>Alexandria (2013). Julie (2004). UNWTO (2014)</p>	<ul style="list-style-type: none"> • Travel behaviour of the international students is motivated by personal, social and economic status as they purchase and use products and services. • The market can be divided into; geographical such as climatic conditions, socio-demographic factors, place of origin, the destination with basic provisions and the education level of the tourist 	<ul style="list-style-type: none"> • Consumer behaviour factors needs to be investigated since they may not be understood by marketers and suppliers of the products and services including demands of the market segment • Some students operate on a tight budget which calls for hospitality and tourism stakeholders to reconsider the accommodation prices, transport fares and even entertainment. • Educational tourists do not prioritize sub-Sahara Africa, it only received 14% of the total educational tourists in 2013
<p>2. To determine if educational tourists in the selected Universities understand sustainable tourism development in Nairobi County and its environs in Kenya.</p>	<p>Ritchie (2003). UNWTO (2011) KTB (2014) Ankoma (2000).</p>	<p>Each foreign student is a tourist since they are away from their usual places of residence/abodes and are not remunerated in the country of destination.</p>	<ul style="list-style-type: none"> • This market has often been neglected Since the World Tourism Organization (WTO) in 1963 recognized foreign students studying for less than one year as tourists and left out those studying beyond one year. • Educational tourism in Africa is viewed as a reserve for international students and researchers

<p>3. To find out the tourist activity options available for educational tourists within the selected Universities in Nairobi County and its environs in Kenya</p>	<p>UNWTO (2014). Saner et al (2015).</p>	<p>Educational tourism involves traveling to specific destinations with the aim of acquiring knowledge in the location through programs such as; eco-tourism, heritage tourism, rural/farm tourism and student exchanges between educational institutions</p>	<ul style="list-style-type: none"> • 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
<p>4. To find out the effects of the consumer behaviour of the educational tourists and their activity options on sustainable tourism development in Nairobi County and its environs in Kenya.</p>	<p>World Bank (2013) UNWTO (2014).</p>	<ul style="list-style-type: none"> • International students may involve themselves in sustainable tourism issues through volunteer establishments • Sub-sahara Africa recognizes educational tourism as a niche' market sector that can substitute mass tourism and it requires special attention in terms of access to attraction icons and quality services universally 	<ul style="list-style-type: none"> • For Kenya to benefit from such projects she must deal with challenges affecting the environment, social welfare and economic intrigues • Need to educate and train all tourism stakeholders on the importance of environmental conservation if educational tourism has to be achieved and their programs sustained

2.6: The Theoretical Frameworks

This study was guided by the following three (3) theories;

2.6.1: Consumer Behaviour Model

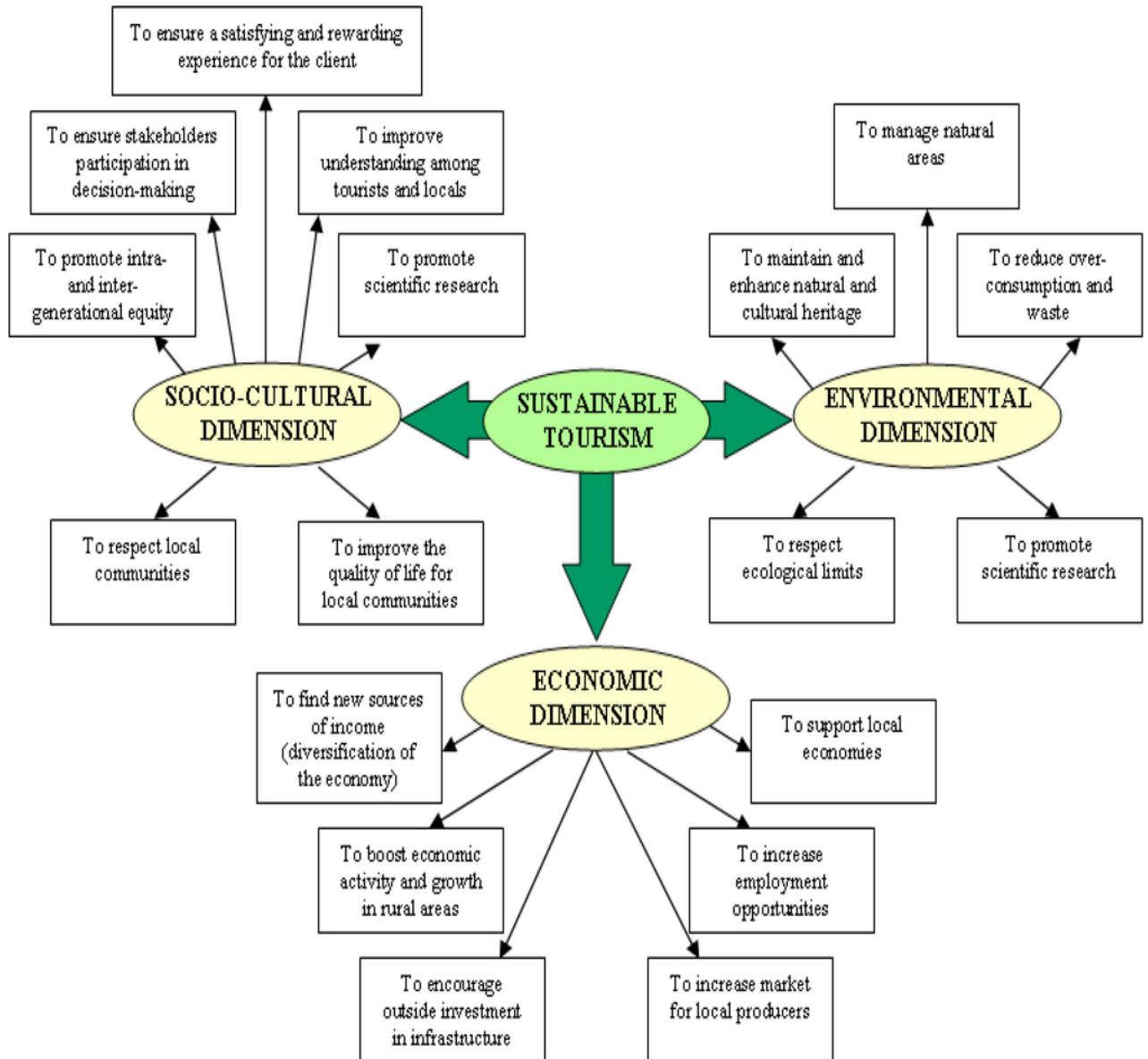


The decision to undertake education abroad and especially travel to seek studies is a highly involved, complex, multi-faceted, and often emotional in nature (Crouch & Louviere, 2001). The decision is affected by the income, age, education level, educational opportunity of the student in the country of destination.

Role of Stakeholders: The decision to join an institution involves the quality of education, the reputation of the university according to QS-University World Ranking, and related service providers, in addition to input and support from family members are interconnected such that they form a choice set for the consumer (Crouch and Louviere, 2001). Information from family and friends on the destination country, physical facilities in terms of cleanliness, safety, service quality and the reputation of the university, collaborations and external links, demographic variables to engage in educational tourism, personality characteristics like openness to experience; or level of income and education.

Personal Factors: Seeking education in unfamiliar surroundings far from home can increase anxiety and generate greater feelings of vulnerability than when surroundings are known and familiar especially for female students. Personal dispositions like openness to experience and prior experience to the culture of foreign countries and languages can be enabling factors in the decision to undertake studies abroad. Demographic variables like age, income and education can also impact the decision to travel to another country for studies services.

2.7.2 Sustainable Tourism Model



Source: Adapted from White et al (2015)

Tourism sustainability is a complex and multidimensional nature based on three distinct sustainability dimensions: environmental, social, and economic sustainability (Crouch & Louviere, 2001). Sustainable tourism covers all types/forms of tourism: conventional mass tourism, educational tourism, cultural tourism, mountain tourism, seaside tourism,

spa tourism, business tourism, medical tourism, rural tourism, urban tourism among others. Tourism activities should take on the principles of sustainable tourism. Students move to local community destinations that possess tourist attractions of their interest or of interest to the host or student generating university. Students understand sustainable tourism development through the impacts of sustainable tourism in visited destinations

2.7.3: Ritchie (2003) Theory on the Environments of Educational Tourism

Ritchie (2003) in his theory found out that educational tourism which is an important part of the environment includes all activities of acquiring education and combines education and tourism. Political, social, economic, ecological, technological, legal factors and changes in the world externally affect educational tourism.

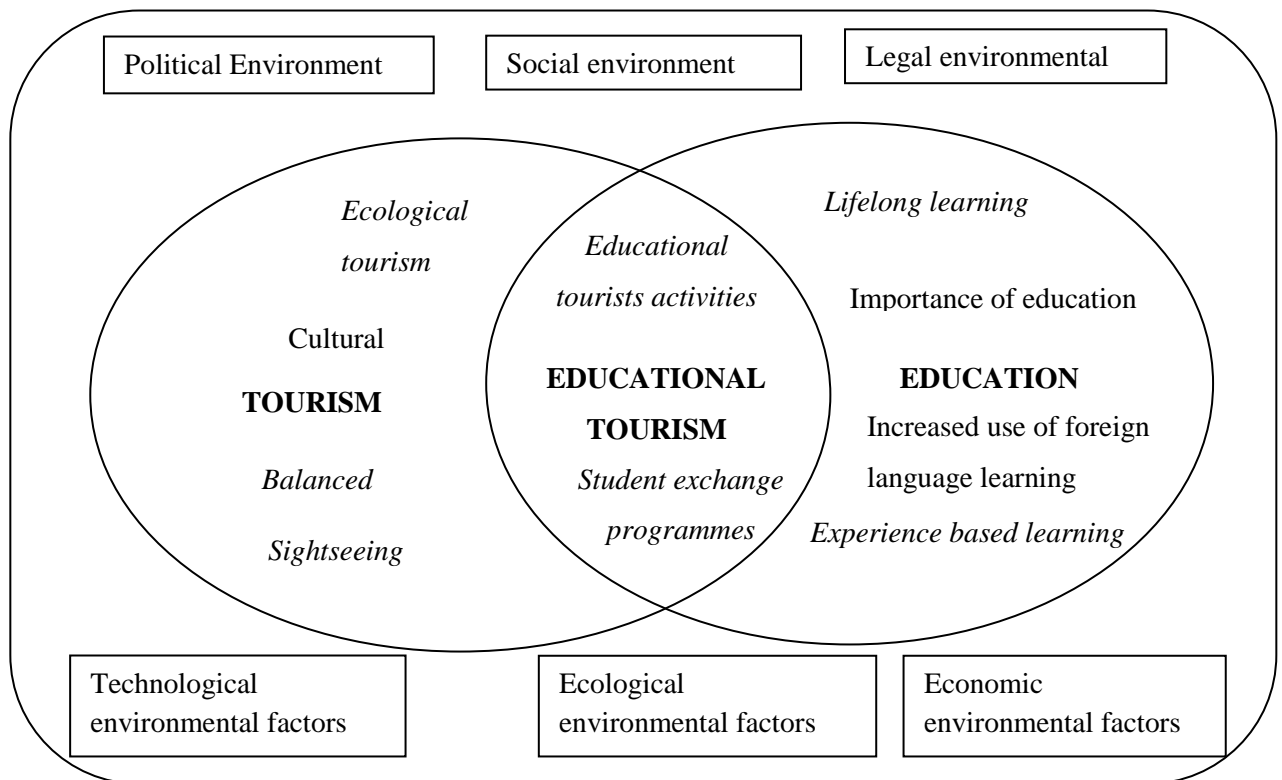


Figure 2.1: Ritchie (2003) Theory

Source: Prakapiene 2011:1

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This chapter includes the research design, the study area, the target population, sampling techniques, research instruments, pre-testing, reliability and validity and the data analysis procedures.

3.1 Philosophical Foundation

The study was influenced by pragmatism research philosophies (Ulin, Robinson, & Tolly, 2004; Sarantakos, 2005) (Tuli, 2010). According to pragmatism research philosophy, research question is the most important determinant of the research philosophy. Pragmatics can combine both, *positivist* and *interpretivism* positions within the scope of a single research according to the nature of the research question. Positivism is deductive often used in quantitative research because it is deductive in nature and collection of data is through instruments such as questionnaires which are analysed using multivariate and other statistical methods (Sarantakos, 2005). Constructivism or interpretivism which is inductive relies on personal contact between researcher and the group being studied (Ulin, Robinson & Tolly, 2004) (Tuli, 2010).

3.2 Research Design

Following the pragmatism research philosophies, the study adopted a cross-sectional exploratory research design which utilizes both quantitative and qualitative techniques otherwise known as mixed methods (Onwuegbuzie, Leech and Tahtinen, 2016). The two methods usually intersect or overlap and were useful in the diversified population (Cresswell, 2013; Tedlie and Tashakori, 2003; Khalid, Hilman and Kumar, 2012). The design allows formulation of hypotheses and use of sampling techniques through

sampling units derived from target populations. In exploratory design both primary and secondary data are collected.

3.2.1 Quantitative Research Method

The study utilized the quantitative method which involved obtaining the sample sizes of respondents through sampling techniques. Quantitative methods utilize predetermined response categories and standardized data collection instruments. 36 structured questionnaires were filled out by the students and then coded during data analysis. The hypothesis is tested to prove their significance and the study inferred to a larger population.

3.2.2 Qualitative Research Method

Information was obtained from smaller sample sizes than those of quantitative researches through data collection techniques such as open ended questions, interviews and focus group discussions and Sampling is mainly purposive. Only 6 interview schedules were used to obtain data from International Students Collaborations and Linkages (ISLCs). 15 focus group discussions were used to collect data from Community Based Tourism Organizations (CBTOs). They answered questions of what and why which were then analysed using content, thematic or narrative analysis.

3.2.3: Triangulation Research Method

Triangulation involves several methods used together allowed the principal researcher to gain a deep understanding of the educational tourists, the heads of international student programs in the universities and the community based tourism organizations (CBTOs) in relation to sustainable tourism matters (Boz, 2014; Deborah Rugg, 2010). 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).

3.2.4 Descriptive Statistics

In descriptive studies information is collected without changing the environment. Descriptive data was then collected from the sampled population based on a cross-section of information concerning the practices and general views of the respondents and descriptions then made as they existed. To obtain quantitative data, quantities or amounts were measured and then used to predict situations and characteristics of individuals (Kothari C. R., 2004). Statistical measures were used to summarize the survey research which included measures of central tendency such as mean, mode and median, variances, standard deviation and relationships were drawn (Kothari., 2004). Qualitative data were used to discover underlying motives and desires by describing persons, places and conversations including non-quantifiable information such as nationality and marital status (Gleshne and).

3.2.5 Inferential Statistics

Inferential statistics or sampling techniques was used to estimate the parameters of the population and test the statistical hypotheses (Kothari., 2004; James, 1997; Gorder & Foreman, 2014; Gibons & Chakraborti, 2003; Hollander, Wolfe, & Chicken, 2014). The inferential statistics hypotheses was then tested using F-test and t-test to accept or reject the null hypothesis at chi-squared test of $p < 0.05$ or 5% level of significance. To improve on the hypotheses tests, other symmetric tests that included Kendal, Gamma, Pearson R, spearman and regression analysis which yielded model outputs useful in making conclusions on which variables emerged stronger or weaker.

3.3 The Study Area

The location and institutions selected for the study were based on how long the institution had been in operation as shown on table 3.1 and on the map (Appendix 10). All the universities were based in Nairobi metropolis. Nairobi is the capital city of Kenya and incidentally hosts almost all pioneer tertiary institutions in the republic and from all over the world. The public universities included; University of Nairobi (UoN) which was founded in 1956 is currently number one (1) in Kenya, position 8 in Africa and ranking position 702 in the world according to QS-University World ranking. Kenyatta University (KU) a Public University was established in 1965 at position 2 in Kenya is ranked number 30 in Africa and position 1920 globally. Jommo Kenyatta University of Agriculture and Technology another public University was established in 1981 is ranked position 4 in Africa and 2866 in the world. The private universities comprised; United States International University (USIU) established in 1969 position 9 in Kenya, number 81 in Africa and position 8696 globally. Strathmore University (SU) another Public University was founded in 1961 is at position 5 in Kenya, 81 in Africa and 4934 in the world. Daystar University (DU) was the third private university established in 1967 was at position 14 in Kenya and 6754 position globally.

3.4: Target Population

The targeted populations were drawn from students from selected universities, heads of International Student Linkages and Collaborations (ISLCs) and key informants from Community Based Tourist Organizations (CBTOs) as follows.

Table 3.1 shows the populations and sample size of the respondents from the students, heads of ISLCs and CBTOs.

Table 3.1: Populations and Sample Size of the Respondents.

University	No. of Foreign students	Year Established	Rank in Kenya	Africa UR Position July 2015	Qs- UWR position 2015/2016
University of Nairobi (UoN)	700	1956	1	8	702
Strathmore University (SU)	200	1961	5	81	4934
Daystar University (DU)	600	1967	14		6754
U S International University (USIU)	720	1969	9	95	8696
Kenyatta University (KU)	350	1985	2	30	1925
Jommo Kenyatta University of Agriculture Technology (JKUAT)	300	1994	4	67	2866
Total number of students (Target population)	2870				
Heads ISLCs	6				
Heads of CBTOs	15				

Source: Individual Universities and QR-University World Rankings, 2016

3.4.1 Educational tourists

The main respondents in this study were 2920 educational tourists referred to as international, foreign or overseas students in the selected universities enrolled or attached in the university to the programs taught from within or as organized. The students targeted from University of Nairobi (UoN) were 700, while 200 were from Strathmore University (SU), 600 from Daystar University (DU), 720 from United States International University (USIU), 350 from Kenyatta University (KU) and 300 Jommo Kenyatta University of Agriculture Technology (JKUAT). The students had information concerning their background, their consumer or buying behaviour, the activities they were involved in as tourists and the destinations they visited and were deemed knowledgeable on sustainable tourism issues (Appendix 12).

3.4.2 Heads of Collaborations and International Linkages in Universities

The heads of collaborations and international linkages in the universities are charged with the responsibility of ensuring that the students were well advised and enrolled in to the programmes within the university. They gave answers to the questions on the interview schedule which focused on the consumer lifestyle and the activities that the students involved themselves in while in the university (Appendix 13). The answers were then triangulated and gave in-depth information concerning educational tourism.

3.4.3 Representatives of Community Based Tourism Organizations (CBTOs)

The heads of 15 CBTOs were in-charge of organizations and the programmes in their communities which directly addressed their social, economic and environmental issues as captured in the focus group discussion schedule (Appendix 14). They had knowledge on what the students engaged in while in the community as volunteers or just visiting and the benefits accruing.

3.5: Sampling Techniques

The non-probability purposive sampling technique (Finlay, 2014) was used to select the universities since their names and profiles were available in lists from the Commission of Higher education in Kenya (CUE., 2014). Qualitative researchers select their samples purposively because the subjects are selected according to who they are and what they know and not by chance (Del Siegle, 2002). Disproportionate stratified random sampling was used to select international students because they had different sampling fractions and low variations within the sub-groups (Singh, 2015).

3.6 Sample size Determination Technique

Since the population of the students from the selected Universities was known, 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 (2870),

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

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

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

n = 351.07033639, 351 was sampled

$$n = \frac{351}{2870} \times 100$$

$$= 12.229965157 \sim 12.23\%$$

12.23% from each cluster was selected as shown on table 3.2

Table 3.2: Populations and Sample Size of the Respondents.

University	No. of Foreign students	Sample	%
University of Nairobi (UoN)	700	86	12.23%
Strathmore University (SU)	200	24	12.23%
Daystar University (DU)	600	73	12.23%
United States International University (USIU)	720	88	12.23%
Kenyatta University (KU)	350	43	12.23%
Jommo Kenyatta University of Agriculture Technology (JKUAT)	300	37	12.23%
Total students	2870	351	12.23%
Heads ISLCs	6	6	100%
Heads of CBTOs	15	15	100%

Source: Researcher from ILCs of Kenyan universities (2016)

Table 3.2 above shows the total population from the selected universities as 2870 foreign students. A sample size of 12.23% was selected from each category and 86 were selected from University of Nairobi (UoN), 37 from Jomo Kenyatta of Agriculture and Technology (JKUAT), 43 from Kenyatta University (KU), 24 from Strathmore University (SU), 88 from the United States International University and 73 from Daystar University (DU). A total of 351 students, 6 heads of International Students' Linkages (ISLCs) and 15 were sampled from Community Based Organizations (CBTOs).

3.7: Research Instruments

The study commenced at concept stage in March 2015, the proposal was presented in March 2016 and data collection was carried out between the months of January-April 2017, thereafter data analysis yielded to a draft in December 2017. Findings were then presented through a panel of experts at Graduate school on the 7th, November, 2018 in a defense. Corrections arising therein were executed between 3-5 months and the final bound copy forwarded to Graduate school which allows the candidate to graduate with a PhD. Data was collected using interviews and focus group discussions.

3.7.1 Primary data

The typed and printed structured questionnaire with both closed and open-ended questions were constructed in advance and then used to collect data from the students in the universities in Nairobi metropolis (Maydeu-Olivares, 2011). The questionnaire is cheap and easy to administer. The questionnaires were given to those students available in the university who then filled them out. For the students who were unavailable the questionnaires were left with the career heads and others mailed to the destinations the students were in at the time and to their electronic mails (e-mails). The data collection instrument was divided into; (a) Background information/ Personal information (b) The consumer behaviour of the students (c) The understanding of sustainable tourism development and its role and (d) The activity options available within the universities.

The structured interview schedule/ personal interviews were administered face to face and were used to gather information from heads of the international Linkages and collaboration (ILCs) programs in the selected universities in Nairobi (CUE., 2014; ECSW, 2015). The respondents gave answers to a set of pre-conceived questions. This

involved coding the behaviors of both the person interviewing and the participant responses through live interviews. The questions were formulated to capture information concerning the students' life cycle from arrival to the time of departure.

To acquire information from the Community Based Organizations (CBTOs), a focus group discussion schedule was developed which also involved coding the behaviours of the respondents, and the answers video and tape recorded live as they took place. The questions involved background history of the organization, the activities undertaken, the role played by visiting or volunteer students and sustainability mechanisms in place.

3.7.2 Secondary data

To arrive at literature of gaps, methods used literature review was carried out to explore studies that had been carried out by other scholars concerning the same area of study. Publications from Kenyatta university, Moi University, Kenya Utalii College (KUC) and University of Nairobi (UoN) were reviewed. Journals and reports were reviewed widely through the website and internet, government reports on tourism matters, Milenium development goals (MDGs), Medium term plans (MTPs) and data from Kenya National Bureau of statistics (KNBS).

3.8: Reliability and Validity of instruments

3.8.1 Reliability of Instruments

Reliability of the instruments was carried out to ensure their stability (Shuttleworth, 2015). The Cronbach alpha coefficient design was used to measure internal consistency (Cronbach, 1951). The rule of George and Mallery (2003) was followed and alpha coefficients of >0.7 were accepted (Cronbach, 1951).

Table 3.3: Reliability Statistics

Case Processing Summary

		N	%
Cases	Valid	330.00	100.0
	Excluded ^a	.00	.0
	Total	330.00	100.0

Weighted by the variable weight2

a. Listwise deletion based on all variables in the procedure.

Table 3.4: Reliability Statistics

Cronbach's Alpha	N of Items
.854	40

The Cronbach Alpha Coefficient of 0.854 ~0.90 was arrived at on 40 items as indicated on table 3.3 which is acceptable (Gorder & Foreman, 2014; ECSW, 2015; George & Mallery, 2003). SPSS was used to calculate the Cronbach test. This was run on forty questions in the questionnaire for the 351 respondents in the survey.

3.8.3 Validity of Instruments

Validity assessment include content, instrument (convergent and discriminant) and nomological validity was measured and the variance extracted and factor loadings >0.5 were accepted. Content validity ensured that concepts were covered adequately in the item. Convergent and discriminant validity were measured using Cronbach alpha extracted variance (AVE) and factor loadings of >0.7 were accepted (Hair, Black, Babin and Anderson 2010). External validity was measured later using the research findings.

3.8.2: Pre-testing

Pretesting reduces errors associated with the survey design and improves on the quality of data being collected (Grimm, 2015). The Delphi technique aided colleagues and the panel of experts to formulate questions that focused on the study through surveys and feedback (Hyde, Ryan and Woodside, 2012). The questions were discussed with colleagues and experts to examine whether their meanings would be understood by the respondents (Presser and Blair, 1994; Grimm, 2015). This therefore ensured that items in the instruments were stated clearly and had the same meaning to the respondents.

The interview schedule was pretested by giving follow up questions during the respondent debriefing to gauge on their understanding of both the qualitative and quantitative survey items. The principal researcher held discussions with the research assistants to get their perceptions and difficulty on the instruments (ECSW, 2015).

An undeclared pretest was done at the Technical University of Kenya (TUK) and Mount Kenya University (MKU). The answers of the respondents were compared to determine the difficulty, flow, order and the skip patterns including the timings (Colorado State university, 2015)

Table 3.3 shows the summary of pre-tests that were carried out from the students, ISLCs and the CBTOs.

Table 3.5: Pre-test

Institution	Population of foreign students	No. for Pre-test
Institution A	700	8
Institution B	250	3
Institution C	600	7
Institution D	720	9
Institution E	350	4
Institution F	300	4
Total	2920	35

The pre-tests were conducted from respondents in each targeted population; one public University and ISCL one private university and one CBTO to gauge on the validity and reliability of the research instruments. Enumerators or research assistants were trained before carrying out the pre-tests and collecting data for the research study. They were taken through the objectives of the study, the study areas/locations and the entire content of the research study.

3.9 Data Analysis

Data processing and analysis commenced after data had been collected. The instruments and variables were coded and physically examined for errors which were then filtered before entering into the statistical package for computations (Kothari C. R., 2004).

Statistical computations such as percentages, ratio scales and other relationships were performed (Kothari C. R., 2004). A regression model was developed and the regression coefficients were used to determine which independent variable factors contribute to the dependent variable. The regression analysis produced ANOVA model, model summary

and regression model output. From the model the coefficients of independent variables quantified the change each independent variable would contribute to changes in the dependent variable. The eight independent variables that were significant had $P < 0.05$ and were considered to have positive influences on sustainable tourism development and were named according to the range of items it grouped and loadings above 0.5 were retained. Items with eigen values of 1 were accepted. Values that were obtained from the factor analysis formed the independent variables. Three hypotheses were formulated then tested through cross-tabulations and factor analysis. The multiple regression correlation analysis was considered statistically significant at 1% confident coefficient level. Significance was determined by the specific objectives of the research study (Bewick & Cheek, 2003).

3.10 Logistical and Ethical Considerations

3.1.1 Logistical Considerations

A letter of clearance and introduction in to the field/ area of study were acquired from Kenyatta University Post Graduate School and the head researcher sought for a research permit from the National Council of Science and Technology (NACOST), Kenya. In the selected institutions of higher learning, further permission was sought from the faculty / departmental heads and administrators in order to assess the students.

3.9.2 Ethical considerations

The lead researcher ensured that all the participants / respondents were informed verbally and in writing about the intentions of the research before administering the questionnaires and the interview schedules and the participants were kept completely anonymous in the research as a way of assuring their confidentiality of the data and will suffer no harm from the research process, outputs and outcomes.

CHAPTER FOUR: RESEARCH FINDINGS AND DISCUSSIONS

4.0: Introduction

This chapter covers the findings of the study which include the response rate, background characteristics of the respondents, their consumer behaviour, the students' understanding of sustainable tourism development and tourist activities engaged in by educational tourists while in Kenya. The moderating effect of activity options on the relationship between consumer behaviour and the understanding of sustainable tourism on sustainable tourism development in Nairobi metropolis, Kenya. Interview with ISLCs and FGDs are also included. The study concentrated on the foreign students that were on session at the time of data collection.

4.1: Response Rate.

Table 4.1 presents the survey tools used in the study, the sample size, distributed, spoiled unused and used instruments and the response rates.

Table 4.1: Response Rate

Survey Tool	Sample Size	Number of spoiled unused instruments	Number of accepted used instruments	Response rate
Questionnaires	351	21	330	94.02%
Interview Schedule	6	-	6	100%
Focus Group	15	3	12	80%

The data was collected through self and enumerator-administered questionnaires, interview schedule and focus group discussions as shown on table 4.1. Enumerators or

research assistants were trained before carrying out the pre-tests and collecting data for the research study table 3.3. Data collection commenced from January to April 2017, a period 4 months. The instruments were reviewed and inspected to ensure that they were adequately filled.

Response rates also known as completion rate or return rate determines the quality of the data refers to the number of returned, answered or usable responses divided by the total number of those eligible in the sample chosen (Brown, 2014; Israel, 1992). A total of 351 questionnaires were distributed to six selected universities. 330 questionnaires were therefore accepted after submission and the response rate was 94.02%. 6 interview schedules were issued to ISCLs and all 6 were collected and used thus the response rate was 100%. 15 focus group discussions were enlisted and 12 were available during discussion and this was 80% rate of response. According to Pan et al (2016) a response rate above 60% is good enough.

4.2 Descriptive Statistics

In descriptive studies information is collected without changing the environment. Descriptive data was then collected from the sampled population based on a cross-section of information concerning the practices and general views of the respondents and descriptions then made as they existed. Qualitative data were used to discover underlying motives and desires by describing persons, places and conversations including non-quantifiable information such as nationality and marital status (Gleshne and). To obtain quantitative data, quantities or amounts were measured and then used to predict situations and characteristics of individuals (Kothari C. R., 2004).

4.3 Inferential Statistics

Inferential statistics or sampling techniques was used to estimate the parameters of the population and test the statistical hypotheses (Kothari., 2004; James, 1997; Gorder & Foreman, 2014; Gibons & Chakraborti, 2003; Hollander, Wolfe, & Chicken, 2014). Statistical measures were used to summarize the survey/research which included measures of central tendency such as mean, mode and median, variances, standard deviation and relationships were drawn and inferred (Kothari., 2004). The inferential statistics hypotheses was then tested using F-test and t-test to accept or reject the null hypothesis at chi-squared test of $p < 0.05$ or 5% level of significance. To improve on the hypotheses tests, other symmetric tests that included Kendal, Gamma, Pearson R, spearman and regression analysis.

4.4: Information Characteristics of Educational Tourists in Kenya.

Objective one attempted to establish the social demographic characteristics of educational tourists. The characteristics included; the gender of the international Students, their age; their nationality or country of origin, level of education before joining Kenyan University and the year of study in their home university. The type of institution enrolled to in Kenya, their program of study, mode of study and the anticipated length of study. Their incomes and expenditure patterns were established. The students indicated their family members' engagement in tourism and if friends and relatives visited them while in Kenya. The students indicated the persons who recommended them to the destinations in Kenya and other continents visited globally. The people they went out with while touring and the persons who sponsored the students' trips back home were important to the study.

4.4.1: Gender of the Student

Figure 4.1 shows the gender distribution patterns of educational tourists in the selected universities.

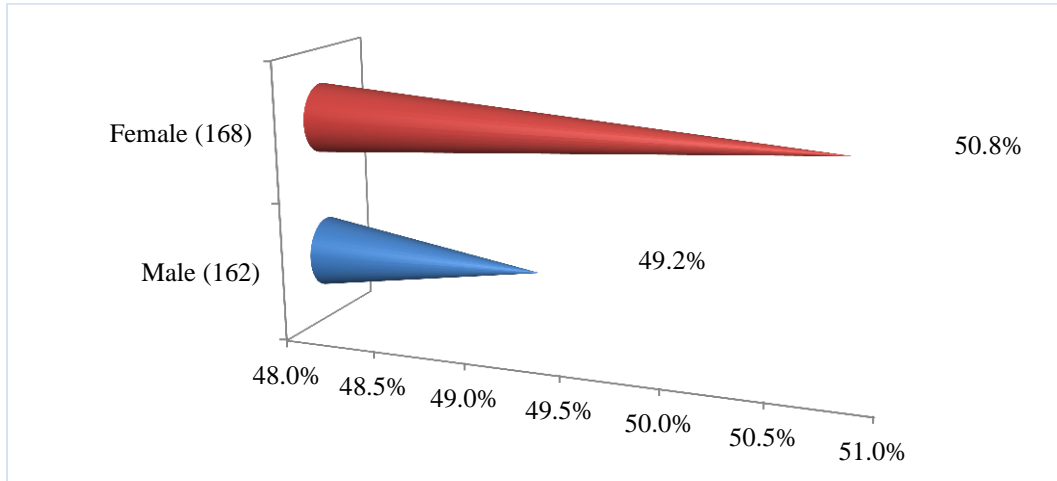


Figure 4.1:- Gender of the Student

Figure 4.1 shows that 50.8% (168) of educational tourists in the selected universities/institutions of higher learning were females while the males were 49.2% (162). These results can be interpreted to mean that the women have embraced education and are competing with their male counterparts. These findings are in tandem with those of UNESCO (2012) which indicated that in 2011 out of 360 million foreign scholars, 50% were women. These findings contradict those of UoW (2016) which shows that gender plays a role by countries of the student's origin and levels of study, as indicated by 79% scholars from Pakistan to the University of Windsor comprising 30% men from Taiwan.

4.4.2: Age of the Foreign Students

Figure 4.2 indicates the age distribution of the foreign scholars in different pre-determined categories.

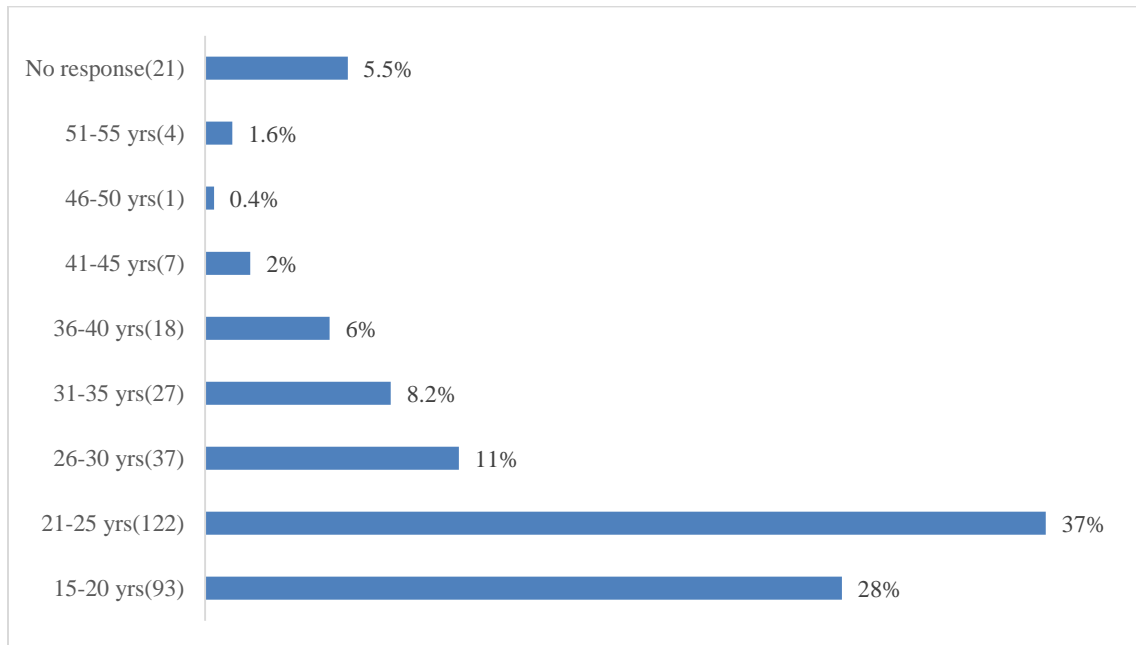


Figure 4.2: Age of the Foreign Students

The survey results on figure 4.2 indicated that the majority, 65.2% of the students fell between the ages of 15-25 years of age, distributed in to two age cohorts of 28.1% between 15-20 (93) years of age at 28% and 37% (122) aged between 21-25 years. 11% (37) were between 26-30 years of age, 8.2% (27) were aged between 31-35 years whereas 5.5% (18) were aged between 36-40 years of age. 2.0% (6) were aged between 41-45 years of age, 1.6% (4) were aged above 51 years of age and only 0.4% (1) was aged between 46-50 years. 5.5% of the students did not respond concerning their age. This could be explained by the fact that foreign scholars emerge as older than local scholars within the same level of education (ABS, 2013). The results concur with the study by

Decock et al (2016) who opines that 56.7% of the foreign students were in the age brackets 21-to-25 and 30% aged 26-to-30 years. Age varies according to gender, discipline or level of study, host and country of origin (Decock, McCloy, Steffler & Diclaire, 2016; Universities UK, 2013; ABS, 2013).

4.2.3. Country of Origin of the International Students

Figure 4.3 shows the continent of origin of the respondents.

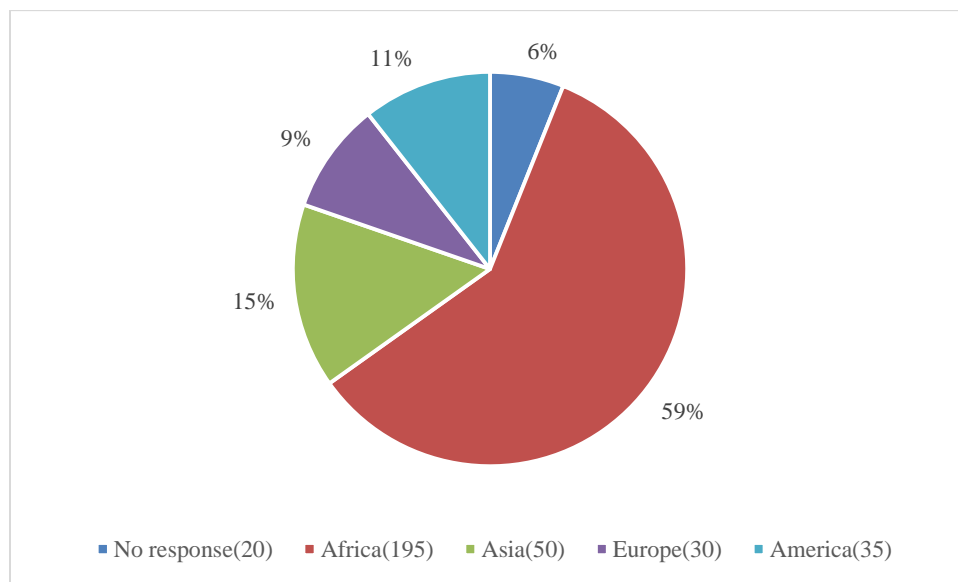


Figure 4.3: Country/Continent of Origin of the International Students

The entire six institutions reported having international students as illustrated on figure 4.3 indicates that most students come from Africa 59% (195) followed by Asia at 15% (50), 9% (36) from America and only 9% (30) from Europe. These results implied that most of the foreign students to Kenya were from the African region. This means that Kenyan institutions do not measure up to the international standards as indicated by World University Rankings (Table 3-1, App 5.5-QUR, 2017).

4.4.4 Interview with ISLCs and FGDs on the Origin of the Students

The findings from the students' questionnaire were confirmed by the 6 institutions through an interview schedule with the heads of International students Linkages and Collaborations (ISLCs) who reported that;

'Majority of the foreign/international students who are admitted in the university for regular courses like their fellow local counterparts are from the African region, those students from outside Africa such as those from Europe, USA, China, Japan among others are admitted for short courses' (Uni 1,2,3,4,5)

'There are students from Britain and USA who are sponsored by their Universities and World Health Organization (WHO) admitted for upto 6 years on special arrangement mainly in our Health Science department to study tropical diseases'(Uni 1).

The researcher conducted 15 focus group discussions (FGDs) from Community Based Tourism Organizations concerning the country of origin of the foreign students. The results differed from those of the student questionnaire and from the interview schedule. The focus group discussion responses from the community based organizations (CBTOs) postulated that students who engaged in culture, rural or community tourism comprised 57% foreign students from Britain and 43%. from other destinations.

'The foreign youth come to our organization either from our local universities or from other universities in Africa or directly from Britain and the USA. Rarely do we receive any from other regions. The few from other regions are from Africa, Korea and do not stay for long'. (Resp 2 G1, Resp 1 G3, Resp3,1,5,6 G4, Resp 5 G7)

Sometimes students are brought to study ask questions related to what we do and write

reports which we may never get to see or benefit from, we receive them all the same,(Resp 1,2 G&6 and Resp 3 G 9).

4.4.5: Level of education of Foreign Students in Previous Universities.

Figure 4.4 shows the different levels of education the students had attained before joining Kenya's institutions of higher learning.

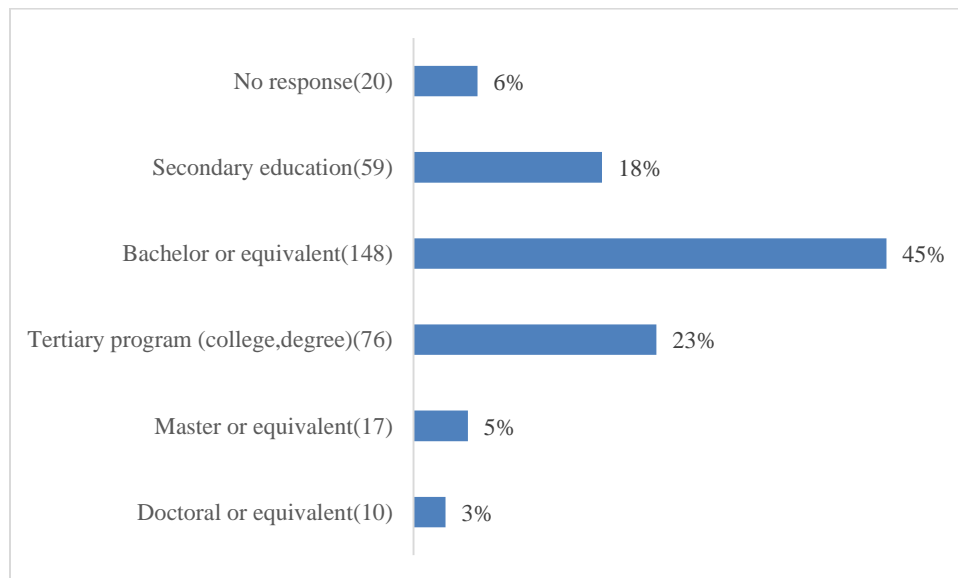


Figure 4.4: Level of education of foreign students before in previous Universities

The students were asked to indicate their levels of education before joining Kenyan Universities. From the study findings presented on figure 4.4, the majority 45% (149) of educational tourists had a bachelor's degree or equivalent, 23% (76) had done tertiary programmes from mid-level colleges, 18% (59) had completed secondary education, 5% (17) had achieved a masters or equivalent while a paltry 3% (10) had a doctoral degree or equivalent. Those who did not respond were 6% (20). These results could be interpreted to mean that a great majority of students joining Kenyan universities or institutions of higher learning have had a previous experience of higher learning and are in search of in-

depth learning to enhance knowledge in their areas of study. Majority of the foreign scholars were joining the universities at postgraduate level. These results concur with several scholars and institutions which categorized the students in universities into academic levels (UoN., 2015; ABS, 2013; OECD., 2017; Farrugia & Bhandari, 2014).

4.4.6: Year of Study in Previous Institutions.

Figure 4.5 sought to find out the year of study the student was in before joining Kenya. This was because some of the students were on summer studies, exchange programmes or on full time regular programmes.

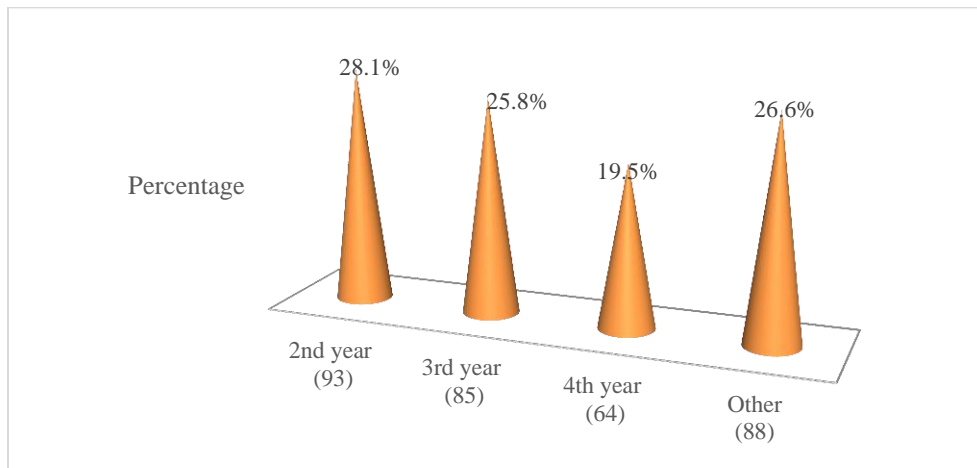


Figure 4.5: Year of study in Previous University

26% (93) of the students were in the second year of study while 18% (64) were in fourth year. 26.6% (88) were in first, fifth or sixth year of study. This could imply that students include educational tourism as an extension of their programs while academic programs are on session in their universities. The current study concurs with the results from (WWU, 2016; UNE, 2016; SLU, 2015) which revealed that programmes that are faculty-led such as culture-related, biological sciences and disciplines related to flora and fauna

may require a student to join a university abroad in the course of their studies.

4.4.7: Program of Study in Previous Institution.

Figure 4.5 shows the program of study the foreign student had enrolled in. this was useful in identifying popular and unpopular programmes in different universities categorized as public and private universities.

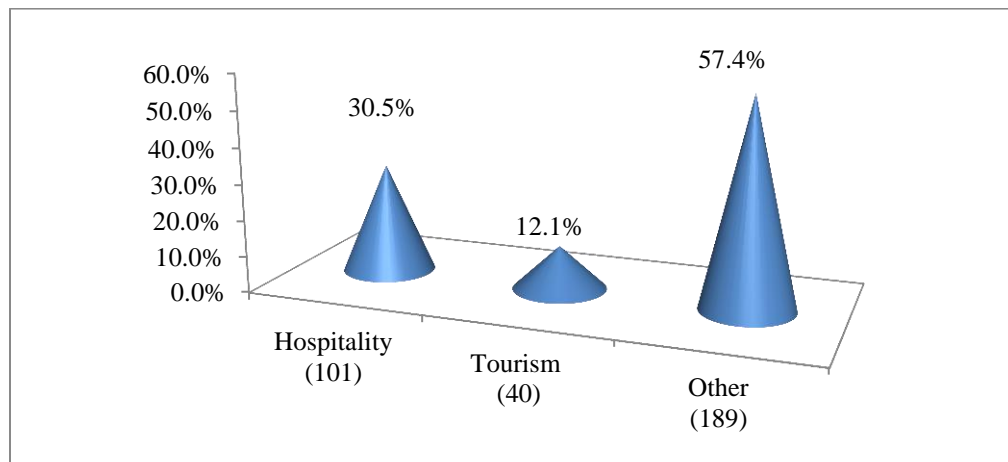


Figure 4.6: Program of Study in Previous Institution.

Most of the students 54% (189) had taken other programmes of study from previous institutions. 29% (101) had done a hospitality programme and 11% (40) had done tourism programmes. These results revealed that students are enrolled in the different programmes and course units from departments and schools available within specific universities especially those that are not offered in their previous institutions of learning. These results concur with the findings from KUCCPS (2017) and QS-WUR (2017) indicate that different universities offer suitable programmes or disciplines offered at different levels of study in specific departments, faculties and schools.

4.4.8: Sources of Information for Students About Kenya

The sources of information concerning Kenya were important to the study since they gave an insight of how the international students joined Kenyan universities as indicated on table 4.2. The sources of information were; prior knowledge about Kenya, the internet and websites, friends and relatives, media (television, radio and videos), books and guides, travel agency, fairs and exhibitions internationally and locally or whether it formed part of travel package for those students who were sponsored by their institutions. Other sources of information were revealed. The information sources were useful for the study as a recommendation for marketing. Table 4.2 reveals the sources of Information used by the students concerning Kenya

Table 4.2: Sources of Information About Kenya.

Information about Kenya	Frequency	Percentage
Friends and Relatives	177	53.5%
Prior knowledge	170	51.6%
The internet	169	51.2%
Media	107	32.4%
Books and Guides	66	19.9%
Travel Agency	48	14.5%
Fairs/ Exhibitions	26	7.8%
Part of travel package	15	4.7%
Other	17	5.1%
No response	5	1.6%

Sources of information was a multi response question that allowed a respondent to select more than one response. As a result cumulative total adds to more than the sample size while total percentage is over 100%. Table 4.2 indicates that the majority 53.5% (177) of the foreign students got information through friends and relatives, 51.6% (170) had prior

knowledge about Kenya, 51.2% (169) learned from the internet, 32.4 (107) got information from the media. 19.9% (66), read books and guides, 14.5% (48) were informed by a travel agency, 7.8% (26) received information through fairs and exhibitions, and 4.7% (15) came to Kenya as part of their package. There were 5.1% who got information from former schoolmates and alumni groups, workplace among others. This implies that sources information should be identified. The current study is in line with (Nolan, 2016) who opines that sources of information from tourism suppliers were either in a formal or in an informal form. The findings are also supported by the study of (Dolores, Miguel, Alberto, Carmen & Dimitrios, 2012) which shows that the images formed about a given attraction, region or country are determined by the information disseminated.

4.4.9: Interview with ISLCs on Sources of Information

The 6 heads of ISLCs were asked how they created awareness or passed information concerning their institution or university internationally and they all agreed that;

'We create awareness through brochures and advertisements placed in the media. Other means include tour operators and travel agencies, applications and admissions directly from the students' home countries and universities. Other students from the region, which is East Africa visited the university to make enquiries'.

These findings imply that information concerning Kenya is mainly through the internet and the media besides information through word of mouth and prior knowledge probably from their home universities.

4.4.10: Type of Institution Enrolled in Kenya.

Figure 4.7 shows the type of institution educational tourists were enrolled in Kenya in both the public universities and the private universities.

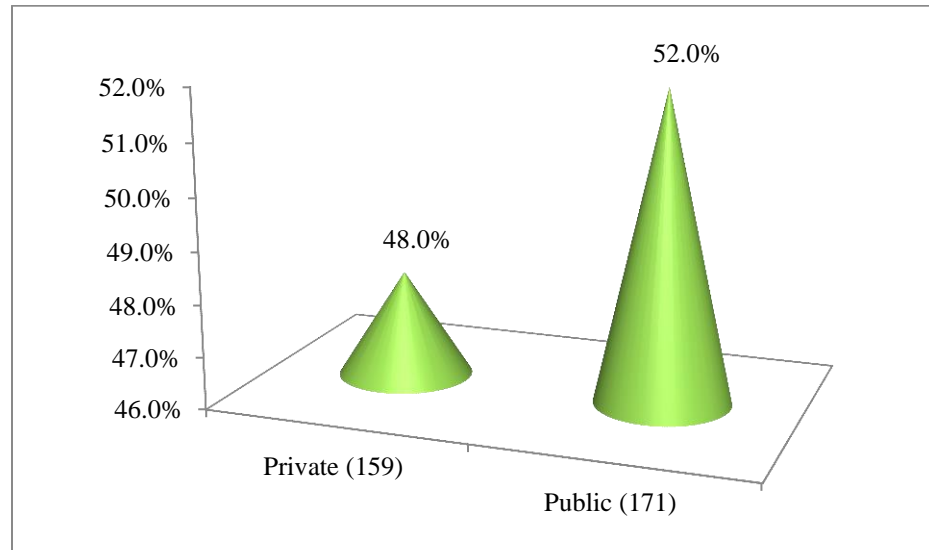


Figure 4.7: Type of institution educational tourists are enrolled in Kenya

According to figure 4.7 most of the students, 52% (171) are studying in public institutions followed by 48% (159) students that study in private institutions. These findings reveal that the students are drawn from Africa cannot enroll in the public universities which are less costly compared to the private universities. The report from CUE opines that out of the 443,783 and 470,170 university enrollments in Kenya in 2014 and 2015, 1% (approximately 5,000) of the students were foreign students (IIE, 2016). However, these result findings are in line with the study by (CUE., 2014) which indicates that 10% of scholars in Kenyan private universities are international students.

4.4.11 Program of Study in Kenya by Type of University

Table 4.3 shows the programmes of study undertaken by the students.

Table 4.3: Programmes of study in Kenya by Type University

Program of study	Type of university	
	Public	Private
Health Sciences	20	1
Engineering and technology	41	6
Arts	5	4
Hospitality	57	33
Tourism	18	22
Humanities	40	83

The results on table 4.3 show a comparison of student enrollment to the public and private institutions. In the public universities Health sciences were the majority 20, Engineering and technology related programmes 41, Arts and hospitality (57) were popular programmes in the public institutions. In private universities Humanities (83) and Tourism (22) had more students. The findings reveal that public universities remain popular. Tertiary institutions in Kenya especially public learning establishments have collaborations and networks that encourage scholars to the institutions (CUE., 2014).

4.4.12: Anticipated Length of Study in Kenya

Figure 4.8 indicates the foreign scholars' anticipated length of study in Kenya. The length of study periods were clustered into varying periods which would easily identify the groups that formed the majority to the least.

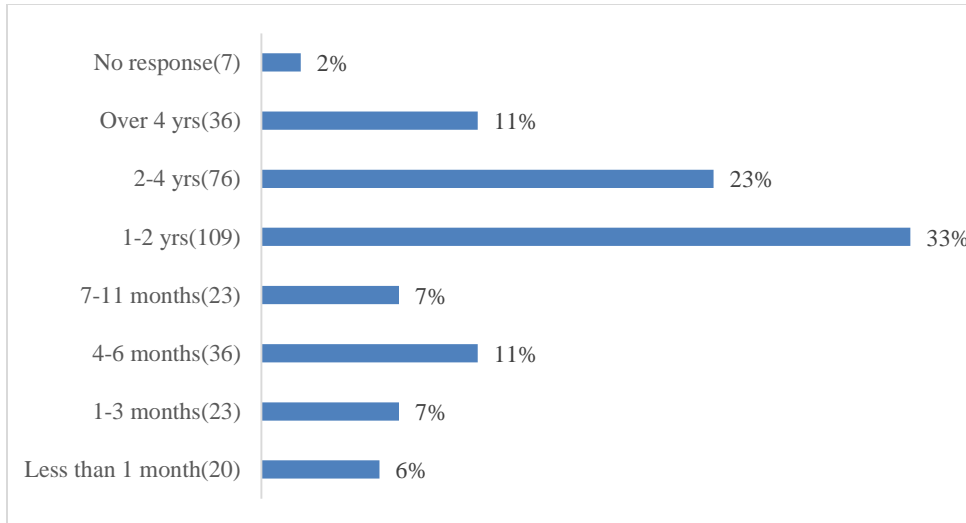


Figure 4.8: Anticipated length of study in Kenya

The foreign students were asked to indicate their anticipated length of study in Kenya, the majority 33% (109) would take a period of 1-2 years during their studies and 23% (76) would take between 2-4 years. Those who take more than 4 years and those spending between 4-6 months were 11% (36) each, those spending between 1-3 months were 7% (24) while 7-12 months were at 7% (23) each. The students who spend less than 1 month was 6% (20) and only 2.0% (7) did not respond. This implies that international students spend shorter periods during their studies at postgraduate level or on courses that do not exceed a year. These study results are supported by the findings from the European university of Cyprus (EUC) which shows variations in the anticipated amount of time

spent by students during their studies (EUC, 2017).

4.4.13: Category of Annual Household Gross Income.

Table 4.4 denotes the category of annual household gross income of the students.

Table 4.4: Category of Annual Household Gross Income

Monthly household income before tax	Frequency	Percentage
Under 60000	85	25.78%
60000 -120,000	70	21.09%
120,001- 240,000	26	7.81%
240001 - 360,000	6	1.95%
360,001 - 600000	9	2.73%
840,001-1,200,000	1	0.39%
1,200,001 - 1,800,000	4	1.17%
1,800,001 - 2,400,000	1	0.39%
3,000,001 - 3,600,000	1	0.39%
6,000,001 - 9,000,000	1	0.39%
Over 12,000,000	3	0.78%
Don't know	123	37.1%
Total	330	100%

Table 4.4 shows that the majority 35% of the international students did not indicate their income before tax. This is a clear indication that majority of the students were not employed or involved in business except studying. The foreign students who earned less than KES 60,000 were 24%, (85). 20% (70) earned between KES 60,000-120,000 while those who earned above KES 120,000 were few. The implications of these findings could reveal that students concentrate on their studies and avoid engaging in gainful

employment. Studies carried out in Europe are in line with the current survey results and students' incomes are categorized into low income, middle income and high or upper end socio-economic groups (UCB, 2012).

4.4.14: Category of Annual Household Disposable Income.

Table 4.5 shows the annual household residual income of the students or their families.

Table 4.5: Annual Household Disposable Income of the Scholars.

Monthly household income after tax	Frequency	Percentage
Under 60000	70	21.1%
60000 -120,000	58	17.6%
120,001- 240,000	22	6.6%
240001 - 360,000	8	2.3%
360,001 - 600000	10	3.1%
600,001-840,000	4	1.2%
840,001-1,200,000	3	0.8%
1,200,001 - 1,800,000	4	1.2%
1,800,001 - 2,400,000	1	0.4%
6,000,001 - 9,000,000	1	0.4%
9,000,001 - 12,000,000	1	0.4%
Over 12,000,000	1	0.4%
Don't know	147	44.5%
Total	330	100%

Table 4.5 indicates that most 42% of the foreign scholars did not know about their income after tax probably because they were not employed or had not bothered to sum up their taxes to a net income. 20% earned less than 60,000 after tax deductions, followed by 20% who earned between KES 60,000 and 120,000 after tax remittances. Less than 10% of the students earned above KES 360,000 after all deductions. This reveals that only few

students had an income. A study by (University of Oxford, 2017) states that net household income otherwise referred to as residual or disposable income is income after tax, national insurance and allowable deductions

4.4.15: Educational Tourists' Expenditure by Program Duration.

Table 4.6 reveals expenditure by program duration of educational tourists. This was necessary in understanding why the scholars preferred certain products and services including the choice of programmes and institutions.

Table 4.6: Educational Tourists' Expenditure by Program Duration

Program Duration	Expenditure/Amount spent in KES				Std. Deviation
	Minimum	Maximum	Sum	Mean	
Less than a month	1000.0	3000000.0	6080894.5	90717.3	416271.3
6 months	500.0	2000000.0	9372128.9	242350.0	484739.5
6–12 months	23000.0	1500000.0	3450820.3	267700.0	440911.8
1-2 years	3000.0	480000.0	1628085.9	252600.0	184487.8
2–4 years	60000.0	8000000.0	28591406.3	1,386,250.0	1918431.3
Over 4 years	184000.0	10000000.0	152240859.4	8435857.1	26167418.3

The results shown on table 4.6 indicate that the average spent by educational tourists in a university for less than a month was Ksh 90,717.3, those spending 6 months spent a mean of Ksh 242,350.0, the students who spent 6-12 months spent a mean of Ksh 267,700, those lasting 1-2 years spent Ksh 252,600.0 while the students who spend 2-4 years spent Ksh 1,386,250.0 and those spending over 4 years used approximately Ksh 8,435,857.1. These result findings imply that foreign students spent more than the local students in the same modes and levels of study and are lucrative especially those spending shorter periods. These study findings are in line with those of St Lawrence university program

that charge high fees for the programs at about 20,000 dollars (approximately Kes 2,000,000) per semester (SLU, 2015).

4.4.16: Foreign Students' Family Members Engagement in Tourism.

Figure 4.9 shows the family members of the students as they engaged in tourism. This informed the study the role played by family in influencing the participation of the scholars in tourism.

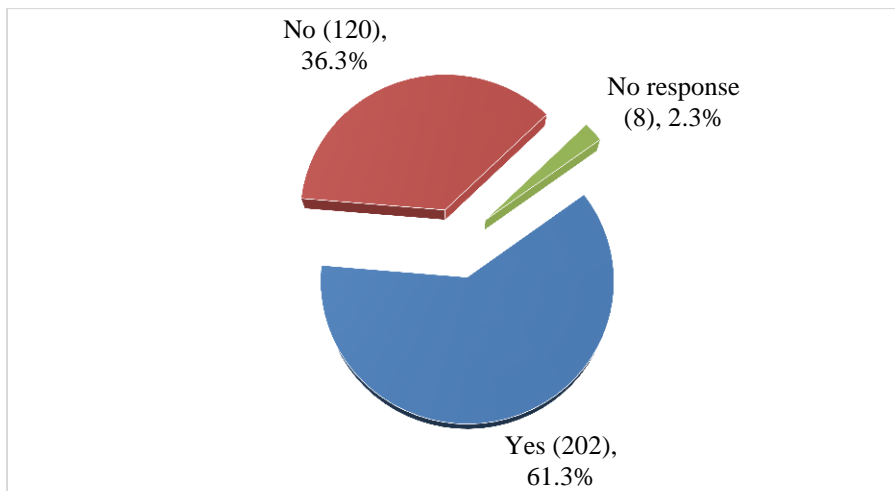


Figure 4.9: Family Members' Engagement in Tourism

Table 4.9 display the answers of the foreign students when asked to indicate whether their family members engaged in tourism, a considerable number 61.3% (202) pointed out that indeed their families engaged in tourism activities. 36.3% (120) of the scholars indicated that their family members did not engage in tourism. These findings reveal that the students who travel at a younger age with their family and relatives were likely to embrace tourism or travel to other destinations since it becomes a tradition in the long run. However the students' country of origin determines whether they will engage in tourism. Pursuant to this finding most students originated from Africa and so are their

families (UNWTO, 2017; Appendix 6).

These results are in line with the studies from developed nations which reveals that educational tourism started in Europe with participants engaging in study tours for many years in Germany, France and Switzerland and other European countries between the seventeenth and nineteenth centuries and was a reserve for the wealthy and upper class in Europe (Chaney, 2000; Towner, 2012; Tice, Steiner, Ceen & Beyer, 2008). Students of European origin form the majority of international travel youth since tourism is a way of everyday life and plan for travel in advance.

4.2.17: Visit by Friends and Relatives During Studies

Figure 4.10 indicates students that were visited by friends and relatives and those that were not.

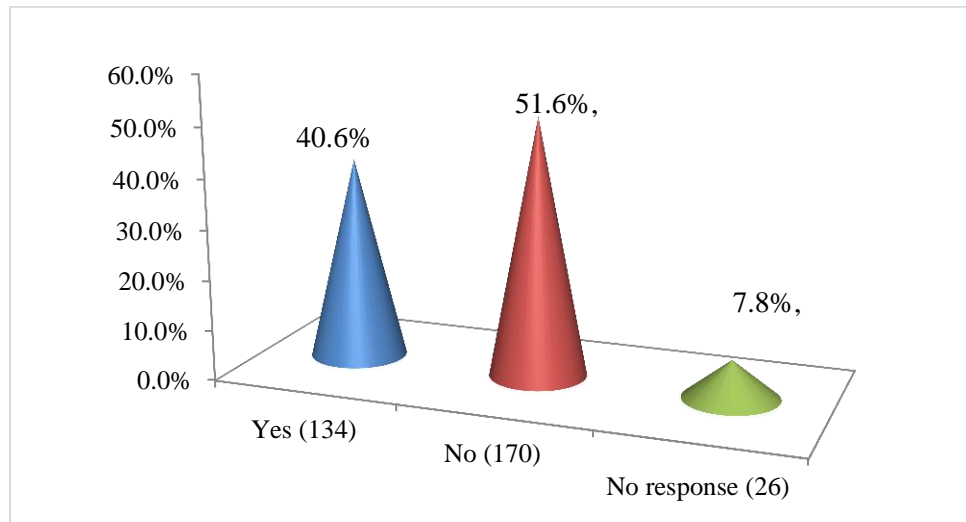


Figure 4.10: Visit by Friends and Relatives

The study findings on figure 4.10 revealed that 51.6% (170) of the scholars were not visited by friends and relatives during their studies in the university, 40.6% (134) of the

scholars were visited by friends and relatives. These findings reveal the type of international students that Kenya attracts who according to earlier findings on figure 4.6 are drawn from Africa. Africans do not consider tourism as a sign of prestige and may not be keen in acquiring the necessary travel documentation contrary to their fellow European counterparts from the west (Jebet, 2010)

The study is in line with (Eurostat, 2017) which reveals that students who have friends or family who want to visit them or to attend their graduation ceremonies have to apply for a visa. Any visitor may apply for a tourist visa if they have legitimate tourist intent, through a B-2 tourist visa: A letter of invitation addressed to the student's family from the student detailing the purpose of their visit, the length of their stay, and how they will financially support themselves during their visit (UoL, 2017; University of Oxford, 2017)

4.2.18: Recommendation to Destinations in Kenya.

Figure 4.11 shows the people responsible of recommending foreign scholars to destinations in Kenya since they have influences on the places the student visited.

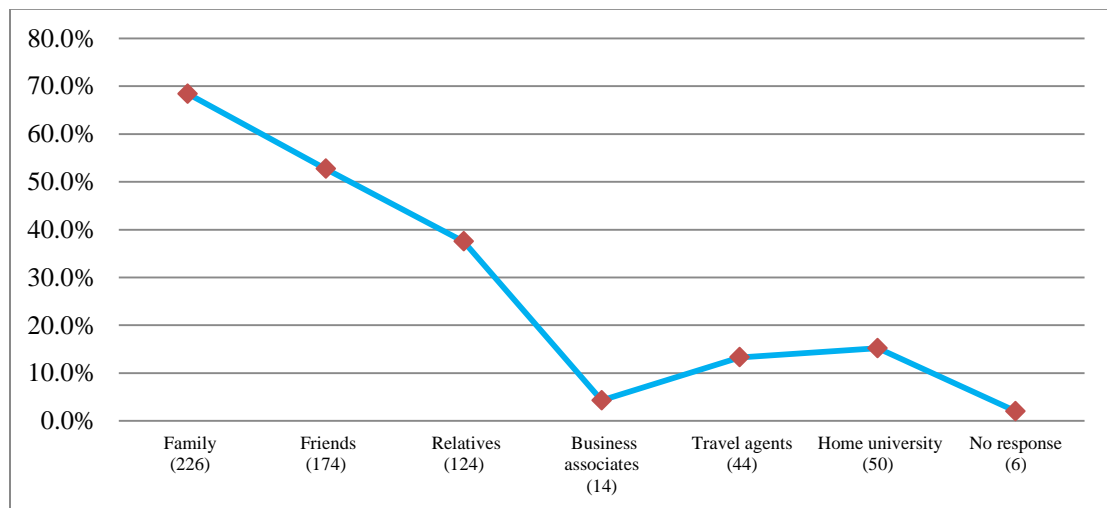


Figure 4.11:- Recommendation to Destinations in Kenya.

This is a multiple response question where a respondent could choose more than one response. In this case there total responses could go over the sample size while total percentage is more than 100%. When asked to indicate the people who recommended them to the tourist destinations in Kenya, figure 4.11 shows that most 68.4% (226) of the educational tourists indicated that family members, 52.7% (174) were influenced by friends while 37.5% (124) indicated relatives leveraged them. 15.2% (50) were sent to the destinations by their home university, 13.3% (44) sought information from travel agents and 4.3% (14) indicated being recommended by business associates. These findings imply that the students were influenced by close relations and the tourism industry should aim at maximizing the satisfaction of all tourists. Informal forms of information comprise word of mouth through friends and relatives and the individual's experience of an earlier visit to a destination (Nolan, 2016).

4.2.19: Visiting Continents other than Africa

Figure 4.12 indicates those students that had visited continents other than Africa. This would give an insight of the students' attitude towards foreign countries.

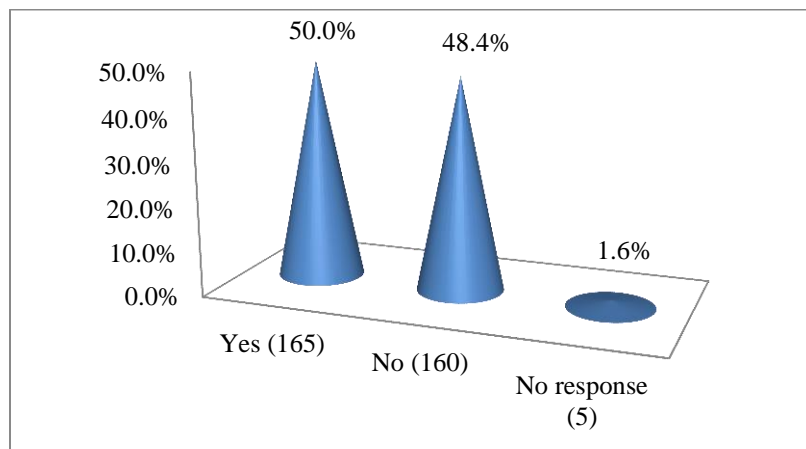


Figure 4.12: Visiting Continents other than Africa.

The survey results on figure 4.12 shows that 50% (176) of the international scholars had visited other continents other than Africa whereas 48% (170) had not visited other continents except Africa. The present study reveals that indeed international students are well exposed globally and understand the significance of quality education from other regions of the world.

The results of the study are in tandem with those of (UNE, 2016; SLU, 2015) which shows that universities in developed countries have faculty-led global education programs. Some of the former students travel through alumni associations under the guide of teachers and scholars (HAA, 2016).

4.2.20: Sponsor of International Students' Trips Previously.

Figure 4.13 portray the scores of the persons who sponsored the students' trips previously. This knowledge would give a clue on the students' financial status.

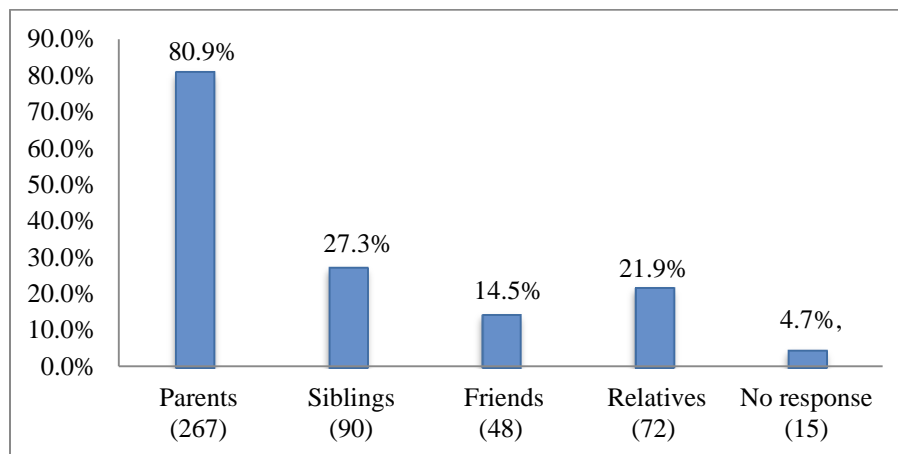


Figure 4.13: Sponsor of Trips.

This is a multiple response question where a respondent could choose more than one response. In this case there total responses could go over the sample size while total percentage is more than 100%. According to the study findings on figure 4.13 majority,

80.9% (267) of the scholars pointed out that parents sponsored their tourist trips. 27.3% (90) were sponsored by siblings (brothers and sisters), 21.9% (72) and only 14.5% (48) of the scholars indicated they were sponsored by relatives. The results of the research shows that close relations are the main sponsors of trips.

These findings are supported by a study carried out in Malaysia which shows that international students acquire finances from sponsors such as college funding, credits and individual savings over time and external aid from close relations and friends (Lim Khong Chiu, 2015)

4.5. The Consumer Behavior Factors of Educational Tourists

The second objective was to determine the relationship of the consumer behavioral factors of educational tourists and sustainable tourism development in Nairobi County, Kenya as indicated on the conceptual framework (fig1.1). This objective therefore considered the motivating or the push and pull factors towards destinations as a social factor. The study focused on the students' preference on the accommodation types as a situational factor. The economic factors investigated in the study were the categories of the students' monthly income, their disposable income and monthly expenditures.

4.5.1: Descriptive Statistics on Reasons of Choosing Kenya.

Table 4.9 shows cross-tabulation, a descriptive statistical method that was used on the reasons of choosing Kenya as an educational tourist destination. The reasons were broken down into sub-variables which included: personal safety and security; ease of reaching destination; unspoiled and conserved nature; climatic conditions; biodiversity; the quality of accommodation; availability of transportation services; the local people's friendliness; the offer of local cuisine; shopping possibilities; nightlife and entertainment and sport

facilities and recreation facilities. Each sub-variable was cross-tabulated with sustainable tourism development. The results of the cross-tabulations yielded percentages means and standard deviations as presented on table 4.9. Further the preferred accommodation and the reasons for choosing the type of accommodation type was analyzed using frequencies and percentages as presented on tables 4.7 and 4.8.

Table 4.7 indicates the motivating factors considered by the international scholars in choosing Kenya as a educational tourist destination. A 5 point likert-scale questionnaire was set for the students to freely give answers to pre-set statements where;

1: Completely unimportant, **2:**Unimportant, **3:**Neutral, **4:**Important and **5:**Very important

Table 4.7: Reasons for Choosing Kenya as an Educational Tourist Destination.

Choosing destination	1	2	3	4	5	M	SD
Personal safety and security	7.4%	5.1%	11.3%	26.2%	48.4%	4	1.2
Ease of reaching destination	5.5%	7.4%	14.1%	35.9%	35.5%	3.9	1.1
Unspoiled and conserved nature	7.8%	8.6%	27%	29.7%	24.2%	3.5	1.2
Climatic conditions	6.3%	11.7%	27%	29.7%	23%	3.5	1.2
Biodiversity	12.9%	8.6%	26.6%	28.1%	22.7%	3.3	1.3
The quality of accommodation	5.5%	7.4%	20.3%	27%	39.8%	3.8	1.2
The local people's friendliness	9.8%	8.2%	23.4%	31.6%	25.8%	3.5	1.2
Availability of transportation services	7.8%	8.6%	17.2%	30.1%	34%	3.7	1.2
The offer of local cuisine	11.7%	13.3%	30.5%	23.8%	20.7%	3.2	1.3
Shopping possibilities	10.2%	10.5%	29.3%	27.3%	22.7%	3.4	1.2
Nightlife and entertainment	21.9%	18.4%	25%	17.2%	16%	2.8	1.4
Sport facilities and recreation facilities	7.8%	11.3%	25.4%	30.1%	24.2%	3.5	1.2

According to table 4.7, most students 48.4% (160) consider personal safety as very

important at a mean of 4.0. 39.8% (131) considered the quality of accommodation which had a mean of 3.8. Another 30.1% (99) felt that the availability of transportation was important and the ease of reaching the destination at 35.9% with a mean grade of 3.7. The result findings from the current study imply that choosing Kenya as a tourist destination contributes to sustainable tourism development.

Kenya has several ecosystems that can be useful to educational tourists since they have a high demand for unique unexplored destinations, thought evoking recreation adventures and amusements (Grigolon, 2012). These study results indicate that the students convert theory into practice and gain experience by carrying out extensive studies on ecosystems (Lyons, 2012). 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).

4.5.2: Preferred Accommodation Type

Table 4.8 shows type of accommodations preferred by the students.

Table 4.8: Preferred Accommodation Type.

Accommodation in Kenya	Frequency	Percentage
University accommodation	199	60.2%
Hotels	35	10.5%
Motels	12	3.5%
Holiday apartments	53	16.0%
Backpacker accommodation	26	7.8%
Hostel	19	5.9%
Own house	15	4.7%
Private rental	50	15.2%
No response	9	2.7%

This is a multiple response question where a respondent could choose more than one response. In this case there total responses could go over the sample size while total percentage is more than 100%.The study findings on table 4.8 revealed that most 60.2 (199) of the scholars preferred university accommodation, 16.0% (53) resided in holiday apartments, 15.2% (50) rented private accommodation, 10.5% (35) preferred to reside in hotels, 7.8% preferred backpacker accommodation, 5.9% (19) resided in private hostels, 4.7% (15) resided in their own houses or those of close relations, while 3.5% resided in motels. The findings imply that hostels are popular to the students.

4.5.3: Reasons for Choosing Accommodation Type.

Table 4.9 shows the reasons for the scholars for choice of accommodation in Kenya.

Table 4.9: Reasons for Choosing Accommodation Type.

Opinion on accommodation	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	M	SD
Safe	3.9%	12.5%	19.5%	40.2%	21.5%	3.6	1.1
Clean	2.7%	10.5%	20.7%	46.5%	17.6%	3.7	1.0
Easy to book	3.9%	15.2%	21.1%	41%	14.8%	3.5	1.1
Value for money	6.6%	15.2%	21.1%	40.6%	14.5%	3.4	1.1
Convenience	1.2%	10.9%	21.9%	43%	19.5%	3.7	1.0
Fair prices	10.2%	16.8%	21.5%	35.9%	15.6%	3.3	1.2

Table 4.9 shows that more than 50% of the students agree and strongly agree that the places of accommodation were clean and convenient, safe, easy to book and gave value for money at mean values 3.7. 3.6. 3.5. 3.4 and 3.3 respectively. These findings imply that the accommodations in Kenya are of the right standards owing to the fact that the university administrations inspect the standards of the hostels including those that are privately owned before recommending the students to check in to them.

The results of the study concur with a study in the USA which indicated that prices affected students from state universities than the private universities (FEA Survey, 2012).

The rates of on-campus accommodation in Kenyan universities vary.

4.5.2: Interview for International Students Linkages & Collaborations

In order to ascertain the reasons of choosing various accommodation types, heads of ISLCs were interviewed concerning the residential spaces preferred by the international students while undertaking their studies.

When the heads of ISLCs were asked where the students reside while in their institution they reported that;

'Few of the students are accommodated within the campus but since the campus hostels are not enough to accommodate all students other students live in private hostels off-campus whereas others prefer to rent private houses in the residential estates that are convenient to them' (Uni 1,2,3,4,5 & 6).

One of the universities that did not own any hostel said that;

'We do not have student hostel accommodation but we make arrangements with private hostels for the foreign students and those local students that have no accommodation elsewhere within Nairobi'.

The results on table 4.7, 4.8 and 4.9 and the verbatim reports from the heads of ISLCs shows that the universities have limited accommodation on campus which then contributes to increased charges on private accommodation and therefore a decrease in the number of foreign students to Kenya. These findings concur with the reports from

(Capital Campus, 2017) which portray that there is limited on-campus accommodation in both private and public Kenyan universities.

4.5.3 Factor Analysis on Reasons for Choosing Kenya.

The reasons for choosing Kenya as an educational tourist destination were analyzed through factor analysis which follows three steps to arrive at actual factors: Kaiser-Meyer-Olkin (KMO) and Bartlett's test of sphericity on Table 4.10; Factor analysis on Table 4.11 shows the two component factor rotations and Table 4.12 rotated Component Matrix displaying reasons of the two factor analysis rotations. These are summarized on the pattern portrayed by the factor analysis scree plot on Figure 4.14.

Table 4.10: KMO and Bartlett's Test

KMO and Bartlett's Test		
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.893
Bartlett's Test of Sphericity	Approx. Chi-Square	1650.228
	df	66
	Sig.	.000

Table 4.10 shows both Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy and Bartlett's test of sphericity which were performed on the reasons of choosing Kenya as an educational tourist destination. The Kaiser Meyer-Olkin measure of sampling adequacy examined if the strength of the relationship between variables is large enough to proceed to factor analysis. The tests were carried out to identify the variables' impact and ascertain the appropriateness of the main component, factor analysis was carried out. The sample adequacy was tested and the level of significance of KMO measure of sample

adequacy = 0.893 and Bartlett's Test: $X^2 = 1650.228$, $P < 0.000$. Based on these results, the reduction by principal components was suitable. Factor analysis was considered appropriate and factor analysis total variance and varimax rotation were conducted.

Table 4.11 shows the components that were rotated into two components to get those factors whose eigen values were equal to or greater than 1 as indicated.

Table 4.11: Factor Analysis.

Component	Initial Eigenvalues			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	5.388	44.898	44.898	3.950	32.915	32.915
2	1.670	13.916	58.814	3.108	25.900	58.814
3	.918	7.651	66.465			
4	.732	6.104	72.569			
5	.584	4.870	77.439			
6	.521	4.340	81.779			
7	.444	3.700	85.479			
8	.402	3.354	88.833			
9	.383	3.190	92.023			
10	.346	2.887	94.910			
11	.321	2.676	97.586			
12	.290	2.414	100.000			

Out of the twelve components only two factors accounted for 58.814% of the total variance on the reasons for choosing Kenya as an educational tourist destination at an eigenvalue equal to or greater than 1. The factors in first component accounted for 32.915% of the total variance on the reasons for choosing Kenya as an educational tourist destination. The factors in second component accounted for 25.900% of the total variance of the reasons for choosing Kenya as an educational tourist destination.

Table 4.12: Rotated Component Matrix^a

Reasons for choosing the destination	Component	
	1	2
Personal safety and security	0.793	-0.126
Ease of reaching the destination	0.773	0.142
Unspoiled and conserved nature	0.774	0.237
Climate conditions	0.693	0.281
Biodiversity- Flora, fauna, historical attractions, traditions and customs (culture of the people)	0.582	0.530
The quality of accommodation	0.693	0.286
The local people's friendliness	0.483	0.520
Availability of transportation services	0.573	0.511
The offer of local cuisine	0.373	0.675
Shopping possibilities	0.192	0.803
Nightlife and entertainment	-0.192	0.807
Sport facilities and recreation facilities	0.226	0.541

Factor 1=Availability and quality of facilities

Factor 2=Conditions within local community in the destinations

Seven strong variables in component 1 and seven strong variables in component 2 were identified. The strong variables in component 1 include personal safety and security 0.793 unspoiled and conserved nature 0.774, ease of reaching a destination 0.773, both climate conditions and the quality of accommodation 0.693, biodiversity 0.582 and availability of transportation services 0.573. The strong variables in component 2 include nightlife and entertainment 0.807, shopping possibilities 0.803, the offer of local cuisine 0.675, sports and recreation facilities 0.541 and the local peoples friendliness at 0.520.

The factor analysis reveals that there is a pattern of association in the rating of factors of choosing Kenya as an educational tourist destination. On figure 4.14 is the factor analysis scree plot.

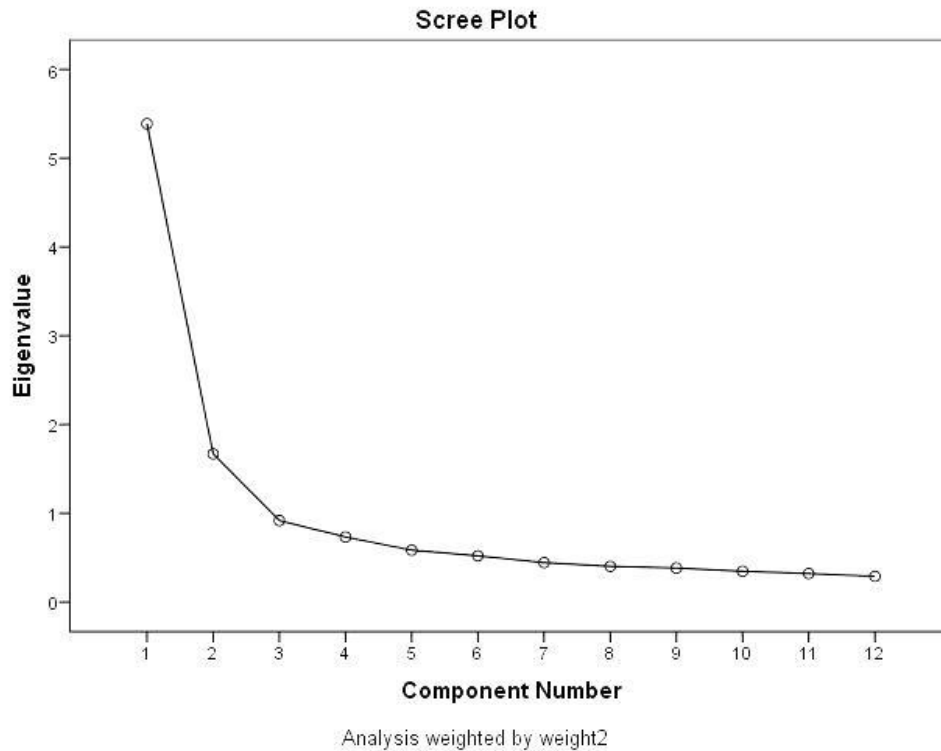


Figure 4.14: Eigen Values

The findings concur with the research by (World Bank, 2013; MEACT, 2016) which shows that the continent of Africa has 4% air service access seats. The study also indicates that 66% of African countries are connected by just one airline with no major carrier connections. This study is further supported by reports from various universities in Kenya shows that there are few accommodation spaces available for students within the campuses (Capital Campus, 2017; UoN, 2014). Another research by (Besciu, 2013) reveals that the scholars operate on a tight budget and stakeholders should reconsider the accommodation prices, transport fares and even entertainment.

4.5.4: Relationship on Choosing Kenya and Sustainable Tourism.

Cross tabulations were carried out between the reasons for choosing Kenya as an educational tourist destination and sustainable tourism development. The consumer behaviour factors of the international students included; personal safety and security; ease of reaching destination; unspoiled and conserved nature; climatic conditions; biodiversity; the quality of accommodation; availability of transportation services; the local people's friendliness; the offer of local cuisine; shopping possibilities; nightlife and entertainment and sport facilities and recreation facilities. Each factor affected the foreign scholars and was cross-tabulated with sustainable tourism development as indicated from table 4.14-to-table 4.25.

Table 4.13: Relationship of Safety and Security on Sustainable Tourism.

Personal safety and security	No extent	Small extent	Neutral	Large extent	Very large extent
Completely unimportant	12%	12%	36%	24%	16%
Unimportant	0%	23.5%	52.9%	23.5%	0%
Neutral	0%	10.8%	35.1%	51.4%	2.7%
Important	0%	10.5%	41.9%	43%	4.7%
Very important	0.6%	5%	47.8%	40.3%	6.3%

Table 4.13 shows that 47.7% (41) of the educational tourists that feel that personal safety and security is important agree to a large extent that consumer behaviour concerns have an impact on sustainable tourism development while 46.9% (74) of the students that feel that safety and security is very important agree to a large extent on the socio-cultural, economic and environmental impacts. This study reveals that each student requires to be safe and secure during their studies. Research has shown that the female scholars from

abroad are prone to violence related to gender emanating from their diverse cultural environments (Marginson, Nyland, Sawir & Forbes-Mewett, 2010; Polsjski, 2011).

Table 4.14: Relationship between Destination and Sustainable Tourism.

Ease of reaching the destination	No extent	Small extent	Neutral	Large extent	Very large extent
Completely unimportant	5.6%	5.6%	55.6%	16.7%	16.7%
Unimportant	0%	4.2%	58.3%	33.3%	4.2%
Neutral	0%	17%	46.8%	36.2%	0%
Important	0%	11.9%	39%	45.8%	3.4%
Very important	0.8%	0.8%	44.1%	44.1%	10.2%

Table 4.14 shows that 45.8% (54) of the foreign students that feel that the ease of reaching the destination is important agree to a large extent that the factor has an impact on sustainable tourism development while 54.3% (64) of the students that feel that the ease of reaching a destination is very important agree to a large extent on the impact. 5.6% (1) of the students who feel ease of reaching the destination is completely unimportant consider that consumer behaviour of the foreign scholars had no impact on sustainable tourism development.

The results of the study reveal that accessibility to destinations is significant for the tourists especially infrastructure such as road connectivity. The African region is prone to unpredictable weather fluctuations and natural calamities in tourist icons and local communities often connected with all-weather roads (IMF, 2016; Vision 2030, 2014).

Table 4.15: Relationship on Conservation and Sustainable Tourism.

Unspoiled and conserved nature	No extent	Small extent	Neutral	Large extent	Very large extent
Completely unimportant	0%	15.4%	38.5%	34.6%	11.5%
Unimportant	3.4%	10.3%	48.3%	27.6%	10.3%
Neutral	0%	10.1%	41.6%	44.9%	3.4%
Important	0%	10.2%	45.9%	40.8%	3.1%
Very important	1.2%	1.2%	43.8%	42.5%	11.2%

From table 4.15, 42.5% (34) and 11.2% (9) agreed to a large extent and to a very large extent that the unspoiled and conserved nature an element of consumer behaviour affected sustainable development. The factor was therefore considered by the international students as having an impact on sustainable tourism development. The survey findings ascertain that unspoiled and conserved nature is significant while searching for authenticity. Studies show that Kenya is endowed with authentic natural flora and fauna are ideal for educational tourists experiences (Grigolon, 2012).

Table 4.16: Relationship between Climate and Sustainable Tourism.

Climatic conditions	No extent	Small extent	Neutral	Large extent	Very large extent
Completely unimportant	4.8%	14.3%	47.6%	19%	14.3%
Unimportant	2.6%	15.8%	44.7%	36.8%	0%
Neutral	0%	10%	47.8%	37.8%	4.4%
Important	1%	8.2%	40.8%	45.9%	4.1%
Very important	0%	1.3%	40.8%	47.4%	10.5%

Table 4.16 indicates that 47.4% (36) agreed to a large extent and 10.5% (8) agreed to a very large extent that sustainable tourism development was indeed affected by climatic conditions. This study reveals that climatic conditions play a role in sustainable tourism

development. The students found climatic conditions to have an impact on sustainable development. The African region, Kenya included is prone to unpredictable weather fluctuations and natural calamities in tourist icons and local communities (IMF, 2016; Vision 2030, 2014).

Table 4.17: Relationship between Biodiversity and Sustainable Tourism.

Biodiversity	No extent	Small extent	Neutral	Large extent	Very large extent
Completely unimportant	2.4%	14.3%	54.8%	28.6%	0%
Unimportant	0%	13.8%	34.5%	41.4%	10.3%
Neutral	1.1%	9.1%	44.3%	39.8%	5.7%
Important	1.1%	9.7%	47.3%	38.7%	3.2%
Very important	0%	0%	37.8%	50%	12.2%

Table 4.17 shows that 50% (37) of the foreign students felt that biodiversity was very important agree to a large extent on the impact. 2.4% (1) of the students who felt that biodiversity was completely unimportant consider that socio-cultural, economic and environmental concerns have no impact on sustainable tourism development. The study therefore attributes authentic environments to quality education. The research results concur with (Lyons, 2012) who opines that scholars seek conserved undisturbed environments to beef up their learning experiences.

Table 4.18: Relationship on Accommodation and Sustainable Tourism.

The quality of accommodation	No extent	Small extent	Neutral	Large extent	Very large extent
Completely unimportant	5.6%	5.6%	66.7%	5.6%	16.7%
Unimportant	0%	0%	62.5%	37.5%	0%
Neutral	1.5%	9.1%	51.5%	36.4%	1.5%
Important	0%	10.2%	30.7%	52.3%	6.8%
Very important	0.8%	7.6%	45%	39.7%	6.9%

From table 4.18, 52.3% (46) and 39.7% (52) of the foreign students that felt that quality of accommodation was important and very important agreed to a large extent on the impact of accommodation on sustainable tourism development. 5.6% (1) of the students who felt that the quality of accommodation was completely unimportant considered that consumer behavioural factors of international students had no impact on sustainable tourism development. Quality accommodation is a pull factor to destinations (Travelsat, 2013; UNWTO, 2010; UNWTO, 2015). However, universities in Kenya offer few residential capacities (Capital Campus, 2017; UoN, 2014).

Table 4.19: Relationship between Locals and Sustainable Tourism.

Local people's friendliness	No extent	Small extent	Neutral	Large extent	Very large extent
Completely unimportant	0%	15.6%	46.9%	28.1%	9.4%
Unimportant	0%	3.8%	53.8%	38.5%	3.8%
Neutral	1.3%	10.4%	51.9%	35.1%	1.3%
Important	0%	8.7%	39.4%	48.1%	3.8%
Very important	1.2%	4.7%	40%	42.4%	11.8%

Table 4.19 indicates that 42.4% (36) and agreed to a large extent and 11.8% (10) agreed to a very large extent consecutively. The local people's friendliness and hospitality was considered an important factor according to the survey findings. This factor contradicts Devine, Baum & Hearn (2009) which opines that the local community must have an understanding of the tourist products and services provided, welcoming and receptive to visitors in destinations.

Table 4.20: Relationship between Transportation and Sustainable Tourism.

Availability of transportation services	No extent	Small extent	Neutral	Large extent	Very large extent
Completely unimportant	0%	11.5%	50%	23.1%	15.4%
Unimportant	0%	3.6%	67.9%	28.6%	0%
Neutral	0%	14%	49.1%	36.8%	0%
Important	1%	8%	34%	52%	5%
Very important	0.9%	5.4%	45%	39.6%	9%

From table 4.20, 52% (52) of the foreign students and another 45% (50) agreed to a large extent felt that transportation services had impacts on sustainable tourism development. This survey results concur with the findings by (World Bank, 2013; MEACT, 2016) which ascertains that of Africa has limited air connectivity of only 4% with 66% countries in the region having a single airline with no major carrier connections. This implies that accessibility and means of transportation is considered vital by the scholars.

Table 4.21: Relationship between Local Cuisine and Sustainable Tourism.

The offer of local cuisine	No extent	Small extent	Neutral	Large extent	Very large extent
Completely unimportant	2.7%	13.5%	40.5%	40.5%	2.7%
Unimportant	0%	6.8%	54.5%	38.6%	0%
Neutral	1%	8%	45%	41%	5%
Important	0%	10.1%	46.8%	38%	5.1%
Very important	1.5%	5.9%	35.3%	44.1%	13.2%

Only 44.1% (30) and 13.2% (9) agreed to a large extent and to a very large extent consecutively that the local cuisine had impacts on sustainable tourism development. Local cuisines did not have a lot of impacts on sustainable tourism development. The study results imply that local cuisines were not popular to the foreign students. A study in line with the findings show that some holiday makers want to indulge fully in the cultures and traditions of host communities (Gnoth, 1997; Cohen, 1979; Cohen, 1972).

Table 4.22: Relationship between Shopping and Sustainable Tourism.

Shopping possibilities	No extent	Small extent	Neutral	Large extent	Very large extent
Completely unimportant	0%	3%	66.7%	27.3%	3%
Unimportant	8.6%	8.6%	40%	42.9%	0%
Neutral	1%	9.4%	41.7%	41.7%	6.2%
Important	0%	10%	38.9%	50%	1.1%
Very important	0%	6.8%	48.6%	31.1%	13.5%

From table 4.22, 51.1% (46) that feel that shopping possibilities is important agree to a large extent that consumer behaviour had impacts on sustainable tourism development while 44.6% (33) that felt that shopping possibilities was very important agreed to a large

extent on the impact. Shopping possibilities were considered significant by the international scholars and is in tandem with findings by (Macclnnis, Priester & Park, 2009) which noted that tourists aged above 35 years had sources of finances and could afford to spend on purchasing souvenirs and leisure activities.

Table 4.23: Relationship between Nightlife and Sustainable Tourism.

Nightlife and entertainment	No extent	Small extent	Neutral	Large extent	Very large extent
Completely unimportant	1.4%	4.2%	61.1%	33.3%	0%
Unimportant	1.7%	15%	36.7%	46.7%	0%
Neutral	1.2%	9.6%	41%	38.6%	9.6%
Important	0%	7%	45.6%	40.4%	7%
Very important	0%	7.5%	35.8%	41.5%	15.1%

Table 4.25 shows that 52.5% (52) of the international students felt that nightlife and entertainment was important agreed to a large extent that consumer behaviour had an impact on sustainable tourism development while 56.6% (30) of the students that felt that nightlife and entertainment was very important agreed to a large extent on the impact. The study ascertains that nightlife and entertainment is vital for the foreign students as a way of breaking away from the monotony of having to study all the time. The research carried out by (Aliyeva, 2015) concurs with these findings and showed that entertainment within the host destination is important.

Table 4.24: Relationship on Sports Recreation and Sustainable Tourism.

Sports and recreation facilities	No extent	Small extent	Neutral	Large extent	Very large extent
Completely unimportant	11.5%	0%	50%	34.6%	3.8%
Unimportant	0%	10.8%	35.1%	51.4%	2.7%
Neutral	1.2%	9.5%	52.4%	33.3%	3.6%
Important	0%	10.1%	37.4%	44.4%	8.1%
Very important	0%	6.3%	46.8%	39.2%	7.6%

Table 4.24 shows that 44.4% (44) and 39.2% (31) of the students felt that nightlife and entertainment an attribute of consumer behaviour to a large extent was important and very important as an impact on sustainable tourism development. These survey results have the implication that sports and recreation was necessary given the fact that majority of the students were in the active age of 15-25 years. These notwithstanding the youth want to indulge in active adventurous visits such as sports, mountain climbing, soccer, diving and swimming as opined by (Macclnnis, Priester & Park, 2009; UNWTO, 2012).

4.5.5: Cross Tabulation on Type of Accommodation and Demographics.

To understand the effects of consumer behaviour on sustainable tourism development, accommodation was cross-tabulated with the respondent's demographic characteristics.

Table 4.25: Relationship between Type of Accommodation and Age

Type of accommodation	Demographic	Chi-square	DF	P-Value
University accommodation	Age	15.71	7	0.014
Private hostels	Age	13.34	7	0.032
Motels	Age	10.942	7	0.0705
Holiday apartments	Age	9.267	7	0.117
Backpacker accommodation	Age	5.077	7	0.3255

University accommodation and private hostels were preferred most by the students across all ages as indicated by p values of 0.014 and 0.032 respectively ($P < 0.05$). The other types of accommodation had $P > 0.05$ and were least preferred by the students. Motels had a P-value of 0.0705, holiday apartments 0.117 and backpacker accommodation had 0.3255. Age is not a major factor in choosing types of accommodation. Students make decisions based on accommodation provided in learning establishments (Besciu, 2013).

Table 4.26: Relationship between Type of Accommodation and Gender

Type of accommodation	Demographic	Chi-square	DF	P-Value
Backpacker accommodation	Gender	3.853	1	0.025
Motels	Gender	7.34	1	0.0035
Private hostels	Gender	2.293	1	0.065
Holiday apartments	Gender	2.232	1	0.0675
University accommodation	Gender	1.259	1	0.131

Gender denotes a preference for motels and backpacker accommodation at 0.025 and 0.035 respectively ($P < 0.05$). The other types of accommodation did not prove significant with $P > 0.05$; university accommodation had $P = 0.131$, private hostels 0.065 and holiday apartments 0.0675. This reveals that motels and backpacker accommodation were preferred especially when visiting attraction sites. Gender does not play a big role in determining the type of accommodation. Cheaper accommodations such as those provided by the wild life clubs of Kenya (WCK) should be encouraged in attraction sites to meet the needs of this market (WCK, 2017; App 3).

Table 4.27: Relationship between Accommodation and Education Level.

Type of accommodation	Demographic	Chi-square	DF	P-Value
University accommodation	Level of education	9.997	4	0.020
Private hostels	Level of education	6.539	4	0.081
Backpacker accommodation	Level of education	4.316	4	0.1825
Motels	Level of education	3.759	4	0.220
Holiday apartments	Level of education	2.596	4	0.3135

Table 4.27 stipulates the scores of the cross tabulations carried out between level of education and the variables of the type of accommodation which include; university accommodation, hostels, motels, holiday apartments and backpacker accommodation. The level of education denote that only one variable, university accommodation was determined by level of education. The other four factors signify that the level of education did not ascertain the type of accommodation; private hostels P-0.081, motels 0.22, holiday apartments 0.3135 and backpacker accommodation 0.1825. This study reveals that the level of education does not control the choice of the type of accommodation. The intrinsic and extrinsic factors impacts on the buying behaviour of the educational tourists have to be investigated and understood (Honer, 2007; Swabrooke and Honer, 2007)

Table 4.28: Relationship between Quality of Accommodation and Age

Quality of accommodation	Demographic	Chisquare	DF	P-Value
Safety	Age	67.114	28	0.000
Cleanliness	Age	66.064	28	0.000
Easy to book	Age	39.508	28	0.0365
Fair prices	Age	38.506	28	0.0445
Value for money	Age	35.085	28	0.0835
Convenience	Age	32.966	28	0.1185

Four variables had $P < 0.05$; Safety 0.000, cleanliness 0.000, easy to book 0.0365 and fair prices 0.0445. Two variables had $P > 0.05$; value for money 0.0835 and convenience 0.1185. This suggests that age does play a role in discerning the quality of accommodation in destinations. Students operate on a tight budget and learning institutions and other stakeholders have to review the accommodation prices, transport fares and even entertainment (Besciu, 2013).

Table 4.29: Relationship between Accommodation and Gender.

Quality of accommodation	Demographic	Chisquare	DF	P-Value
Convenience	Gender	10.82	4	0.0145
Fair prices	Gender	10.238	4	0.0185
Safety	Gender	9.592	4	0.0240
Easy to book	Gender	9.018	4	0.0305
Cleanliness	Gender	5.33	4	0.1275
Value for money	Gender	2.492	4	0.323

When Age was cross-tabulated on table 4.29 with the variables of the quality of accommodation comprising; safety, cleanliness, easy to book, value for money, convenience and fair prices differing outcomes emerged. The variables on the quality of accommodation; safety, cleanliness, easy to book, value for money, convenience and fair prices were cross-tabulated with gender: Five variables had $P < 0.05$; safety 0.024, easy to book 0.0305, convenience 0.0145 and fair prices 0.0185. Two variables yielded $P > 0.05$; cleanliness 0.1275 and value for money 0.323. The outcomes signify that indeed cleanliness was significant in deducing quality of accommodation and thus value for money even when all other variables were deemed fit. The destinations should be appealing and measure to international standards for the young travelers aged 16-35 years comprising many students (UNWTO, 2011; App 5).

Table 4.30: Relationship between Accommodation and Education

Quality of accommodation	Demographic	Chisquare	DF	P-Value
Fair prices	Level of education	53.573	16	0.0000
Easy to book	Level of education	34.718	16	0.002
Safety	Level of education	29.776	16	0.0095
Cleanliness	Level of education	21.358	16	0.0825
Value for money	Level of education	19.909	16	0.112
Convenience	Level of education	13.76	16	0.3085

On table 4.30 the quality of accommodation which include; safety, cleanliness, easy to book, value for money, convenience and fair prices differing outcomes emerged was cross-tabulated with level of education. The scores that emanated denoted; safety 0.0095, easy to book 0.002, and fair prices 0.000 all at $P < 0.05$. Cleanliness 0.0825, value for money 0.112, convenience 0.3085 all had $P > 0.05$. The study outcomes imply that the level of education helped in determining the quality of accommodation in the institutions. International students purchase and use products cautiously and their needs ought to be scrutinized (Julie, 2004).

4.5.6: Relationship between Income and Types Accommodations.

Table 4.31 displays the scores of the cross tabulation between monthly income before tax and university accommodation.

Table 4.31: Relationship between Monthly Income and Accommodation.

Monthly household income before tax (KES)	University accommodation	
	Yes	No
Under 60000	75.3%	24.7%
60000 -120,000	50%	50%
120,001- 240,000	65.4%	34.6%
240001 - 360,000	57.1%	42.9%
360,001 - 600000	42.9%	57.1%

The students who preferred university accommodation were as follows: 75.3% who earned under KES 60,000; 50% earned between 60,000 and 120,000; 65.4% earned 120,001- 240,000; 57.1% earned 240,001 - 360,000; 42.9% earned 360,001 – 600,000. Those who did not favour university accommodation comprised: 24.7% of those who earned under KES 60,000; 50% earned between 60,000 and 120,000; 34.6% earned 120,001- 240,000; 42.9% earned 240,001 - 360,000 while 57.1% earned 360,001 – 600,000. The results shows that university accommodation is favoured by majority of the foreign scholars. The results concur with findings which opine that the decisions made by international scholars include kinds of accommodation establishments (Besciu, 2013). The study is also supported by Santarius (2013) and Abubakar, Shneikat, & Oday (2014) which says that motivating factors for educational tourism involve living expenses.

Table 4.32: Relationship between Monthly Income and Private Hostels

Monthly household income before tax (KES)	Private Hostels	
	Yes	No
Under 60000	7.1%	92.9%
60000 -120,000	11.4%	88.6%
120,001- 240,000	0%	100%
240001 - 360,000	16.7%	83.3%
360,001 - 600000	25%	75%

Table 4.32 portrays the outcomes of the cross-tabulation between monthly income before tax and private hostels. Table 4.32 portrays the outcomes of the cross-tabulation between monthly income before tax and private hostels. The international students who did not choose private hostels included: 92.9% (79) who earned under 60,000; 88.6% (62) earned

60,000 -120,000; 100% (26) earned 120,001- 240,000; 83.3% (5) earned 240,001 - 360,000 and 75% (15) earned 360,001 – 600000. Those who delight in private hostels comprised: 7.1% (6) with earnings under 60000; 11.4% (8) earned 60,000 -120,000; 16.7% (1) earned 240,001 - 360,000 whereas 25% (5) earned 360,001 – 600,000. The findings reveal that majority of the students did not favour private hostels. The students who do not succeed in getting accommodation on-campus rely on off-campus accommodation offered at rates varying from KES 3,000 to Kes 15000 a month (Capital Campus, 2017).

Table 4.33: Cross Tabulation between Monthly Income and Motels

Monthly household income before tax (KES)	Motels	
	Yes	No
Under 60000	3.5%	96.5%
60000 -120,000	5.7%	94.3%
120,001- 240,000	0%	100%
240001 - 360,000	0%	100%
360,001 - 600000	5%	95%

Table 4.33 indicates the results of cross tabulation between monthly income before tax and Motels. Motels were not favoured by students in all earning categories: 96.5% (83) earned Kes under 60,000; 94.3% (66) earned 60,000 -120,000; 100% (26) earned 120,001- 240,000; 100% (26) earned 240,001 - 360,000 and 95% (19) earned 360,001 – 600000. Those who preferred private hostels comprised: 3.5% (3) earning under 60000; none, 0% earned 60,000 -120,000; none, 0% earned 240,001 - 360,000 and only 5% (1) earned 360,001 – 600,000. Majority of the foreign scholars did not fancy motels.

Students operate a tight budget and consider the accommodation prices (Besciu, 2013).

Table 4.34: Relationship between Monthly Income and Holiday Apartments.

Monthly household income before tax (KES)	Holiday apartments	
	Yes	No
Under 60000	7.1%	92.9%
60000 -120,000	17.1%	82.9%
120,001- 240,000	30.8%	69.2%
240001 - 360,000	16.7%	83.3%
360,001 - 600000	25%	75%

The results on table 4.34 denote that holiday apartments were not popular to the respondents: 92.9% (79) earned under 60,000; 82.9% (58) earned 60,000 -120,000; 69.2% (18) earned 120,001- 240,000; 83.3% (5) earned 240,001 - 360,000 and 75% (15) earned 360,001 – 600000. Those who preferred the holiday apartments were few: 7.1% (6) earning under 60000; 17.1% (12) earned 60,000 -120,000; 30.8% (8) earned 120,001- 240,000; 16.7% (1) earned 240,001 - 360,000 whereas 25% (5) earned 360,001 – 600,000. The result findings therefore revealed that holiday apartments were not favoured by the foreign scholars. Cheap accommodations such as those provided by the wild life clubs of Kenya (WCK) (WCK, 2017; App 3).

Table 4.35: Relationship between Income and Backpacker Accommodation.

Monthly household income before tax	Backpacker accommodation	
	Yes	No
Under 60000	4.7%	95.3%
60000 -120,000	14.5%	85.5%
120,001- 240,000	4%	96%
240001 - 360,000	16.7%	83.3%
360,001 - 600000	5%	95%

The findings on table 4.35 declares that backpacker accommodation was not popular with the international scholars; 95.3% (81) earned under 60,000; 85.5% (59) earned 60,000 - 120,000; 96% (24) earned 120,001- 240,000; 83.3% (5) earned 240,001 - 360,000 and 95% (19) earned 360,001 – 600000. Those who appreciated backpacker accommodation were few: 4.7% (4) earning under 60000; 14.5% (10) earned 60,000 -120,000; 4% (1) earned 120,001- 240,000; 16.7% (1) earned 240,001 - 360,000 while 5% (1) earned 360,001 – 600,000. The outcomes portray backpacker accommodation was not a choice. Students do not have money to spend on expensive accommodation (Besciu, 2013).

Table 4.36: Relationship on Income and University Accommodation.

monthly household income after tax (KES)	University accommodation	
	Yes	No
Under 60000	72.5%	27.5%
60000 -120,000	44.8%	55.2%
120,001- 240,000	77.3%	22.7%
240001 - 360,000	62.5%	37.5%
360,001 - 600000	53.8%	46.2%

Table 4.36 states the outcomes of cross tabulation between disposable income and university accommodation. The scores show that university accommodation was preferred by the foreign students: 72.5% (50) earned under 60,000; 44.8% (26) earned 60,000 -120,000; 77.3% (17) earned 120,001- 240,000; 62.5% (5) earned 240,001 - 360,000 and 53.8% (14) earned 360,001 – 600000. Those who did not favour university accommodation were few: 27.5% (19) earned under 60000; 55.2% (32) earned 60,000 - 120,000; 22.7% (5) earned 120,001- 240,000; 37.5% (3) earned 240,001 - 360,000 and 46.2% (12) earned 360,001 – 600,000. The results of the study reveal that university accommodation was highly favoured by the international students. The findings are supported by a study in the USA prices affected students from the state universities than it did to those from private universities (FEA Survey, 2012).

Table 4.37: Relationship between Disposable Income and Private Hostels.

Monthly household income after tax (KES)	Private Hostels	
	Yes	No
Under 60000	7.2%	72%
60000 -120,000	10.3%	89.7%
120,001- 240,000	4.5%	95.5%
240001 - 360,000	0%	100%
360,001 - 600000	30.8%	69.2%

Private hostels were not popular across all categories of earnings as indicated on table 72% (64) earned under 60,000; 89.7% (52) earned 60,000 -120,000; 95.5% (21) earned 120,001- 240,000; 100% (8) earned 240,001 - 360,000 and 69.2% (18) earned 360,001 –

600000. Those who fancied private hostels accommodation were few: 7.2% (5) earned under 60000; 10.3% (6) earned 60,000 -120,000; 4.5% (1) earned 120,001- 240,000; 0% (0) earned 240,001 - 360,000 while 30.8% (8) earned 360,001 – 600,000. The students who do not succeed in getting accommodation on-campus rely on off-campus accommodation (Capital Campus, 2017).

Table 4.38: Cross Tabulation between Disposable Income and Motels.

Monthly household income after tax (Ksh)	Motels	
	Yes	No
Under 60000	1.4%	98.6%
60000 -120,000	6.9%	93.1%
120,001- 240,000	0%	100%
240001 - 360,000	0%	100%
360,001 - 600000	4%	96%

Table 4.38 denotes the scores of cross tabulation between disposable income and motels as indicated by the foreign students. Motels were not popular among the students of all earning brackets: 98.6% (68) earned under 60,000; 93.1% (54) earned 60,000 -120,000; 100% (22) earned 120,001- 240,000; 100% (8) earned 240,001 - 360,000 and 96% (24) earned 360,001 – 600000. Those who favoured motels accommodation were not many: only 1.4% (1) earned under 60000; 6.9% (4) (6) earned 60,000 -120,000; 0% (0) earned 120,001- 240,000; none 0% (0) of those who earned 240,001 - 360,000 and only 4% (1) earned 360,001 – 600,000. The results clearly portrays that the motels were not preferred by most international students. Studies show that scholars do not have much disposable income and are keen on accommodation prices (Besciu, 2013).

Table 4.39: Relationship between Income and Holiday Apartments.

Monthly household income before tax (KES)	Holiday apartments	
	Yes	No
Under 60000	7.1%	92.9%
60000 -120,000	17.1%	82.9%
120,001- 240,000	30.8%	69.2%
240001 - 360,000	16.7%	83.3%
360,001 - 600000	25%	75%

Table 4.39 portrays the findings of cross tabulation between disposable income Holiday apartments as reported by the respondents. Holiday apartments were not preferred by the respondents as shown by their responses:

92.9% (79) earned less than 60,000; 82.9% (58) earned 60,000 -120,000; 69.2% (18) earned 120,001- 240,000; 83.3% (5) earned 240,001 - 360,000 and 75% (15) earned 360,001 – 600000. Those who preferred backpacker accommodation were a handful: 7.1% (6) earned below 60000; 17.1% (12) earned 60,000 -120,000; 30.8% (8) earned 120,001- 240,000; only 16.7% (1) of those who earned 240,001 - 360,000 and 25% (5) earned 360,001 – 600,000. The findings suggest that holiday apartments were not preferred by the international students. Students budget keenly on expenses such as accommodation (Besciu, 2013).

Table 4.40 Relationship between Income and Backpacker Accommodation

Monthly household income after tax (KES)	Backpacker accommodation	
	Yes	No
Under 60000	5.7%	94.3%
60000 -120,000	17.2%	82.8%
120,001- 240,000	4.5%	95.5%
240001 - 360,000	14.3%	85.7%
360,001 - 600000	4%	96%

Table 4.40 stipulates the outcomes of cross tabulation between monthly household income after tax and backpacker accommodation as reported by the foreign scholars. Backpacker accommodation was not a favourite as far as disposable income was concerned: 94.3% (66) earned below 60,000; 82.8% (48) earned 60,000 -120,000; 95.5% (21) earned 120,001- 240,000; 85.7 % (6) earned 240,001 - 360,000 and 96% (24) earned 360,001 – 600000. Those who preferred backpacker accommodation were a handful: 5.7% (4) earned under 60000; 17.2% (10) earned 60,000 -120,000; 4.5% (1) earned 120,001- 240,000; only 14.3% (1) of those who earned 240,001 - 360,000 and only 4% (1) earned 360,001 – 600,000. According to (Besciu, 2013) Students do not have much and spend sparingly even on accommodation.

Table 4.41: Relationship between Type of Accommodation and Income.

Type of accommodation	Chi-Square tests (P-value) Asymp. Sig. (2-sided)	Significance
Before tax		
University accommodation	0.007	Significant
Private hostels	0.0255	Significant
Holiday apartments	0.029	Significant
Backpacker accommodation	0.173	Not Significant
Motels	0.728	Not Significant
After tax		
Private hostels	0.009	Significant
University accommodation	0.010	Significant
Holiday apartments	0.103	Not Significant
Backpacker accommodation	0.136	Not Significant
Motels	0.385	Not Significant

Table 4.41 shows Pearson chi-Square tests carried out on type of accommodation and monthly income before tax and after tax. This was to ascertain the type of accommodation preferred most by the international students while in Kenya. The result findings indicate that the most preferred accommodation types by the respondents before tax with $P < 0.05$ were University accommodation 0.007, Holiday apartments 0.029 and Private hostels 0.0255. Other types of accommodation were not favoured by the students and they had $P > 0.05$ as follows; motels 0.728 and backpacker accommodation 0.173.

The research findings also show types of accommodations preferred after tax with $P < 0.05$ as; university accommodation 0.010 and private hostels 0.009. the other types of accommodation were not favoured and their P-values were > 0.05 as follows; motels

0.385, holiday apartments 0.385 and backpacker accommodation 0.136. The findings reveal that students preferred university accommodation and private hostels. This is supported by Capital Campus (2017) which posits that the students who do not succeed in getting accommodation on-campus rely on off-campus accommodations which include private hostels.

4.5.7. Test of Hypothesis (Objective Two):

Consumer Behaviour and Sustainable Tourism Development

***Ho1:** There is no significant relationship between the consumer behavior factors of educational tourists and sustainable tourism development in Nairobi County and its environs in Kenya.*

The hypothesis tests on consumer behavior factors and sustainable tourism development were carried out using chi-square tests table 4.44 and other symmetric tests of *Kendall's tau-b (TB)*, *Spearman Correlation (rs)*, *Pearson's R (r)* table 4.45

The null hypothesis was rejected after *Chi-Square* Tests on consumer behavior factors and sustainable tourism development was carried out. 12 factors were tested on table 4.42 and; 8 factors yielded $P < 0.05$, however 2 factors had a weak relationship at P- values of 0.0605 and 0.078 whereas 1 factor was not significant at P value 0.355.

The null hypothesis was further rejected when Symmetric tests (*Kendall's tau-b*, *Spearman Correlation*, *Pearson's R*) were further carried out on the three independent variables that were not significant with *Chi-Square tests*. Unspoiled and conserved nature when weighed against sustainable tourism development was not significant and yielded; *TB* 0.125, *rs* 0.115, *r* 0.126 all of which $P > 0.05$. Two factors proved to be significant; local

people's friendliness yielded TB 0.008, rs 0.007, r 0.19 and the offer of local cuisine yielded TB 0.039, rs 0.035, r 0.23 which were both $P < 0.05$.

Table 4.42: Relationship between Consumer Behavior and Sustainable Tourism Development.

<i>consumer behavior factors</i>	<i>Chi-Square (X^2)</i>	<i>df</i>	<i>P-value</i>	<i>Relationship</i>
Safety and security	45.625	16	0.000 (<0.05)	Significant
ease of reaching the destination	41.420	16	0.000 (<0.05)	Significant
Shopping possibilities	43.949	16	0.001 (<0.05)	Significant
Sport and recreation facilities	37.343	16	0.001 (<0.05)	Significant
Quality of accommodation	32.794	16	0.008 (<0.05)	Significant
Nightlife and entertainment	31.123	16	0.013 (<0.05)	Significant
Availability transport services	29.280	16	0.011 (<0.05)	Significant
Biodiversity	26.186	16	0.0255 (<0.05)	Significant
Climatic conditions	27.581	16	0.035 (<0.05)	Significant
Unspoiled conserved nature	22.750	16	0.0605 (>0.05)	Not Significant
Local people's friendliness	21.607	16	0.078 (>0.05)	Not Significant
Offer of local cuisine	17.476	16	0.355 (>0.05)	Not Significant

Table 4.32 shows Chi-square analysis that was used in testing the significance of the relationships between variables. The factors of consumer behaviour, an independent variable were cross tabulated against the dependent variable sustainable tourism development. The factors included; safety and security, ease of reaching the destination, unspoiled and conserved nature, climatic conditions, biodiversity, quality of accommodation, local people's friendliness, availability of transportation services, offer

of local cuisine, shopping possibilities, nightlife & entertainment and sports & recreation facilities. P-values less than 0.05 gives indication of a significant relationship and in this case null hypothesis was rejected. However, P-value that is more than 0.05 means lack of significance in relationship and the the null hypothesis would be sustained or accepted.

There was a significant relationship between personal safety and security an element of consumer behaviour and sustainable development as indicated by P-value=0.000 (P-value<0.05). International students are likely to suffer violence of one form or another (Marginson, Nyland, Sawir & Forbes-Mewett, 2010; Polsjski, 2011). When ease of reaching the destination an element of consumer behaviour and sustainable development were cross-tabulated it resulted to P-value=0.000 (P-value<0.05) which indicates significant relationship. This concurs with the study that opines that most of the roads in Africa are seasonal and impassable (IMF, 2016) (Vision 2030, 2014).

Chi-square analysis yielded P-value=0.035 (P-value<0.05) which indicated that there was a significant relationship between unspoiled and conserved nature an element of consumer behaviour and sustainable development. Kenya's ecosystems are endowed with unique plants and animals (Grigolon, 2012). Consequently P-value=0.0255 (P-value<0.05) which indicates a significant relationship was realized between biodiversity an element of consumer behaviour and sustainable development. Scholars prefer authentic ecosystems (Lyons, 2012). When it came to climatic conditions against sustainable tourism development the $p=0.035$ ($P<0.05$) which indicated a significant relationship. Weather pattern changes affect tourism (IMF, 2016) (Vision 2030, 2014). There was a P-value=0.008 (P-value<0.05) which indicated a significant relationship between the quality of accommodation an element of consumer behaviour and

sustainable development. There is limited accommodation in Kenya's universities (Capital Campus, 2017; UoN, 2014).

There is no significant relationship between local people's friendliness an element of consumer behaviour and sustainable tourism development as indicated by $P\text{-value}=0.078$ ($P\text{-value}>0.05$). According to Devine, Baum & Hearn (2009) the host community needs to be hospitable and knowledgeable of tourism practices. The relationship between availability of transportation services an element of consumer behaviour and sustainable development was significant as shown by $P\text{-value}=0.011$ ($P < 0.05$). Transportation by road and air in Kenya need improvement (World Bank, 2013; MEACT, 2016). There was no significant relationship between the offer of local cuisine an element of consumer behaviour and sustainable tourism development as indicated by $P\text{-value}=0.355$ ($P\text{-value}>0.05$). Other visitors may indulge in the foods from menus of the host communities (Gnoth, 1997; Cohen, 1979; Cohen, 1972).

When shopping possibilities an element of consumer behaviour was cross-tabulated with sustainable development $P\text{-value}=0.001$ ($P\text{-value}<0.05$) which indicates significant relationship was realized. Students who had extra income spend sumptuously (MacInnis, Priester & Park, 2009). There was a significant relationship between nightlife and entertainment an element of consumer behaviour and sustainable development indicated by $P\text{-value}=0.013$ ($P\text{-value}<0.05$). Educational tourists want to escape from routine programmes (Aliyeva, 2015). When sport and recreation facilities an element of consumer behaviour and sustainable development were cross-tabulated it yielded $P\text{-value}=0.001$ ($P\text{-value}<0.05$) which indicates a significant relationship between them.

Table 4.43: Relationship of Consumer Behaviour and Sustainable Tourism.

Consumer behavior	Pearson Chi-Square		Symmetric Measures				Pearson's R	
	Value	Asymp. Sig. (2-sided)	Value	Approx. Sig	Value	Approx. Sig	Value	Approx. Sig
Unspoiled nature	22.750 ^a	.121	.076	.125	.088	.115 ^c	.086	.126 ^c
Locals friendliness	21.607 ^a	.156	.130	.008	.149	.007 ^c	.130	.019 ^c
Local cuisine	17.476 ^a	.355	.099	.039	.116	.035 ^c	.126	.023 ^c

The three variables that had $P > 0.05$ were subjected to further symmetric tests as indicated on table 4.43. When *Chi-Square tests* (χ^2) were carried out between Unspoiled and conserved nature and sustainable tourism development it resulted to $\chi^2 = 0.121$, the local people's friendliness yielded $\chi^2 = 0.156$ whereas the offer of local cuisine led to $\chi^2 = 0.355$. These three consumer behaviour variables were not significant since $P > 0.05$ and further tests were performed so as to reject the null hypothesis. Symmetric tests of *Kendall's tau-b* (TB), *Spearman Correlation* (rs), *Pearson's R* (r) were further carried out on the three independent variables that were not significant with *Chi-Square tests*. Unspoiled and conserved nature when measured against sustainable tourism development yielded; TB 0.125, rs 0.115, r 0.126 all of which $P > 0.05$ and therefore it was not significant. Educational tourists did not consider the factor important to affect sustainable tourism development. The local people's friendliness yielded TB 0.008, rs 0.007, r 0.19 and the offer of local cuisine yielded TB 0.039, rs 0.035, r 0.23. the variables had impacts on sustainable tourism development. These two variables were significant with $P < 0.05$.

4.6: The Students' Understanding of Sustainable Tourism Development.

This third objective was to establish if educational tourists in the selected Universities understood the term sustainable tourism development. The objective found out if the international students considered themselves as tourists and also sought the students' understanding of sustainable tourism development. The objective 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 by cross-tabulations.

4.6.1: Considering International Students as Tourists.

The students were asked to declare whether they considered themselves as tourists. Their replies are as displayed on figure 4.15.

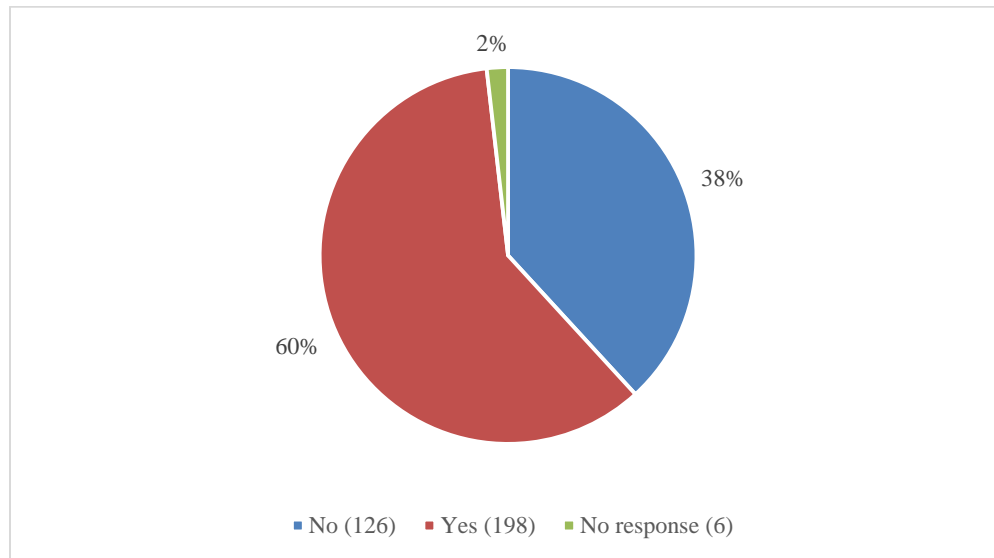


Figure 4.15: Considering Students as Tourists

From the study findings on figure 4.15, 56% (198) of the students considered themselves as tourists while 36% (126) did not think they were tourists, another 8% 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 et al, 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).

4.6.2: Prior Engagement in Educational Tourism

The students were asked to indicate their previous involvement in educational tourism.

Their responses were presented on figure 4.16.

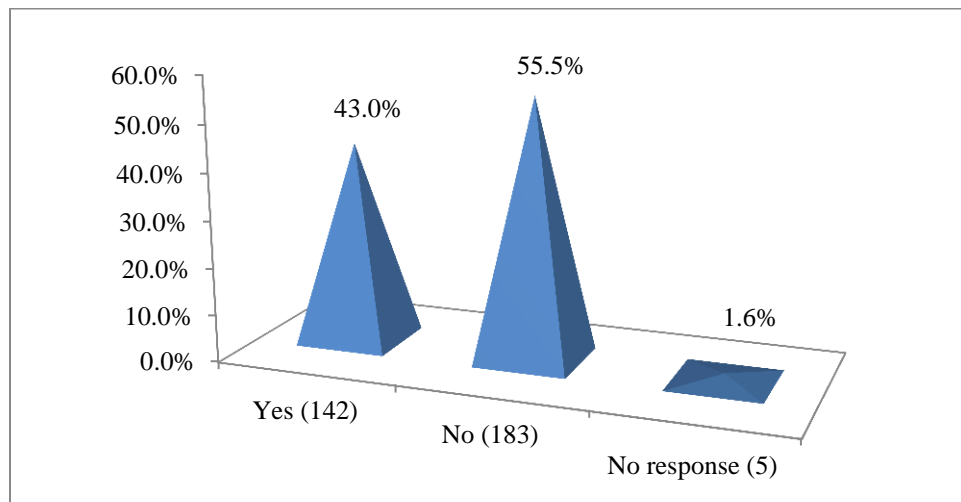


Figure 4.16: Prior Engagement in Educational Tourism

The findings on table 4.16 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.

4.6.3: Tourist Attractions Visited While in Kenya

Figure 4.17 indicates tourist attractions that were visited by international students while in Kenya during their studies.

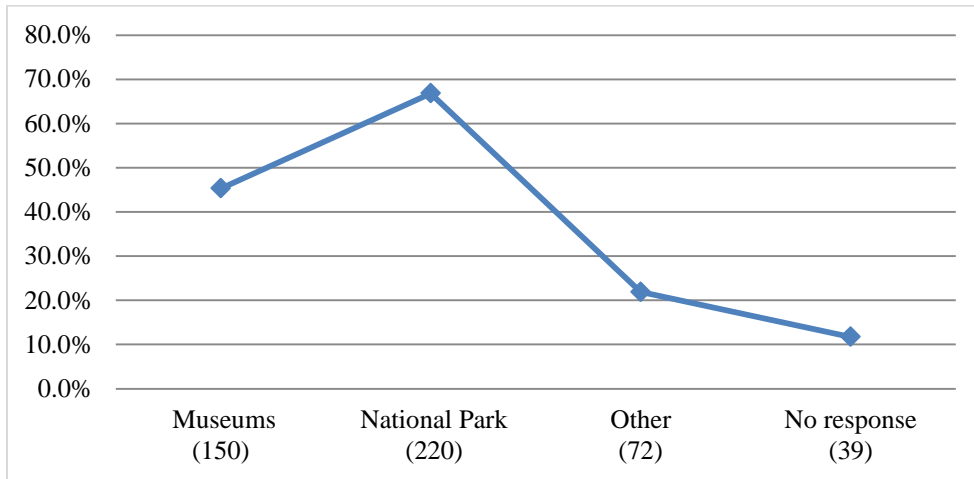


Figure 4.17: Tourist Attractions Visited While in Kenya

This is a multiple response question where a respondent could choose more than one response. In this case there total responses could go over the sample size while total percentage is more than 100%. The survey results on figure 4.17 revealed most popular attractions visited by the students while in Kenya were the national parks at 66.8% (220) and museums at 45.3% (150). Other attraction sites represented 21.9% (72) while 11.7% (39) of the respondents did not respond. The study findings revealed that Kenya's national parks and museums were popular among the international students.

The study findings revealed that Kenya's tourism is generally known to be nature-based featuring biodiversity in several ecosystems (KTB, 2014). These results concur with the findings which reveal that Kenya is among 8 out of 47 countries in the continent that are serious in sustaining and deepening tourism sectors (World Bank, 2009; 2010a; 2013).

4.6.4: Perception of Attraction Sites by Educational Tourists

The students were asked to answer whether they agreed or disagreed on statements concerning the attributes identified from the attraction sites as indicated on table 4.44.

Table 4.44: Attraction Sites Visited by the Students.

Attraction sites	Yes	No	No answer
The destination has a pleasant atmosphere	76.6%	8.6%	14.8%
The destination is visually appealing	71.1%	12.1%	16.8%
The destination is very popular	66.4%	17.6%	16%
The destination allows me to move around easily	61.3%	22.7%	16%
The destination has convenient transportation	60.2%	23.4%	16.4%
The destination is too crowded	38.3%	44.9%	16.8%

This is a multiple response question where a respondent could choose more than one response. In this case there total responses could go over the sample size while total percentage is more than 100%. Table 4.44 revealed that majority 76% (253) of the students perceived attraction sites had a pleasant atmosphere, 71.1% (235) felt attraction destinations were visually appealing, and 66.4% (219) of the scholars indicated that the sites were very popular. 61.3% (202) of the scholars said the destinations allowed them to move around easily while 60.2% (199) felt that the attraction sites had convenient transportation. 44.9% felt the attraction destinations were not too crowded. The study findings revealed that pleasant and visually appealing attractions were perceived highly by the students. Attraction sites need to be improved to woo the young travelers (UNWTO, 2011; App 5.5).

4.6.5: Barriers of Travelling to Kenya

Table 4.45 is a multiple response question on barriers of travelling to Kenya where a respondent could choose more than one response. In this case there total responses could go over the sample size while total percentage is more than 100%.

Table 4.45: Barriers of Travelling to Kenya

Barriers of travelling to Kenya	Frequency	Percentage
Concerns about money	192	58.2%
Study commitments	130	39.5%
No student travel discounts	122	37.1%
Work commitments	116	35.2%
No student travel packages	99	30.1%
Safety and security concerns	156	47.3%
Corrupt airport official	1	0.4%
Personal issues	6	2.0%
Visa processes	1	0.4%
Travel diseases	1	0.4%
No response	5	1.6%

Majority of the respondents 58.2% (192) indicated concerns about money as their main barrier. 47.3% (156) students indicated that safety and security concerns were a barrier. This can be attributed to terrorism, political instability and natural calamities that have hit the world in the recent past. Other barriers worth noting in the study were; study commitments 39.5% (130), absence of students travel discounts 37.1% (122), work commitments 35.2% (116), and lack of student travel packages at 30.1% (99). Other barriers worth noting in the study were; study commitments 39.5% (130), absence of students travel discounts 37.1% (122), work commitments 35.2% (116), and lack of

student travel packages at 30.1% (99).

Inequalities of gender, race, and class often worsened by the language and cultural skills, and insufficient financial resources may pose safety and security threats to foreign students (Mason, 2012; Larsen, Payne & Tomison, 2011; Marginson, Nyland, Sawir & Forbes-Mewett, 2010; Polsjski, 2011).

4.6.6: Intention of International Students to Return as Tourists.

The students were asked concerning the intention to return to Kenya as tourists on completion of their studies. Their responses were presented on figure 4.18.

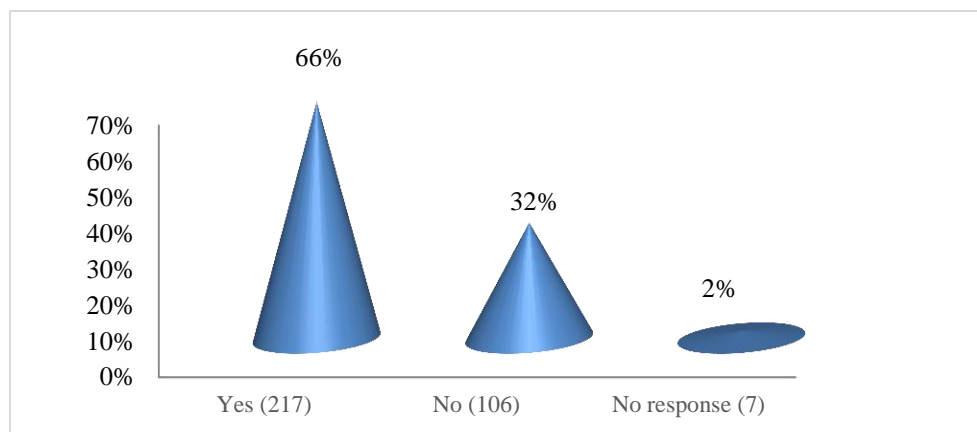


Figure 4.18: Intention to Return as Tourist

The study findings on figure 4.18 shows that 65% (228) educational tourists had an intention to return back to Kenya as tourists while 33% (116) had no intentions of returning. The findings implied that Kenya has unique attraction sites which require value addition through diversification to make them more viable. This study is in line with (Gardiner, 2013; Chow & Bhandari, 2011; Hair, 2010) which reveal that students may bring back their guardians and parents to visit the attractions for longer periods.

4.6.7: Students' Understanding of Sustainable Tourism.

Figure 4.19 indicate answers by the students who got directly involved with the practices of local communities in the course of their studies'

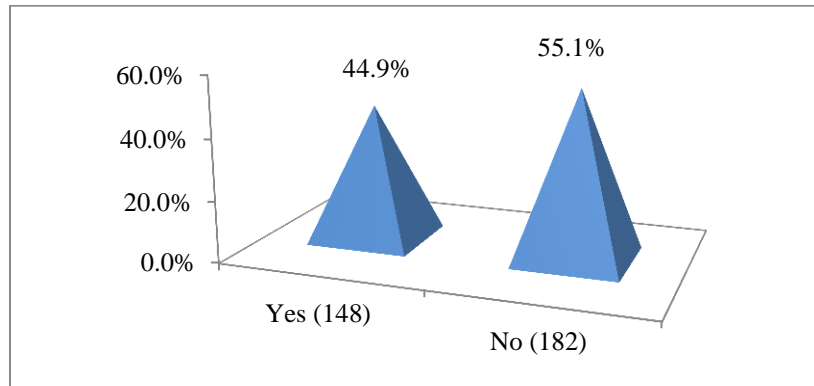


Figure 4.19: Student Understanding of Sustainable Tourism

When the students were asked whether they understood the term sustainable tourism development on figure 4.19, 55% (192) indicated that they did not understand while 44% (158) understood. These study findings could be attributed to the fact that majority of students were involved in other disciplines other than hospitality and tourism and probably touring was not part of their learning process. The institutions of learning in Kenya have not grouped international students in the category of tourists.

These study findings are in line with (UNWTO, 2005) Tourism for sustainable development involves establishing appropriate policies, rules and regulations for all the sectors of tourism in host destinations which include educational tourism. Other studies with similar findings include (IES, 2011) which opines that students may involve themselves in sustainable tourism issues through volunteer establishments. The rising need for tourism sustainable matters in Kenya led to the formation of the Wildlife Clubs

of Kenya launched by a group of volunteers way back in 1968 (WCK, 2013; App 5.3).

4.6.8: Understanding Sustainable Tourism and Socio-Cultural Impacts

Table 4.46 indicates socio-cultural impacts on sustainable tourism development as understood by the respondents while in the local communities and attraction sites.

Table 4.46: Relationship of Socio-Cultural Impacts and Sustainable Tourism.

Socio-cultural impacts	No extent	Small extent	Neutral	Large extent	Very large extent	M	SD
It encourages promotion of culture	3.9%	27.7%	23%	30.9%	13.7%	3.2	1.1
Involves local people in decisions	9.8%	24.2%	26.6%	28.5%	9.4%	3	1.1
Contributes to conservation of natural resources	4.7%	23%	20.3%	33.2%	18%	3.4	1.2
Contributes to conservation of cultural heritage	5.5%	21.1%	23%	31.6%	16.8%	3.3	1.2
Preservation of cultural heritage	4.7%	26.6%	14.8%	36.3%	14.5%	3.3	1.2
Improves the wellbeing of the communities	9.4%	23.8%	20.3%	32.4%	14.1%	3.2	1.2
Culturally sensitive	10.5%	20.7%	23.8%	27.7%	16%	3.2	1.2
Builds local pride and confidence	10.5%	16.4%	17.6%	30.5%	19.1%	3.3	1.3

On socio-cultural impacts table 4.46, educational tourists strongly agreed that the impacts played a great role on sustainable tourism development. The socio-cultural impacts contributed to conservation of natural resources with a mean of 3.4. Three statements with means of 3.3 that the impacts contribute to conservation of cultural heritage, preservation of cultural heritage and that it build local pride and confidence. Other three statements had means of 3.2 included; encouraging promotion of culture, improves wellbeing of the communities and that they are culturally sensitive. The fact that socio-

cultural impacts involve local people in decisions had a mean of 3.0

These results imply that people from all walks of life are concerned and are serious with upholding and respecting socio-cultural values. The result findings and statements support the findings by (Blekinge, 2014; Rotich, 2012; Okech, 2014) that notable sustainable tourism development impacts include; re-evaluation of culture and traditions and that tourism encourages civic involvement and pride of the communities.

4.6.9: Understanding of Sustainable Tourism and Environmental Impacts

Table 4.47 indicates that the environmental impacts to a large extent were highly appreciated by the scholars to have benefits on sustainable tourism development.

Table 4.47: Understanding of Sustainable Tourism and Environmental Impacts.

Environmental impacts	No extent	Small extent	Neutral	Large extent	Very large extent	M	SD
It leads to afforestation	5.1%	16.4%	27%	33.2%	16.4%	3.4	1.1
Protection of natural areas	2.3%	12.9%	23%	37.9%	21.9%	3.7	1.0
Regeneration of the ecosystem	3.1%	10.5%	20.7%	40.2%	23%	3.7	1.0
Healthy and beautiful natural environment	3.5%	11.3%	21.9%	37.9%	23.4%	3.7	1.1
Blending the natural and built environment	2.7%	10.9%	21.1%	42.2%	21.1%	3.7	1.0
Enhances environmental management awareness	3.5%	10.9%	20.3%	41.8%	23.4%	3.7	1.1

Protection of natural areas, regeneration of the ecosystem, healthy and beautiful natural environment, blending the natural and built environment and enhancing environmental

management awareness had means of 3.7. The fact that it led to afforestation had a mean of 3.4. The study revealed that the environment was important on sustainable tourism development. Kenya must deal with challenges affecting the environment, social welfare and economic intrigues in order to benefit from sustainable tourism practices achieved by students as global citizens as they study matters related to the environment which affect the whole world (Nikolaeva., 2011) (Lyons, 2012).

4.6.10: Focus Group Discussions with CBTOs on Environmental Issues.

The focus group discussion (FGDs) was asked to state the benefits from the international scholars to their organizations and the results confirmed that indeed benefited on socio-cultural factors as follows;

‘The foreign students create awareness on the human-wildlife conflicts: they even suggest for us in the community to revisit how people co-existed with wild animals long ago, they suggest local government intervention since they cannot go beyond the advice. Sometimes they publish reports and organize sports tournaments’ (Rep 1 G1, Resp 4 G3, Resp 1 & 6 G5 and Resp 3 G11).

‘The students believe that all cultures be it hoteliers, religious, political and ethnic communities and all concerned should exercise Cross-Cultural interaction by meeting and brainstorming on the way forward for tourism’ (Resp 1 G9,)

‘The students also create awareness on preserving flora and fauna by helping us identify tree species and grasses that can regenerate the flora/plant cover. Some focus on wildlife management in the ranches and volunteer with those conservancies that major on the

same' (Resp 2 G4)

Table 4.48: Economic Impacts of Sustainable Tourism.

Economic impacts	No extent	Small extent	Neutral	Large extent	Very large extent	M	SD
It creates employment	3.1%	18.8%	22.7%	31.3%	20.7%	3.5	1.1
It provides revenue for products in the industry	2.3%	14.8%	23.8%	33.2%	23.8%	3.6	1.1
Boosting of foreign exchange reserves	1.6%	12.9%	17.2%	38.3%	26.6%	3.8	1.0
Development of infrastructure like roads	5.1%	23%	18.4%	29.7%	19.1%	3.4	1.2
Improves working conditions and access to the industry	5.1%	21.9%	24.2%	32%	14.1%	3.3	1.1
Contributions to government earnings	2%	12.5%	20.7%	37.9%	27%	3.8	1.0
Support entrepreneurial activities	9%	22.3%	17.6%	31.3%	15.6%	3.2	1.2
Competitive advantage	12.5%	18.8%	21.5%	27%	14.5%	3.1	1.3

From table 4.48, educational tourists strongly agree that sustainable tourism development has economic impacts such as: boosting of foreign exchange reserves, improving working conditions and access to the industry at a mean grade of 3.8; providing revenues for products in the tourism industry at a mean of 3.6; creation of employment at a mean of 3.5; infrastructure development at a mean of 3.4; support of entrepreneurial activities at a mean of 3.2 and competitive advantage at a mean of 3.1. Studies show the economic benefits of sustainable tourism development as; foreign exchange earnings, government revenues, employment generation, infrastructure investment and contribution to local economies (Wekesa, 2003; UNCTAD, 2013).

4.6.11: Understanding Sustainable Tourism and Tourism Development.

Table 4.49 shows Cross tabulation between understanding sustainable tourism by the respondents through socio-cultural impacts.

Table 4.49: Relationship on Sustainable Tourism and Socio-Cultural Impacts.

		Socio-cultural impacts				
		No extent	Small extent	Neutr al	Large extent	Very large extent
Understanding sustainable tourism	Yes	6.8%	23.6%	27.7%	33.8%	8.1%
	No	0.6%	19.9%	27.6%	43.6%	8.3%

Table 4.49 shows that 41.9% (62) agreed to a large extent that socio-cultural impact affects sustainable tourism development. However, 6.5% (10) of the students feel that socio-cultural activities have impact on 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.

Table 4.50. Relationship between Economic Impacts and Sustainable Tourism.

		Socio-cultural impacts				
		No extent	Small extent	Neutral	Large extent	Very large extent
Understanding sustainable tourism	Yes	2.7%	16.2%	37.2%	32.4%	11.5%
	No	0.6%	12.7%	38.7%	39.8%	8.3%

From table 4.50, 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., 2016; 2030, 2013; Deale, 2012; Tarrant & Kyle, 2014; Wekesa, 2003) indicating that economic benefits accrue from sustainable tourism development.

Table 4.51: Relationship on Sustainable Tourism and Environmental Impacts.

		Environmental impacts				
		No extent	Small extent	Neutral	Large extent	Very large extent
Understanding sustainable tourism	Yes	3.4%	8.1%	20.8%	47%	20.8%
	No	0%	12.2%	30.4%	44.2%	13.3%

Table 4.51 indicates that 47.8% (101) agree to a large extent and 20.8% agree to a very large extent that environmental impacts have effect 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).

Table 4.52: Understanding Sustainable Tourism and Sustainable Tourism.

		sustainable tourism development					
		No extent	Small extent	Neutral	Large extent	Very large extent	Total
understanding Sustainable tourism	Yes	2.7%	6.1%	49.3%	35.1%	6.8%	100%
	No	0%	9.9%	40.3%	44.8%	5%	100%

Table 4.52 shows the scores stemming from across tabulation between average ratings of

responses (understanding sustainable tourism) and sustainable tourism development. This informed the study whether the respondents understood the impacts of sustainable tourism on sustainable tourism development. The score revealed that out of the 148 students 35.1 % (52) agreed to a large extent and 6.8% agreed to a very 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).

4.6.12: Prior engagement and family engagement in tourism.

Table 4.53 shows the outcomes of cross-tabulation between prior engagement in educational tourism and family members engagement in tourism. This was done in order to unravel if the family members engagement in tourism influenced respondents' prior engagement in educational travel.

Table 4.53: Relationship on Engagement in Tourism by Family.

Prior engagement in educational tourism	Family members engagement in tourism		
	Yes	No	No response
Yes	82.3%	17%	0.7%
No	46.4%	50.8%	2.7%

Table 4.53 shows the results of cross-tabulation between Prior engagement in educational tourism by students and Family members' engagement in tourism. The outcomes display majority 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 eventhough 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)

Table 4.54: Relationship on Engagement in Tourism by Family.

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	43.425 ^a	2	.000
Likelihood Ratio	45.709	2	.000
Linear-by-Linear Association	2.464	1	.116
N of Valid Cases	324		

Table 4.54 indicates the results of Chi-Square tests on prior engagement in educational tourism and family members' engagement in tourism. 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).

4.6.13: Cross-Tabulation between Travelling and 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.

Table 4.55: Relationship between 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

Table 4.55 indicates the outcomes of the cross-tabulation between the barriers of travelling to Kenya and gender. The barriers included; concerns about money, study commitments, safety and security concerns, lack of student travel discounts, work commitments and lack of student travel packages. The Chi-square tests shows that Safety and security concerns was significant $P=0.0315$ ($P<0.05$) and was considered a barrier in travelling to Kenya. The other barriers had $P>0.05$ and 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 viewed only safety and security as a barrier of travelling to Kenya and were not affected by concerns about money, study commitments, safety and security concerns, 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 challenges such as inequalities of gender, race, and class often worsened, by the language and cultural skills (Mason, 2012; Larsen, Payne & Tomison, 2011).

Table 4.56: Relationship between Travelling and Level of Education.

Barriers of travelling to Kenya	Demographic	Chisquare	DF	P-value
No student travel discounts	Level of education	5.252	4	0.131
Concerns about money	Level of education	3.489	4	0.24
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

Table 4.56 portrays the cross-tabulation scores between barriers of travelling to Kenya and level of education. All the variables of the barriers of travelling proved insignificant when chi-square tests were carried out with the level of education: 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).

Table 4.57: Cross-tabulation between barriers of travelling and age.

Barriers of travelling to Kenya	Demographic	Chi-square	DF	P-value
Work commitments	Age	40.347	7	0.0000
Study commitments	Age	24.988	7	0.0005
Safety and security concerns	Age	17.48	7	0.0075
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

Table 4.57 stipulates the outcomes emanating from cross-tabulations between barriers of travelling to Kenya and age. The test was done to unravel whether age as a factor was swayed by concerns about money, study commitments, safety and security concerns, lack of student travel discounts, work commitments and lack of student travel packages.

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).

4.6.14: Relationship between the Intention to Return and Demographics.

Cross-tabulations were carried out between the intention to return as a tourist and the demographics of the international students.

Table 4.58: Relationship between Returning as a Tourist and Gender.

Intention to come back as a tourist	Gender	
	Male	Female
Yes	52.3%	47.7%
No	43.8%	56.2%
No response	37.5%	62.5%

Table 4.58 indicates 52.3% (113) of the students who had the intention of coming back as tourists were male and 47.7% (103) were females 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).

Table 4.59: Relationship between Returning and Level of Education.

Intention to come back as a tourist	Level of education				
	Secondary education	Bachelor or equivalent	Tertiary program (col, deg)	Master or equivalent	Doctoral or equivalent
Yes	22.6%	40.6%	29%	6%	1.8%
No	12.4%	61%	17.1%	3.8%	5.7%
No response	37.5%	62.5%	0%	0%	0%

Table 4.59 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.

Table 4.60: Relationship on the Intention to Return and Education Level.

	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		

Table 4.60 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. The P-Value achieved was .004 ($P < 0.05$). The study 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 like Australia, Turkey who are sending out students in final senior levels of education to carry out research in developing economies on sustainable tourism practices (Burcin Hatipoglu, 2014). Cheaper accommodations should be encouraged (WCK, 2017; App 3)

Table 4.61: Relationship between Intention to Return as a Tourist 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%	39.2%	18%	9.7%	6.5%	2.3%	0%	1.8%
No	38.1%	34.3%	17.1%	3.8%	3.8%	1%	1%	1%
No Response	50%	12.5%	0%	37.5%	0%	0%	0%	0%

Table 4.61 shows the scores of cross-tabulation between intention to come back as a tourist after completion of studies and age. This was to verify the age groups that were eager to participate in touristic activities after completion of their studies in Kenya. 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

Table 4.62: Chi-Square Tests between 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		

Table 4.62 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. The outcome on age revealed P-value as 0.022 ($P < 0.05$). This signified the intention to return was affected by age. In the year 2010, 20%, 940 million tourists globally were youth aged 16-35 years mostly students (UNWTO, 2011; App 5).

Table 4.63: Cross-Tabulation between Intention to Return and Type of Institution.

Intention to come back as a tourist after completion of studies	Type of institution	
	Private	Public
Yes	49.3%	50.7%
No	43.8%	56.2%
No response	62.5%	37.5%

Table 4.63 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 t state universities than those from private universities (FEA Survey, 2012).

Table 4.64: Relationship between Returning as a Tourist and 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%	13.7%	1.5%	13.2%	35.6%	4.9%
No	33.3%	11.4%	3.8%	8.6%	41.9%	1%
No response	14.3%	0%	0%	14.3%	71.4%	0%

From table 4.54, 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 and 13.2% 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 across all programmes of study had no intention of coming back as tourists. Students enroll in programs such as; eco-tourism, heritage tourism, rural or farm tourism and student exchanges between educational institutions (UNWTO, 2014).

4.6.15: Understanding sustainable tourism and tourism development.

Ho2: There is no significant relationship between the understanding of sustainable tourism by educational tourists in the selected Universities and sustainable tourism development in Nairobi County and its environs in Kenya.

There was a significant relationship between the understanding of sustainable tourism by educational tourists in the selected universities and sustainable tourism development in Nairobi County, Kenya. Chi-Square Tests (χ^2), Kendall's tau-b (TB), Gamma ($f(x)$), Spearman Correlation (r_s) and Pearson's R (r) were carried out on the eight factors on the understanding of sustainable tourism development and sustainable tourism development.

All the factors yielded 0.000 ($P < 0.05$) at χ^2 0.000, TB 0.000, $f(x)$ 0.000, rs 0.000^c and r 0.000^c. The students understood sustainable tourism development. All these have been explained on table 4.32.

Table 4.65: Understanding of Sustainable Tourism and Sustainable Tourism

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 0 .646 $f(x)$ 0.000	Value 0.526 rs .000 ^c	Value 0.526 r 0 .000 ^c
Contributes to conservation of natural resources	Value 154.649 ^a χ^2 0.000	Value 0.530 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 0.721 $f(x)$ 0.000	Value 0.593 rs 0 .000 ^c	Value 0.575 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 4.65 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°, and r 0.000° for; It encourages promotion of culture, involves local people in decisions that concern their lives, contributes to conservation of natural resources and cultural heritage, preservation of cultural heritage, improves the wellbeing of the communities, is culturally sensitive, encourages respect between tourists and hosts which builds local pride and confidence. The students understood sustainable tourism development and the impacts on sustainable tourism development.

4.7. Tourist Activities Engaged in by Educational Tourists While in Kenya.

Objective four was to find out tourists' activity options available for educational tourists within the selected Universities and their effects on sustainable tourism development in Nairobi County, Kenya. The objective therefore focused on the various types of tourist activities available for the foreign students linked to educational tourism.

4.7.1: Types of Tourist Activities Engaged By Educational Tourists in Kenya.

Types of tourist activities that educational tourists engaged in while in Kenya were identified and the number of students who participated in each activity.

Table 4.66: Types of Tourist Activities Educational Tourists Engage in Kenya.

Kind of tourist activities engaged in	Frequency	Percentage
Ecotourism, Adventure travel, Wilderness travel	219	66.4%
Heritage tourism- visiting museums, cultural sites, sacred sites	204	61.7%
Rural/ Farm tourism	135	41.0%
Visiting other universities in Kenya	152	46.1%
Volunteer tourism	85	25.8%
Health centres	8	2.3%
Business institutions	6	2.0%
Marine adventure	3	0.8%
No response	28	8.6%

The study findings on table 4.68 reveal that most 66.4% (219) of the students engaged in eco-tourism, adventure travel and wilderness travel. Heritage tourism that comprised activities such as visiting museums, cultural sites and sacred sites also had majority 61.7% (204) foreign scholars. Other activities that the students preferred to engage in were; visiting other universities within Kenya, rural/farm tourism, and volunteer tourism at 46.1% (152), 41.0% (135) and 25.8% (85) respectively. Visiting health centres, business institutions and marine adventure posted low responses of 2.3% (8), 2.0% (6) and 0.8% (3) respectively. The results imply that Kenya's tourism is mainly nature-based and educational tourists could visit the country with this idea in mind.

These results concur with the research by (UNWTO, 2014) which states that educational tourism practices in Africa are forms of sustainable tour programs. The study is further in line with the current findings as it continues to reveal that in Africa, educational tourism involves traveling to specific destinations through programs such as; eco-tourism, heritage tourism, rural or farm tourism to learn in agriculture-based areas and student exchanges between educational institutions (UNWTO, 2014).

4.7.2: Activities Linked to Educational Trips

Types of tourist activities that educational tourists linked to educational trips were; ecotourism, adventure travel and wilderness travel, heritage tourism- visiting museums, cultural sites, sacred sites; rural/ farm tourism and Volunteer tourism.

Table 4.67: Activities Linked to Educational Trips

Activities linked to educational trips	Frequency	Percentage
Ecotourism, Adventure travel, Wilderness travel	90	51.1%
Visiting other universities within Kenya	83	46.7%
Heritage tourism- visiting museums, cultural sites, sacred sites	77	43.8%
Rural/ Farm tourism	67	38.0%
Volunteer tourism	58	32.8%

The study findings on table 4.67 show that the majority 51.1% (90) of the scholars indicated the activities linked to educational trips were; ecotourism, adventure travel and wilderness travel. Visiting other universities within Kenya formed the next popular activity linked to educational trips among the students at 46.7% (83). All other activities such as: heritage tourism- visiting museums, cultural sites, sacred sites; rural/ farm tourism and Volunteer tourism followed closely at 43.8% (77), 38.0% (67) and 32.8% (58) respectively. The study shows that most of the activities linked to educational trips are organized in relation to the products of tourism available within destinations.

These study results concur with (Juvan, 2011) who posits that various international environmental programs involve scholars. The students convert theory into practice and gain experience by carrying out extensive studies on ecosystems and co-existence between various species (Lyons, 2012).

4.7.5: Initiation of Activities for the Communities

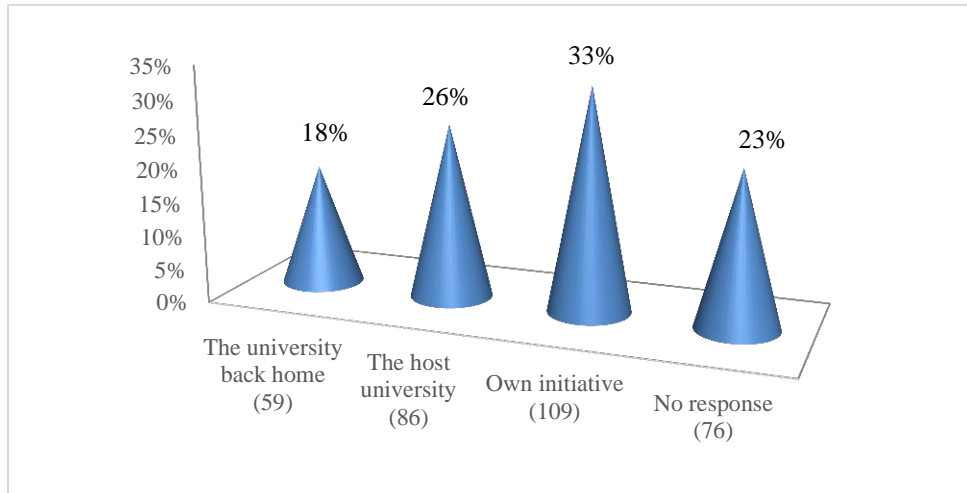


Figure 4.20: Initiation of Activities.

The study findings on figure 4.20 imply that majority 33% (109) of the students were self-driven when it came to getting involved with host community activities or projects. Another 26% (86) of the students posited that it was the host university that initiated the activities or projects while 18% (59) of the scholars alluded to the fact that it was the university back home that initiated the activities or projects. The results reveal that universities played a great role in initiating projects or activities in the communities because institutions had prior knowledge of the benefits of scholars in the destinations.

These findings are in line with (Besciu, 2013) which opines that decisions made by tourists are based on the part of the globe the scholars are moving to, travel arrangements and ancillary services. Educational tourism involves traveling to specific destinations with the aim of acquiring knowledge through programs such as eco-tourism, heritage and rural or farm tourism and student exchanges (UNWTO, 2014).

4.38: Involvement of Educational Tourists in the Culture of Host Communities.

Figure 4.21 displays scores of respondents on culture involvement in host communities.

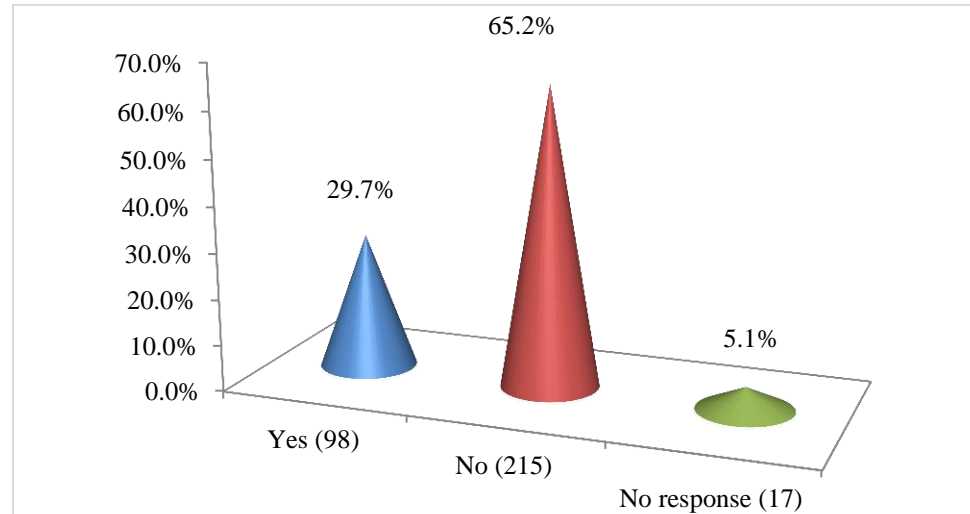


Figure 4.21: Involvement in the Culture of Host Communities

The students were asked concerning involvement in the culture of host communities on figure 4.21, 34% (119) involved themselves with various activities in the communities. Majority 61% (215) did not involve themselves in the activities of host communities. It seems that the concern about culture of host communities is left to those interested in culture and probably studying for the same in their previous institutions. However the results are in tandem with projects of Land reclamations and reforms such as the 34 acre Eden pit attraction project in Cornwall Southwest of England where few students get involved (Paltaretu, 2010).

4.7.6: Focus Group Discussions on CBTOs and Interview with ISLCs on Tourism Activities by the Students.

4 groups of CBTOs commented on waste management;

'Waste management is a nuisance and a health menace is given priority and the students give beneficial suggestions from their home countries for instance use of biodegradable materials and effective methods of waste management' (Resp 4 G3, Resp 1 G8, Resp 2 & 5 G2, Resp 3 & 6 G12 and Resp 2 G11)

9 groups of the CBTs were concerned with conservation issues and said that;

'We are in the conservancies and Community based tourism organizations dealing with wildlife and managing fragile ecosystems. The foreign students teach us a lot of conservation techniques on the ecosystem and they are echelons of information' (Resp 1 G1, Resp 2 & 4 G6, Resp 4 G10, Resp 3 G11, Resp 2 G9, Resp 2 G7, G12 & Resp G7).

The findings imply that environmental impacts need to be taken seriously by those dealing with environmental issues and the communities in the fragile/sensitive ecosystems. This results are supported by the study carried out by Saner et al (2015) that 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, employment (mainly agricultural), Regulatory measures offset negative impacts.

Similar findings were reported by the focus group discussions as they confirmed that;

'The overseas students especially from Britain are particular about birds and are often at the forefront on training on bird biology and the need for a balanced ecosystem that encourage birdlife' (Resp 1 G6)

'The foreign students help us write reports which we use to create awareness concerning the products on offer in our conservancies and rangelands' (G4 and G13)

'The students engage in income generating activities such as chicken keeping, beekeeping, animal husbandry and vegetable growing among others. People especially the youth from the community get to be employed in the conservancies and other community based tourism organizations (Resp 4 G8, Resp 2 G1, and Resp 3 G7)

The study findings reveal that indeed tourism is economic in nature and can diversify the Kenyan economy from relying on the agriculture sector. Educational tourism is one of the segments that can cushion out the decline in numbers of the leisure tourists due to seasonality and other challenges that include inflation and recession rates.

These results are in tandem with the findings from (Vision 2030., 2016; 2030, 2013; Deale, 2012; Tarrant & Kyle, 2014) which show that indeed economic benefits accruing from sustainable tourism development include; Foreign exchange earnings, contribution to government revenues and local economies.

4.6.7: Chi-Square Tests between Tourist Activities and Demographics

Chi-square tests were carried out on the activities the respondents participated in and their demographic characteristics. The activities involved: ecotourism, adventure travel,

wilderness travel; rural or farm tourism; heritage tourism- visiting museums and volunteer tourism.

Table 4.68: Chi-Square Tests on Tourist Activities and Gender.

Tourist activities engaged in while in Kenya	Demographic	Chi-square	DF	P-value
Ecotourism, Adventure travel, Wilderness travel	Gender	0.434	1	0.255
Heritage tourism- visiting museums, cultural sites, sacred sites	Gender	2.087	1	0.0745
Rural/ Farm tourism	Gender	1.535	1	0.1075
Visiting other universities within Kenya	Gender	0.75	1	0.193
Volunteer tourism	Gender	1.073	1	0.15

Table 4.68 presents the Chi-square test outcomes between tourist activities engaged in by educational tourists while in Kenya and gender. This was to gauge the effects of gender on tourist activities.

Chi-square tests between the tourist activities that the educational t cultural sites, sacred sites 0.0745; visiting other universities within Kenya tourists engaged in and gender yielded insignificant relationships with $P > 0.05$: Ecotourism, adventure travel, wilderness travel 0.255; Rural/ Farm tourism 0.1075; heritage tourism- visiting museums 0.193; Volunteer tourism 0.15. This suggests that tourist activities the scholars participated in were not determined by gender. Educational tourism involves traveling to specific destinations through programs such as; eco-tourism, heritage tourism, rural/farm tourism and student exchanges (UNWTO, 2014).

Table 4.69: Chi-Square Tests on Tourist Activities and Age.

Tourist activities engaged in while in Kenya	Demographic	Chi-Square	DF	P-value
Ecotourism, Adventure travel, Wilderness travel	Age	20.506	7	0.0025
Heritage tourism- museums, cultural & sacred sites	Age	14.372	7	0.0225
Rural/ Farm tourism	Age	30.025	7	0.0000
Visiting other universities within Kenya	Age	18.452	7	0.005
Volunteer tourism	Age	16.122	7	0.012

Table 4.69 shows the tourist activities indicated significant relationships with $P < 0.05$; ecotourism, adventure travel, wilderness travel 0.0025; rural/ farm tourism 0.0000; heritage tourism- visiting museums 0.0225; Visiting other universities within Kenya 0.005 and volunteer tourism 0.012. This implies that age ascertains the activities the scholars participate in while in Kenya. Besciu (2013) in his study opines that tourist demographic factors such as age, gender and marital status had direct impacts on individuals' participation in tourism activities.

Table 4.70: Chi-Square Test between Activities and Program of Study Previously.

Tourist activities engaged in while in Kenya	Demographic	Chi-square	DF	P-value
Volunteer tourism	Program of study in home country	24.514	5	0.000
Rural/ Farm tourism	Program of study in home country	20.22	5	0.0005
Heritage tourism- visiting museums, cultural & sacred sites	Program of study in home country	7.222	5	0.1025
Ecotourism, Adventure travel, Wilderness travel	Program of study in home country	12.986	5	0.012
Visiting other universities within Kenya	Program of study in home country	7.514	5	0.0925

Table 4.70 posits the chi-square test made between tourist activities and program of study in the students' home country. The test was deemed appropriate revealing the effects the program of study had on the tourist activities engaged in while in Kenya.

Three factors were significant posting $P < 0.05$; ecotourism, adventure travel, wilderness travel 0.012; rural/ farm tourism 0.0005; heritage tourism- visiting museums, cultural & sacred sites 0.1025 and volunteer tourism 0.000; Visiting other universities within Kenya 0.0925. The findings concur with those of UNWTO (2014) which states that the acquisition of knowledge in a destination by the scholars is through programs such as; eco-tourism, heritage tourism, rural/farm tourism and student exchanges programmes.

Table 4.71: Chi-Square Test between Tourist Activities and Type of Institution

Tourist activities engaged in while in Kenya	Demographic	Chi-square	DF	P-value
Heritage tourism- visiting museums, cultural & sacred sites	Type of institution	1.719	1	0.095
Volunteer tourism	Type of institution	1.267	1	0.130
Rural/ Farm tourism	Type of institution	0.466	1	0.2475
Ecotourism, Adventure & Wilderness travel	Type of institution	0.258	1	0.3055
Visiting other universities	Type of institution	0.244	1	0.3105

Table 4.71 stipulates the chi-square tests between tourist activities and the type of institution. The tests verified the impacts of the institution the scholar was enrolled on the tourist activities the international students got involved in while in Kenya. All the five factors posted insignificant relationships between the activities and the type of institution indicating $P > 0.05$: ecotourism, adventure travel, wilderness travel 0.3055; rural/ farm tourism 0.2475; heritage tourism- visiting museums cultural sites, sacred sites 0.095; and volunteer tourism 0.13; Visiting other universities within Kenya 0.3105. This result findings reveals that the type of institution did not determine the type of tourist activities engaged in while in Kenya. The results contradict the findings which found out that students convert theory into practice and gain experience by carrying out extensive studies on ecosystems and co-existence between various species such as humans, flora, fauna, the scenery, water bodies and the air through disciplines like biology, geography and nature study (Lyons, 2012).

4.8. Moderating Effect of Activities on the Relationship between Consumer Behavior and Understanding of Sustainable Tourism.

The fifth objective of the study sought to establish how the intervening variable (activity options) affected the independent variables (consumer behavior and understanding of sustainable tourism) and the effects on sustainable tourism development. FET: Fisher's Exact Test (r) and LLA: Linear-by-Linear Association (G^2) were carried out to determine the relationship between activity options on consumer behaviour. Chi-square tests (X^2) were performed on the relationship between activity options and understanding of sustainable tourism.

4.8.1: Effect of Activity Options on Consumer Behaviour.

Table 4.72 displays tests carried out between activity options on consumer behaviour. The study sought to ascertain the effect of activities engaged in and the reasons for choosing Kenya as a destination for educational tourism using the Fisher's Exact Test (r) and Linear-by-Linear Association (G^2) tests. **FET:** Fisher's Exact Test (r) **LLA:** Linear-by-Linear Association (G^2)

Table 4.72: Effect of Activity Options on Consumer Behaviour

Activities engaged in	Reasons for choosing the destination					
	Pleasant atmosphere	Too crowded	Very popular	Convenient transportation	Visually appealing	Move around easily
Ecotourism, Adventure & Wilderness travel	0.386 FET	.519 FET	0.007 LLA	0.487 LLA	0.000 FET	0.444 LLA
Heritage tourism	.052 FET	.045 LLA	.036 LLA	.221 FET	.001 LLA	.351 FET
Rural/ Farm tourism	.035 LLA	.067 LLA	.035 FET	.150 FET	.075 LLA	.443 FET
Visit universities in Kenya	.010 FET	.015 FET	.087 FET	.114 FET	.079 FET	.422 LLA
Volunteer tourism	.155 FET	.198 FET	.177 FET	.148 FET	.002 FET	.444 FET

The two tests carried out FET- Fisher's Exact Test (r) and LLA- Linear-by-Linear Association (G^2) between activities engaged in and reasons for choosing the destinations postulated varying scores. Differing results emanated from tests carried out between ecotourism, adventure & wilderness travel and the reasons for choosing the destination. Four factors had $P > 0.05$; pleasant atmosphere 0.386, move around easily 0.444, convenient transportation 0.487 and too crowded 0.519. Only two factors had $P < 0.05$; visually appealing 0.00 and very popular 0.007. When heritage tourism and the reasons for choosing the destination were measured varying scores were realized: Three of the factors had $P < 0.05$; visually appealing 0.01, very popular 0.036 and too crowded .045. Three factors had $P > 0.05$; pleasant atmosphere 0.052, convenient transportation 0.221, move around easily 0.351. Varying scores culminated when tests were performed between Rural/ Farm tourism and the reasons for

choosing the destination: Two factors had $P < 0.05$; pleasant atmosphere 0.035, very popular .035. Four factors had $P > 0.05$; too crowded 0.067, visually appealing 0.075, convenient transportation 0.150 and move around easily .443. There were variations when visiting other universities in Kenya was measured against the reasons for choosing destination digressing scores were realized. Four factors had $P > 0.05$; visually appealing .079, very popular .087, convenient transportation .114 and move around easily .422. Only two had $P < 0.05$; pleasant atmosphere 0.010 and the attraction being too crowded .015. When volunteer tourism was tested against the reasons for choosing the destinations, divergent scores were revealed; Five factors had $P > 0.05$; convenient transportation .148, pleasant atmosphere .155, very popular .177, too crowded .198 and move around easily 0.444. Only one factor had $P < 0.05$, visually appealing .002. These results connote that the reasons for choosing the destinations activities are not affected by the activities engaged in by the educational tourists in Kenya's attraction sites and within the institutions of learning. These results concur with the findings which stipulates that educational tourism involves traveling to specific destinations through programs such as; eco-tourism, heritage tourism, rural/farm tourism to learn in agriculture and student exchanges between educational institutions (UNWTO, 2014).

.4.8.2. Effect of Activity Options on Understanding of Sustainable Tourism.

Chi-square tests were carried out in order to ascertain the impacts of the intervening variable (activity options available for the scholars) on the understanding of sustainable tourism by educational tourists as indicated on table 4.73.

Table 4.73: Effect of activity options on understanding of sustainable tourism.

Activities	Exact Sig. (1-sided) X²	Relationship
Ecotourism, Adventure travel, Wild travel	.000 P<0.05	Significant
Heritage tourism	.000 P<0.05	Significant
Rural/ Farm tourism	.000 P<0.05	Significant
Visiting other universities within Kenya	.000 P<0.05	Significant
Volunteer tourism	.000 P<0.05	Significant

All the activity options available for the international scholars in Kenya from their host and the student generating institutions achieved $P < 0.05$. All the activities were significant indicating that the understanding of sustainable tourism was influenced by the activities they participated in while in the destination. These findings are in tandem with the study carried out in Africa which depicts that tourism in Africa are forms of sustainable tour programs such as ecotourism and nature-based activities which exposes scholars to diverse cultures, flora and fauna, heritage tourism in archeological sites, rural or farm tourism and student exchanges in institutions (UNWTO, 2014).

4.9: General Overall Analysis

4.9.1: Regression Analysis

The conceptual framework indicated sustainable tourism development as a dependent variable determined by the independent variables, the consumer behavior (personal, social, situational and economic factors) and understanding of sustainable tourism by the foreign scholars. A multi-Collinearity test within the independent variables was carried out to determine their collinearity. A regression model was then developed to determine

the factors that contributed to the dependent variable. The regression analysis produced ANOVA model, model summary and regression model output.

4.9.2: Multi-Collinearity test

In order to test for multi-Collinearity within the independent variables, collinearity statistics are used which yields Variable Inflation Factor (VIF). A value of VIF that is 5 or more indicates that an independent variable is correlated with another independent variable. As displayed on Table 20c all the independent variables have VIF values less than 5 indicating that there is no collinearity within the independent variables.

Table 4.74: ANOVA Model

	Sum of Squares	df	Mean Square	F	Sig.
Regression	107.156	22	4.871	25.792	0.000
Residual	51.404	272	0.189		
Total	158.56	294			

Table 4.74 indicates The regression analysis produced ANOVA model. The ANOVA model determined the validity of the regression which was valid at P-value for this model is 0.000 (P-value<0.05). A P-value less than 0.05 indicate a valid regression model.

Table 4.75: Regression Model Output.

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
	B	Std. Error	Beta				
(Constant)	0.864	0.376		2.297	0.011	0.378	2.648
Easy to book	0.115	0.032	0.162	3.571	0.0000	0.261	3.828
Improves working conditions & industry access	0.203	0.028	0.315	7.191	0.000	0.345	2.897
Contributes to conservation of natural resources	0.141	0.034	0.224	4.18	0.000	0.325	3.077
Contributes to conservation of cultural heritage	0.217	0.033	0.335	6.482	0.000	0.354	2.826
Holiday apartments	0.252	0.078	0.129	3.239	0.0005	0.311	3.217
Motels	0.507	0.161	-0.127	-3.146	0.001	0.241	4.155
Work commitments	-0.182	0.069	-0.119	-2.615	0.0045	0.436	2.291
Safe	0.083	0.035	0.122	2.366	0.0095	0.345	2.895
Clean	0.053	0.039	-0.071	-1.368	0.0086	0.298	3.357
Ecotourism, Adventure travel, Wilderness travel	0.001	0.001	0.051	1.268	0.0103	0.276	3.629
University accommodation	0.134	0.061	0.089	2.19	0.0145	0.233	4.284
Value for money	0.059	0.029	-0.089	-2.07	0.0195	0.304	3.294
It provides revenue for products in the industry	0.054	0.032	0.08	1.695	0.0455	0.569	1.759
Hotels	0.137	0.095	0.058	1.438	0.0760	0.268	3.729
Backpacker accommodation	0.14	0.105	0.053	1.328	0.0925	0.356	2.808
Rural/ Farm tourism	0.000	0.001	0.028	0.581	0.2810	0.376	2.661

From table 4.75 various independent variables (the consumer behaviour of foreign students and their understanding of sustainable tourism) were regressed against the dependent variable (sustainable tourism development).

Table 4.76 shows the independent variables whose P-values are less than 0.05 which contributed to the model. 13 independent variables had $P < 0.05$ and were significant in the model. The variables with $P > 0.05$ did not contribute to the model.

Table 4.76: Regression of Independent Variables and the Dependent Variable.

Y	=Sustainable tourism development
X1	= Easy to book
X2	= Improves working conditions & industry access
X3	= Contributes to conservation of cultural heritage
X4	= Contributes to conservation of cultural heritage
X5	= Holiday apartments
X6	=Motels
X7	= Work commitments
X8	= Safe
X9	= Clean
X10	= Ecotourism, Adventure travel, Wilderness travel
X11	= University accommodation
X12	= Value for money
X13	= It provides revenue for products in the industry

The model developed is as follows;

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \beta_6 X_6 + \beta_7 X_7 + \beta_8 X_8 + \beta_9 X_9 + \beta_{10} X_{10} + \beta_{11} X_{11} + \beta_{12} X_{12} + \beta_{13} X_{13} + \text{error}$$

$$\text{That is; } Y = 0.864 + 0.115X_1 + 0.203X_2 + 0.141X_3 + 0.217X_4 + 0.252X_5 + 0.507X_6 + 0.182X_7 + 0.083X_8 + 0.053X_9 + 0.001X_{10} + 0.134X_{11} + 0.059X_{12} + 0.054X_{13} + \text{error}$$

The 13 independent variables that were significant had $P < 0.05$ and were considered to have positive influences on sustainable tourism development were; improves working conditions and access to the industry 0.000, contributes to conservation of natural resources 0.000, contributes to conservation of cultural heritage 0.000, holiday apartments 0.0005, motels 0.001, work commitments 0.0045, clean 0.0086, safe 0.0095, ecotourism, adventure travel, wilderness travel 0.0103, university accommodation 0.0145, value for money 0.0195, it provides revenue for products in the industry 0.0455.

From the model the coefficients of independent variables quantify how much a change in each independent variable will contribute to a change in the dependent variable. For instance, safety of accommodation facilities has a positive influence on choosing Kenya as a tourist destination which leads to sustainable tourism development as displayed in the model below. However, work commitments has a negative coefficient which means that increase in work commitments decreases chances of visiting Kenya as tourists thereby decreasing the level of sustainable tourism development, while less commitments increases chances of visiting Kenya and boosts sustainable tourism development.

Table 4.77: Model Summary.

Table 4.77 shows the Model summary which determines how the regression model contributes to variability of the dependent variable given by a value of R-square.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.822 ^a	.676	.650	.43457

According to table 4.77, R-square of 65% of variability can be explained by the regression model.

CHAPTER FIVE:

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This chapter focuses on the summary of the findings, conclusions, recommendations for policy, practice and further study including the contributions of the current study. This was possible through inferences and deductions from the data made from chapter four through data analysis. The summary of the findings on the role of educational tourists' consumer behaviour on sustainable tourism development in Nairobi, Kenya are presented as follows;

5.1. Summary of Findings

The summary of the research findings are based on the data collected and analyzed in relation with the research objectives and hypotheses. The main objective of the study was to identify the role played by educational tourists' consumer behavior in promoting sustainable tourism development in Nairobi County, Kenya. All the five specific objectives were developed from the main objective and four null hypotheses were set and tested in the study. The summary of the study findings are presented according to the study objectives.

5.1.1: Background Information of Educational Tourists in Kenya

The ratio of male to female was at equilibrium with the females being slightly higher. This was a clear indicator that women have vied the odds of remaining substandard in academia. When it came to the programmes that the international students had done in the previous institutions, the findings reveal that the foreign students enrolled in

programmes that are available within institutions. The students could be joining Kenyan institutions to proceed with their studies where higher levels were unavailable in their previous institutions. Majority of the international students had already acquired a bachelor's degree from their previous institutions.

A considerable number of the foreign students fell in the age cohort of between 21-25 years followed by those that were in the age bracket of 15-20 years. A few were aged between 31-35 years of age only handfuls were aged above 36 years. The findings revealed that international students emerged to be older than the local students.

Majority of foreign scholars to Kenyan universities were from African states such as Nigeria, Ghana, Zimbabwe, Malawi, Democratic Republic of Congo (DRC) just to mention a few. The highest numbers were from the Eastern African region; Uganda, Rwanda, Burundi, Ethiopia, Tanzania, Somalia and Ethiopia. The implication of these results is that most of the courses offered in Kenyan universities were not available in the previous institutions or the students wanted to study closer home or the scholars could not afford or faced other challenges taking studies abroad.

Information gathered from the respondents indicates that most of the families of the students did not engage in tourism. This explains the reason as to why most of the students did not consider tourism as part of their activities. Most of the international scholars got information through friends and relatives, others had prior knowledge about Kenya, another majority learned from the internet or from the media, read books and guides, or got information from a travel agency, fairs and exhibitions.

A considerable number of foreign students were enrolled in Kenya's public universities, a

finding that stood contrary to the sample and population size on table 3-1. Public universities are more popular to the African students.

Most of the respondents revealed that they were not visited in the course of their studies. This could be attributed to the fact that tourism is not a sign of socio-economic status in Africa compared to their counterparts in Europe and other developed nations. The survey results indicate that those that most of the foreign students had visited other continents except Africa. This shows that international students are well exposed globally and understand the significance of quality education from other regions of the world.

However the results from the universities differ from those of the CBTOs who reported receiving students from countries such as; UK and Germany in Europe and the USA. This therefore shows that Kenyan education systems are not popular with overseas scholars who prefer to proceed to the attraction sites and other ecosystems with their own guides and educators without going through a university in Kenya.

5.2. The Consumer Behavior Factors of Educational Tourists.

The international students preferred on-campus accommodation with the majority agreeing and strongly agreeing that the accommodation spaces were clean and convenient, safe, easy to book and gave value for money. Most of the foreign students had not visited other continents except Africa.

5.1.1. The Consumer Behavior Factors of Educational Tourists

The push and pull factors to the destinations shows that personal safety and security was vital in arranging for travel. Other significant factors of travel included; local cuisines, night life and entertainment, availability of transportation services, the quality of

accommodation, unspoiled and conserved ecosystems, climatic conditions and the local peoples friendliness. These responses clearly indicate that the factors contribute to sustainable tourism development.

University on-campus accommodation was the most preferred by international students with the majority agreeing and strongly agreeing that all the accommodation spaces indicated were clean and convenient, safe, easy to book and gave value for money.

5.1.2: Students' Understanding of Sustainable Tourism Development.

Majority of the foreign students considered themselves as tourists and they supported this by the virtue of moving from one destination to another in search of knowledge in institutions within those destinations abroad. These findings implied that Kenya has unique attraction sites demanded by this market eventhough they require value addition through diversification to make them much more viable. Majority of the scholars indicated concerns about money as their main barrier, followed by safety and security, study commitments, absence of students travel discounts, work commitments and lack of student travel. These can be attributed to terrorism, political instability and natural calamities that have hit the world in the recent past. However, mos educational tourists had an intention of returning back to Kenya as tourists.

A considerable number of the scholars understood sustainable tourism matters. The understanding was gauged using the socio-cultural, environmental and economic impacts which had positive effects on sustainable tourism.

5.1.3. Tourist Activities Engaged In by Educational Tourist While in Kenya.

The students engaged in eco-tourism, adventure travel and wilderness travel, Heritage

tourism, visiting other universities within Kenya, rural/farm tourism, and volunteer tourism. These results imply that Kenya's tourism is mainly nature-based and the educational tourists could be visiting the country with this idea in mind.

The study findings revealed that majority of the students were self-driven while others pointed out that it was the host university or the university back home that initiated the activities. The institutions had prior knowledge on the benefits the scholars obtained from 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 ($P\text{-value} < 0.05$) 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.

5.1.5: Consumer Behavior and Understanding on Sustainable Tourism.

The survey results indicated that the attraction sites were perceived highly by the international students for having a pleasant atmosphere, visually appealing and the sites being popular globally. The destinations allowed them to move around easily, had convenient transportation and some indicated that the attraction destinations were not too crowded. Most of the scholars had not previously engaged in educational tourism. The results imply majority of the foreign students had not engaged in educational tourism could be attributed to the fact that most of them were from Africa where travel is not a sign of socio-economic status.

5.2. Conclusions.

This study concludes that the consumer behaviour of international students is significant in determining the choice of destination continents and countries together with the learning institutions and is therefore vital as a strategy to sustainable tourism development in Nairobi County, Kenya. The study conclusions were drawn from the specific independent variables as follows;

5.3 Recommendations.

Recommendations were made based on the findings of this study as follows;

5.3.1 Recommendations for Policy.

Kenya and the African region should consider incorporating educational tourism in the school curricula. The country should consider establishing appropriate policies, rules and regulations for all the sectors of tourism in host destinations on tourism for sustainable development which involves local communities who are the custodians of tourism products and services (especially those that have a link to tourism attraction sites/icons).

5.3.2 Recommendation for Practice.

Kenya's institutions of learning then the institutions should be well-established with qualities that meet world class standards. Unique programmes such as space tourism should be encouraged for developing nations to set up institutions that meet the standards.

5.3.3 Recommendation for Stakeholders.

Services such as accommodation in the institutions should be improved to international standards as indicated by World University Rankings.

5.3.4: Recommendation for Further Studies.

The hospitality and tourism a key sector in the destinations have to be at the forefront in analyzing the expenditure patterns in relation to products and services of this market segment.

Research need to be carried by institutions of higher learning to determine the interrelationships existing between travel for purposeful study and travel incorporating elements of learning.

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APPENDICES

Appendix 1: Questionnaire to the students

A. Objective One: Background information of the students.

1. Gender.

Male Female

2. Age.

16 – 20 years 21– 25 years 26 – 30 years 31- 35 years
 36 – 40 years 41-45 years 46-50 years Above

3. Respondent's Nationality (country of origin).....

4. Level of education previously.

Secondary education Bachelor or equivalent Tertiary programs
 Master or equivalent Doctoral or equivalent

5. Name of the institution enrolled in Kenya.....

6. Type of institution enrolled in Kenya.

Private Public Other (Specify).....

7. Program of study in Kenyan university?

Hospitality Tourism Other (specify).....

8. Anticipated length of study in Kenya.

Less than 1 month 1 – 3 months 4 – 6 months 7 – 11 months
 1 – 2 years 2.1 – 4 years More than 4 years (specify).....

9. Family members' engagement in tourism.

Yes No

10. Do your friends and relatives visit you in the course of your studies in Kenya?

11. Who recommended you to Kenya? *More than one answer allowed*

- Family Friends Relatives Business associates Travel agent
 Previous university

12. Indicate other continents visited other than Africa.

13. The persons you went out with previously.

- Parent (s) Siblings Relatives Friends

14. Who sponsored tour trip?

- Parent (s) Siblings Friends Relative

Objective Two: The consumer behavior factors of educational tourists

15. How important were these statements in choosing educational tourist destination?

Where; 1. Completely unimportant, 2. Unimportant, 3. Neutral, 4. Important, 5. Very important,

No.		1	2	3	4	5
1	Personal safety and security					
2	Ease of reaching the destination					
3	Unspoiled and conserved nature					
4	Climate conditions					
5	Biodiversity- Flora, fauna, historical attractions, traditions and customs					
6	The quality of accommodation					
7	The local people's friendliness					
8	Availability of transportation services					
9	The offer of local cuisine					
10	Shopping possibilities					
11	Nightlife and entertainment					
12	Sport facilities and recreation facilities					

16. Which of the category does your annual household income before tax fall into? (KES)

KES	US Dollar	
Under 60000	577.76	
60000 -120,000	577.76 - 1155.51	
120,001- 240,000	1155.51- 2311.03	
240001 - 360,000	2311.03- 3466.54	
360,001 – 600000	3466.54- 5777.56	
600,001-840,000	5777.56 - 8088.59	
840,001-1,200,000	8088.59 - 11555.13	
1,200,001 - 1,800,000	11555.13 - 17332.69	
1,800,001 - 2,400,000	17332.69 - 23110.26	
2,400,001 - 3,000,000	23110.26 - 28887.82	
3,000,001 - 3,600,000	28887.82 - 34665.38	
3,600,001 -6,000,000	34665.38 - 57775.64	
6,000,001 - 9,000,000	57775.64 - 86663.46	
9,000,001 - 12,000,000	86663.46 - 115551.28	
Over 12,000,000	Over 115551.28	

17. Which of the category does your annual household disposable income (after tax)

KES	US Dollar	
Under 60000	578	
60000 -120,000	578 - 1156	
120,001- 240,000	1156- 2311	
240001 - 360,000	2311- 3467	
360,001 – 600000	3467- 5778	
600,001-840,000	5778 - 8089	
840,001-1,2m	8089 - 11555	
1,2m- 1,m	11555 - 17333	
1,8m- 2,4m	17333 - 23110	
2,4m– 3m	23110- 28888	
3m– 3.5m	28888 - 34666	
3,6m-6m	34665 - 57776	
6m– 9m	57776 - 86664	
9m– 12m	86664 - 115551	
Over 12m	Over 115551	

18. What is your expenditure by program duration? (State Amount spent)

- Less than a month
 6 months
 6 – 12 months
 1- 2 years
 2 – 4 years
 over 4 years

19. Where do you prefer to reside while taking your study programs in the Kenyan university?

More than one answer allowed

- University accommodation
 Hotels
 Motels
 Holiday apartments
 Backpacker accommodation
 Other (specify)

20. How do you agree/disagree to the following statements on accommodations above?

Where **1**-Strongly disagree, **2**-Disagree, **3**-Neutral, **4**-Agree, **5**-Strongly agree

Statement on accommodation	1	2	3	4	5
Safe					
Clean					
Easy to book					
Value for money					
Convenience					
Fair prices					

C. Objective Three: Educational tourists understanding of sustainable tourism.

21. As a foreign student, do you think you are a tourist? Yes No

22. Do you understand the term “sustainable tourism development”?

Yes No

23. Name the tourist attractions you visited in Kenya.

.....

24. What inspired you to visit the attraction sites named above?

A. Attraction site	B. Inspiring features

25. Answer the statements of the impacts of sustainable tourism development;
Where 1= No extent 2= Small extent 3= Neutral 4= Large extent 5= Very large extent.

sustainable tourism development	1	2	3	4	5
A. Socio-cultural impacts					
It encourages promotion of culture					
Involves local people in decisions that their lives					
Contributes to conservation of natural					
Contributes to conservation of cultural heritage					
Preservation of cultural heritage					
Improve the well-being of the communities					
Is culturally sensitive, encourages respect between tourists and hosts					
Builds local pride and confidence					
B. Economic impacts					
It creates employment					
It provides revenue for products in the industry					
Boosting of foreign exchange reserves					
Development of infrastructure like roads					
Improves working conditions and access to the industry					
Contributions to government earnings					
Support entrepreneurial activities					
Competitive advantage					
C. Environmental impacts					
It leads to afforestation					
Protection of natural areas					
Regeneration of the ecosystem					
Healthy and beautiful natural environment					
Blending the natural and built environment					
Enhances environmental management awareness					

D. Objective Four: Tourist activities engaged in by educational tourist in Kenya.

26. Kinds of tourist activities you engage in Kenya? *More than one answer allowed*

- Ecotourism, Adventure travel, Wilderness travel Rural/ Farm tourism
- Heritage tourism- visiting museums, cultural sites, sacred sites
- Visiting other universities within Kenya Volunteer tourism
- Other (Specify).....

27. Which of the above activities were linked to your educational trips?

28. Were you involved in the culture and active living of the host communities?

- Yes No

29. Initiator of activities that you were involved in? *More than one answer allowed*

- Previous university Host university Own initiative
- Other (specify).....

30. List the Social, Economic or Environmental activities you engaged in while in the communities?

A. Social activities	B. Economic activities	C. Environmental issues

31. Benefits of these activities to the host communities.

.....

32. Will you consider coming back to the destination to continue with the activities?

- Yes No

33. Reasons for not coming back to continue with the activities.

.....

E. Objective Five: The moderating effect of activity options on the relationship between consumer behavior and understanding of sustainable tourism.

34. How did you get information about Kenya? *More than one answer allowed*

- I already knew of it internet Friends and Relatives
- Media Books and Guides Travel Agency
- Fairs/ Exhibitions part of my travel package Other (Specify)

35. Engagement in educational tourism previously. Yes No
36. The attraction destination you visited had;

Physical environment	Yes	No
The destination has a pleasant atmosphere		
The destination is too crowded		
The destination is very popular		
The destination has convenient transportation		
The destination is easy to access		
The destination is visually appealing		
The destination allows me to move around easily		

37. What are the barriers of travelling to Kenya? ***More than one answer allowed***
- Concerns about money Study commitments No student discounts
- Work commitments No student travel packages
- Safety and security concerns Other (Specify).....
38. Do you intend to come back as a tourist after completion of your studies?
- Yes No

Appendix 2: Interview Schedule for heads of linkages and international collaborations in the universities.

1. Name of the Organization.....
2. Year when the organization was established.....
3. Position in the organization.....
4. Sources of information used by international students to get to the organization?
.....
.....
5. Country of origin of international students
.....
6. Programmes undertaken by international students while in the institution.
.....
7. Where do the international students reside in the course of their studies?
.....
8. Reasons for not residing in your organization.
.....
9. State the benefits of international students in your institutions.
.....
.....

Appendix 3: Focus group Discussion for Community Based Tourism Organizations (CBTs)

1. Name of your organization?
2. The role of the organization with regards to the following:
 - i) Environmental issues
.....
 - ii) Social matters
.....
 - iii) Economic activities
.....
3. List the activities the students engage in while they are in your organization.
.....
.....
4. Indicate the country of origin of the students.
.....
.....
5. Where do they reside while in the organization?
.....
6. The arrangements made to ensure that the students work effectively.
.....
7. The contributions of the foreign students in the organization (*include other beneficial suggestions from the students*)

Social	Economic	Enviromental

Appendix 4: Work Plan

Tasks	Duration	Start	Finish	YEAR											
				2015			2016			2017			2018		
	Months														
Proposal development and writing	12 months	January	December	■	■	■									
Proposal at Graduate school and corrections	3 months	January	March				■								
Pre-testing Instruments Data collection	5 months	April	August					■	■						
Data collection	3 months	September	June								■				
Data analysis	3 months	July	December								■	■			
Corrections from supervisors (1 st & 2 nd Draft)	3 months	December	February											■	
Corrections & presentation at school	2 weeks	February	February												■
Corrections & Presentation to Graduate School	1 month	March	March												■
Defence at Graduate School															
Binding and Graduation															

Appendix 5: Budget

BUDGET			
Items			
Staff	Pay rate	Pay Period	Total Cost
Lead Researcher			
Assistant Researcher 1	5,000	3 months	15,000
Assistant Researcher 2	5,000	3 months	15,000
Stationary			
Typing and Printing 1200 instruments @ 5/=	6,000		6,000
Writing materials (pens, notepads, foolscaps)	1,000		1,000
Travel expenses			
Lead Researcher	20,000	3 months	20,000
Assistant Researcher 1	12,000	3 months	12,000
Assistant Researcher 2	12,000	3 months	12,000
Indirect expenses/Miscellaneous	30,000	3 months	30,000
Total			101,000

Appendix 6: Accommodation offered by Wildlife Clubs of Kenya (WCK)

Type of accommodation	Nairobi	Kisumu	Nakuru
Hostel	dormitory type 40 students and 8 adults equipped kitchen and dining room facilities, cook available at a fee showers and toilets		3 dormitories 58 students fully equipped kitchen and dining room facilities showers and toilets
Bandas			2 bandas capacity 12 persons 1 banda self – contained with 3 beds ideal for couples, family and honey mooners kitchen area and hot water shower
Guest houses		Capacity 2 people self -contained with a fully equipped kitchen and dining room facilities and hot water shower	
Cottages		2 octagonal cottages with double decker beds accommodates 34 people kitchen facilities and a caterer on request 40 capacity hall entertainment, campfires and folktales	

Source: Wildlife Clubs of Kenya

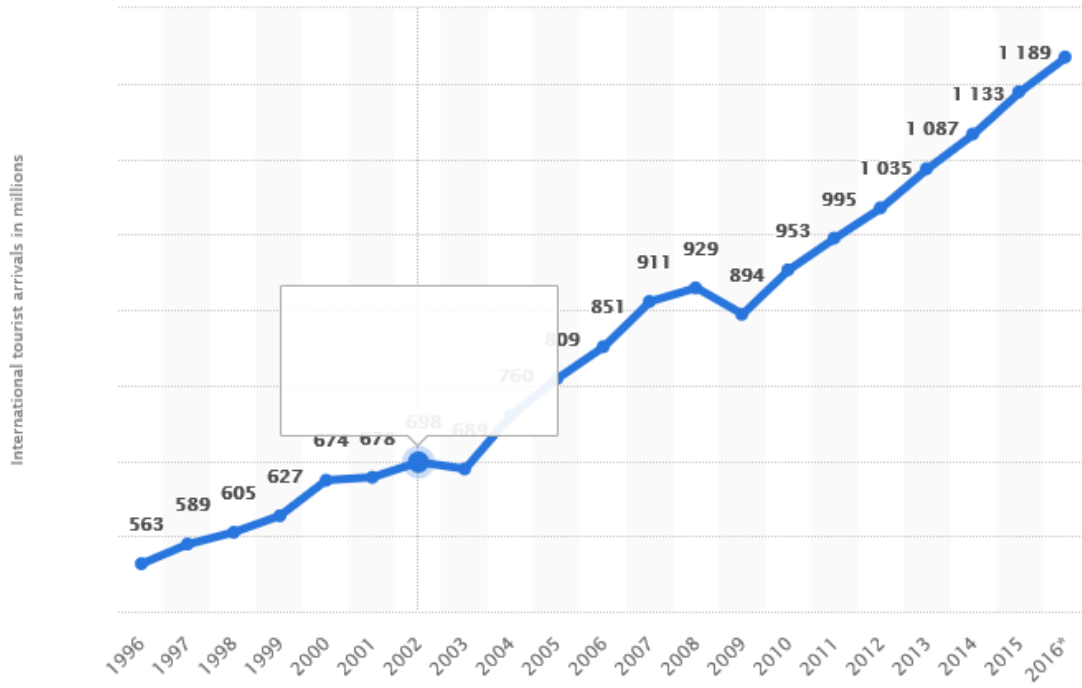
Appendix 7: Number of International Students to Destinations Globally

Country/ state/ continent	Number of international students	% of international to the state/country student population	Income generated from the educational tourists	Jobs created from the international students
UK	777,800	18% of student population & 39% of universities fees	2.8 billion pounds supported 340,000 jobs	11,000
Australia	600,000		16.6 billion dollars	100,000
USA	301, 350			
France	300,000		900 million dollars	
Canada	293,505		445 million Canadian dollars	83,000
China	238,184			
Japan	180,000			
Singapore	150,000		5% of GDP	
Malaysia	135,000	16-18%		
Newzealand	100,000		NZ dollars 732 million	32,000
Korea	100,000			
Austria	70,000			
Switzerland	49,000	27.6-21%		
Italy	32,000			
Belgium		12%		
Africa	738,000	14%		8,818,000
South Africa	80,000			
Kenya	3,200 + 10,0000	1% +10%		

Source: UNESCO, 2015

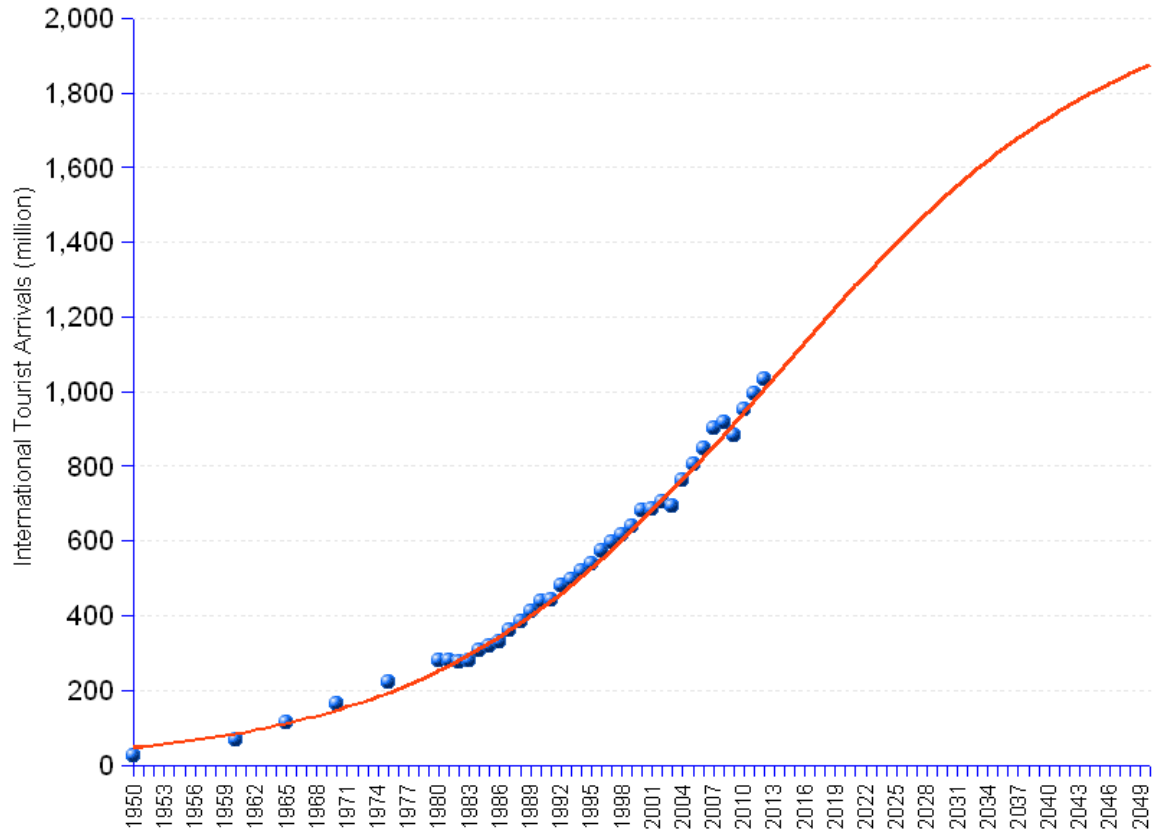
Students come from China, India, Republic of Korea, Germany, France, Malaysia, USA, Russian Federation, Turkey, Vietnam, Canada, Morocco, Saudi Arabia, Japan, Italy, Nigeria, Iran (Islamic Republic), Kazakhstan, Ukraine, Pakistan and Indonesia.

Appendix 8: International Tourist Arrivals in Millions



Source: World Tourism Organization (UNWTO) 2017

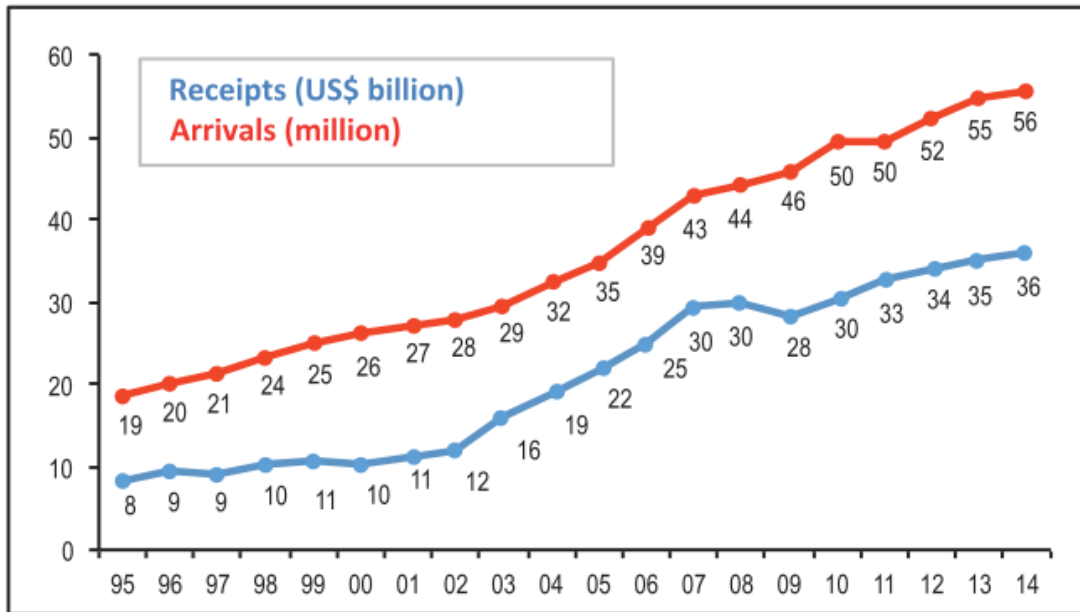
Appendix 9: International Tourist Arrivals and Projections Up To 2049



Source: World Tourism Organization (UNWTO) 2017

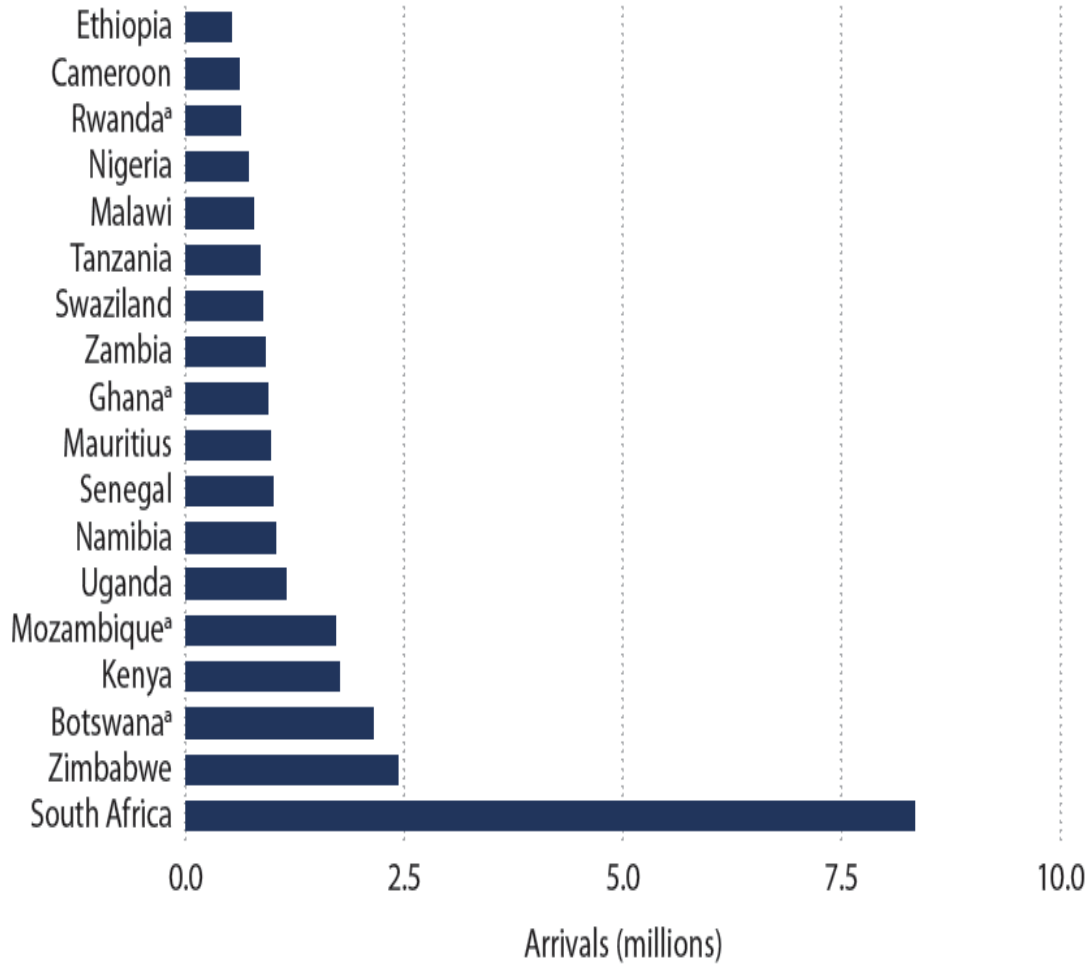
Appendix 10: Africa: Tourism, International Tourism Arrivals & Receipts

**Africa: Inbound Tourism
International Tourist Arrivals & Tourism Receipts**



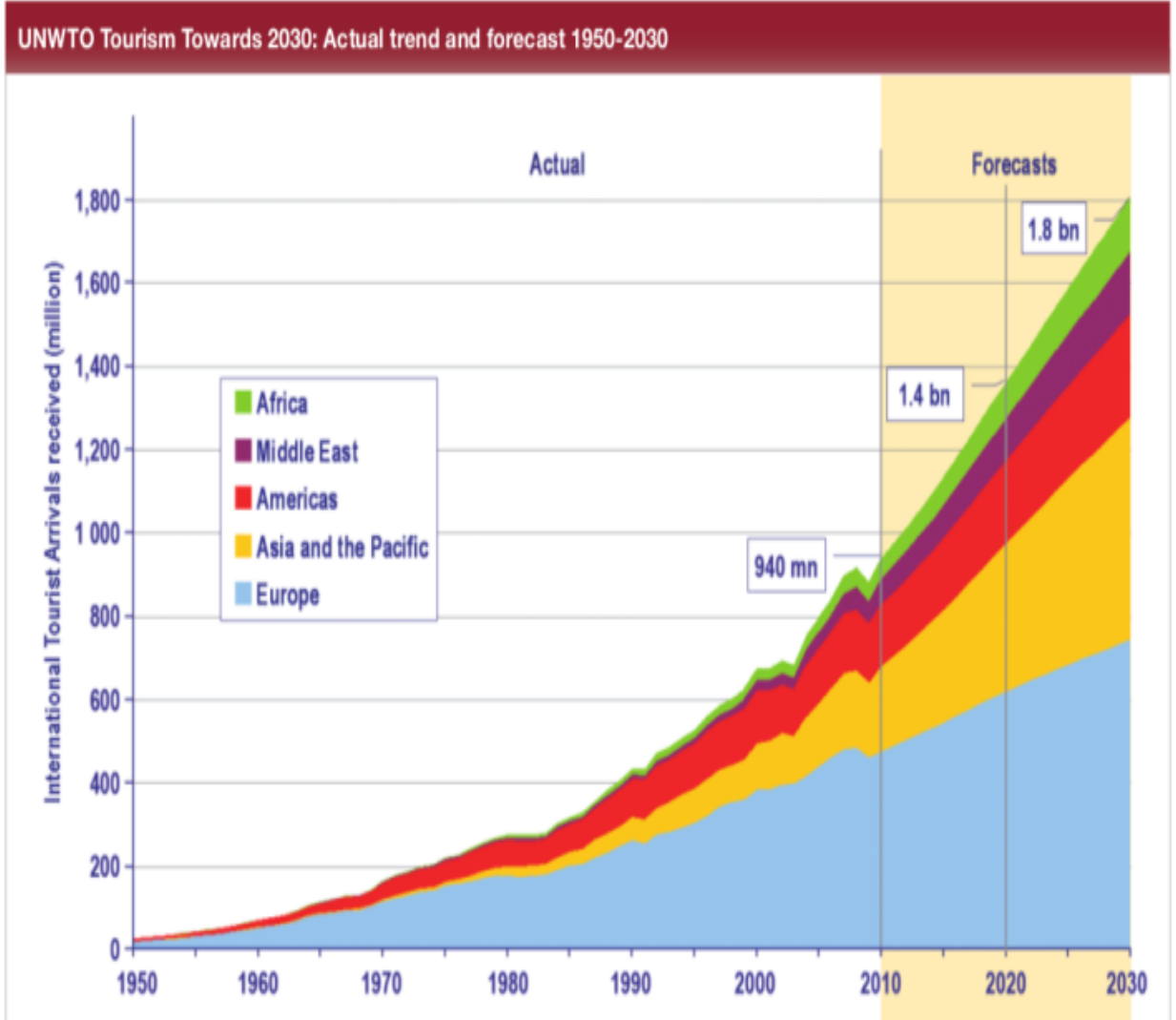
Source: World Tourism Organization (UNWTO) ©

Source: World Tourism Organization (UNWTO) 2015

Appendix 11: Tourism in Sub-Saharan Africa

Source: World Tourism Organization (UNWTO) 2017

Appendix 9: Tourism forecast globally (1950-2030)



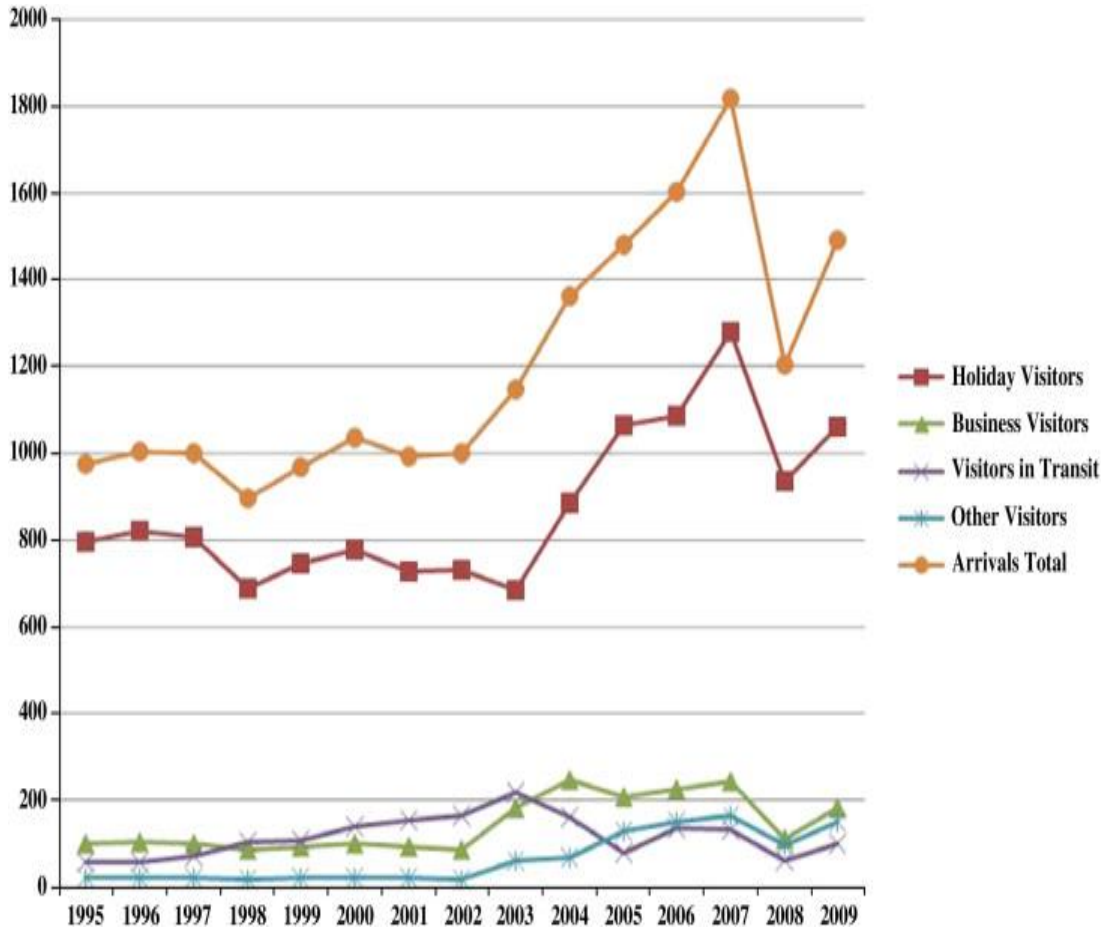
Source: World Tourism Organization (UNWTO) 2018

Appendix 12: List of African countries by GDP per capita

Country	GDP per capita (Nominal) (\$)			Rank (Nominal)		GDP per capita (PPP) (Int. \$)			Rank (PPP)	
	2015	2016	change	Africa	World	2015	2016	change	Africa	World
Seychelles	14,776	15,319	543	1	50	26,677	28,148	1,471	2	47
Equatorial Gu	17,287	14,176	-3,111	2	54	43,522	38,699	-4,823	1	31
Mauritius	9,142	9,322	180	3	68	19,573	20,525	952	3	64
Gabon	7,692	7,741	49	4	76	18,677	19,252	575	4	67
Libya	6,277	6,169	-107	5	85	14,679	14,236	-443	7	89
Botswana	6,771	5,082	-1,689	6	95	16,415	16,948	532	5	76
South Africa	5,727	5,018	-709	7	97	13,209	13,179	-29	8	93
Namibia	5,041	4,428	-613	8	102	11,224	11,756	532	10	99
Algeria	4,175	4,129	-46	9	107	14,532	14,950	418	6	87
Egypt	3,710	3,806	96	10	113	11,803	12,137	334	9	96
Tunisia	3,923	3,777	-146	11	114	11,451	11,657	205	11	101
Angola	3,876	3,360	-516	12	120	6,958	6,844	-114	14	123
Cape Verde	3,056	3,170	113	13	122	6,502	6,744	241	16	125
Morocco	3,003	3,101	99	14	124	8,180	8,360	180	13	115
Swaziland	3,597	3,029	-568	15	125	9,712	9,768	56	12	109
Sudan	2,119	2,381	262	16	132	4,394	4,452	59	18	138
Nigeria	2,763	2,260	-503	17	133	6,121	5,930	-191	17	130
DR Congo	2,024	1,981	-44	18	140	6,722	6,787	64	15	124
Djibouti	1,788	1,908	120	19	142	3,210	3,370	159	23	149
São Tomé & P	1,569	1,690	121	20	145	3,250	3,344	94	25	151
Ghana	1,402	1,551	149	21	146	4,291	4,381	89	20	140
Kenya	1,434	1,522	88	22	147	3,218	3,360	142	24	150
Côte d'Ivoire	1,325	1,424	99	23	150	3,359	3,581	222	22	145
Cameroon	1,235	1,303	68	24	153	3,148	3,261	113	26	152
Mauritania	1,312	1,244	-68	25	154	4,311	4,405	93	19	139
Zambia	1,352	1,231	-121	26	155	3,852	3,899	47	21	142
Zimbabwe	1,002	979	-24	27	158	1,984	1,953	-30	34	168
Senegal	913	965	52	28	159	2,456	2,578	122	30	160
Tanzania	957	960	3	29	160	2,910	3,097	188	28	155
Lesotho	1,057	933	-125	30	162	3,003	3,107	104	27	154
Chad	942	881	-62	31	163	2,640	2,580	-60	29	159
Mali	804	839	34	32	164	2,191	2,265	74	31	163
Benin	780	803	22	33	165	2,113	2,185	72	32	164
Eritrea	695	771	77	34	166	1,300	1,322	22	45	181
Ethiopia	687	759	72	35	169	1,804	1,916	112	35	169
Comoros	736	755	18	36	170	1,522	1,529	7	43	179
Rwanda	718	723	6	37	172	1,810	1,905	95	36	170
Sierra Leone	696	666	-30	38	173	1,593	1,652	59	40	176
Burkina Faso	615	652	37	39	174	1,727	1,791	63	37	172
Guinea-Bissau	594	643	48	40	175	1,511	1,568	58	41	177
Uganda	609	623	14	41	176	2,002	2,067	65	33	165
Togo	570	602	32	42	177	1,489	1,546	57	42	178
Guinea	555	534	-21	43	179	1,238	1,271	33	46	182
Liberia	474	493	19	44	180	875	882	8	50	186
DR Congo	470	473	3	45	181	767	785	17	52	188
The Gambia	451	435	-15	46	182	1,650	1,664	14	39	175
Mozambique	529	419	-110	47	183	1,192	1,228	36	47	183
Niger	407	416	9	48	184	1,077	1,114	37	49	185
Madagascar	402	391	-11	49	185	1,466	1,505	38	44	180
Centl Afr Repu	332	365	32	50	186	628	656	28	53	189
Malawi	354	294	-60	51	187	1,126	1,139	13	48	184
Burundi	304	284	-20	52	188	831	818	-13	51	187
South Sudan	785	210	-575	53	189	1,995	1,671	-324	38	174
Africa	1,984	1,871	-113	-	-	5,102	5,145	43	-	-

Source: IMF, 2017

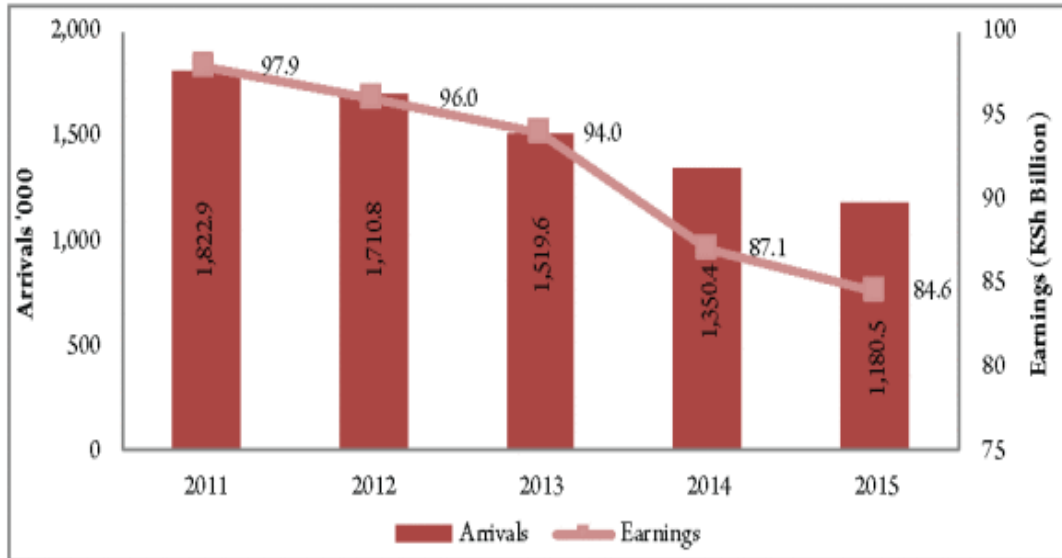
Appendix 13: International Visitors to Kenya by Purpose of Visit.



Source: KNBS, 2010

Appendix 12: International Visitor Arrivals to Kenya and Tourism Earnings 2011-2015

Figure 13.1: International Visitor Arrivals and Tourism Earnings, 2011 – 2015

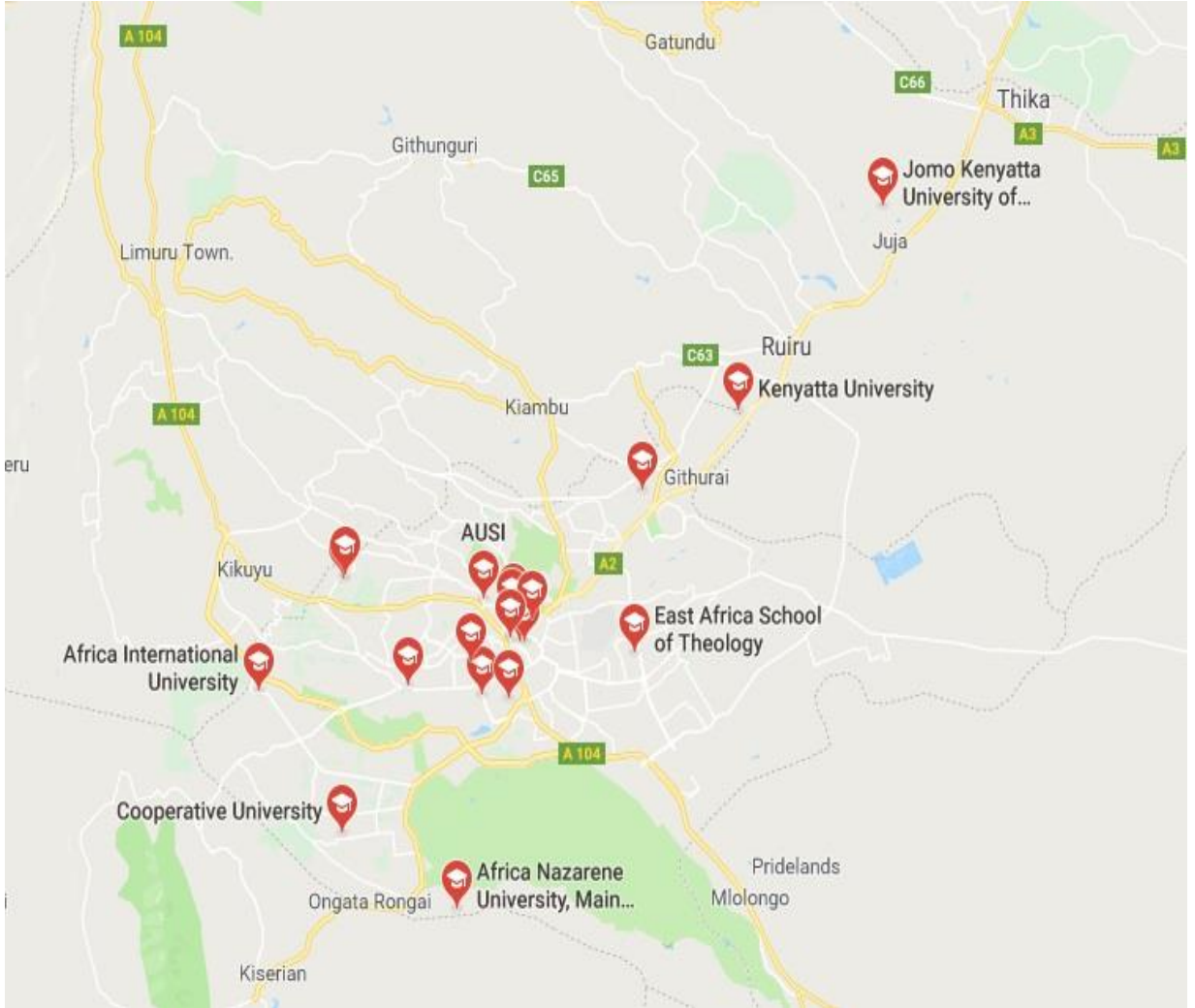


Source: KNBS, 2016

Appendix 14: Study Area, Nairobi County and Environs.



**Appendix 14: Study Area Expounded to Include Nairobi County Environs
(Universities in Red).**



Appendix 14: Kenya's Attraction Sites.



Appendix 15: Qs University Rankings (2017) Methodology

Percentage (%)	Evaluation Metrics	Area of Focus
40%	Academic reputation	Teaching and research quality
10%	Employees reputation	Source of employees to companies
20%	Faculty/Student ratio	Teacher/Student ratio
20%	Citations per faculty	Papers in reputable journals
5%	International faculty ratio	Faculty attracting international students
5%	International student ratio	International students in the entire institution versus local students
100		

Appendix 16: Researcher's introduction letter

Dear Respondent.

I'm a PhD student from the School of Hospitality and Tourism Management, of Kenyatta University. I am collecting data for my research on "The role of educational tourists' consumer behaviour on sustainable tourism development in Nairobi, Kenya". I am humbly requesting you to participate in answering questions accurately and where possible include other necessary information you may find useful. The information you give will be used for academic purposes only.

Your information will be treated with absolute confidentiality.

Thank you.

Sign.....

Name: Jane Jebet Bitok

Department of Tourism Management

Kenyatta University

Appendix 14: Permission to conduct research at USIU



5th October, 2016

Bitok Jane Jebet
Kenyatta University
bitokjebet@yahoo.com

Dear Ms. Bitok,

RE: PERMISSION TO CONDUCT RESEARCH AT USIU

Following your request to conduct a research study in USIU-Africa dated 21st September 2016, on the topic "**Educational Tourists' Consumer Behaviour as a Strategy to Sustainable Tourism Development in Nairobi, Kenya**" the University's Research Office has authorized you to pursue your research.

However the university imposes the following conditions on the researcher:

1. No personal information will be asked of the participants.
2. Will share the preliminary report findings with us prior to completion.
3. Will provide a copy of the completed research to us.
4. Under no circumstances will the information obtained from USIU-Africa be re-used or disclosed for other purposes.

Your research period expires on 22nd December, 2016.


Please contact Susan Muchai, the Research Program Administrator, at smuchai@usiu.ac.ke or +254-20-3606441 for more information.

Sincerely,

Francis W. Wambalaba, Ph.D., AICP

Associate Deputy Vice Chancellor Academics: Research
United States International University
P.O. Box 14634, Nairobi, Kenya, 00800
fwambalaba@usiu.ac.ke
PH. + 254 20 3606442

Appendix 17: Permission to conduct Research at UON



UNIVERSITY OF NAIROBI
OFFICE OF THE DEPUTY VICE - CHANCELLOR
 (Research, Production & Extension)
 Prof. Lucy W. Irungu B.Sc., M.Sc., Ph.D.

P.O. Box 30197-GPO.
 00100, Nairobi-Kenya
 Telephone: +254-20-2315416 (DI), 318262

Fax: 0202317251
 Email: dvrpe@uonbi.ac.ke

UON/RPE/3/5/Vol.XVII September 27, 2016

Jane Jebet Bitok
 Dept. of Tourism Management
 Kenyatta University
 P.O. Box 43844-00100
 NAIROBI


Dear Bitok,

AUTHORITY TO CARRY OUT RESEARCH AT THE UNIVERSITY OF NAIROBI

I refer to your request to conduct research at the University of Nairobi for your PhD Degree entitled: *“Educational Tourists’ Consumer Behaviour as a Strategy to Sustainable tourism Development in Nairobi, Kenya.”*


I write to inform you that your request has been approved.

You are however required to share the findings of your study with the University of Nairobi by depositing a copy of your research findings with the Director, Library and Information Services on completion of your study.



LUCY W. IRUNGU
DEPUTY VICE-CHANCELLOR
(RESEARCH, PRODUCTION AND EXTENSION)
 &
PROFESSOR OF ENTOMOLOGY

Copy to: Vice-Chancellor
 DVC, A&F
 DVC, AA
 DVC, SA
 Director, Library & Information Services
 Director, CIPL
 Registrar Administration



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Appendix 18: Authorization Letter From Graduate School



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref: T130/23080/2011

DATE: 4th May, 2016

Director General,
National Commission for Science, Technology
and Innovation
P.O. Box 30623-00100
NAIROBI

Dear Sir/Madam,

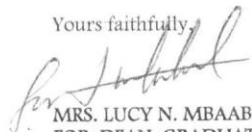
RE: RESEARCH AUTHORIZATION FOR BITOK JANE JEBET-- REG. NO. T130/23080/2011

I write to introduce Ms. Bitok Jane Jebet who is a Postgraduate Student of this University. She is registered for Ph.D degree programme in the **Department of Tourism Management**.

Ms. Jebet intends to conduct research for a Ph.D Proposal entitled, "Educational Tourists' Consumer Behavior as a Strategy for Sustainable Tourism in Nairobi County, Kenya".

Any assistance given will be highly appreciated.

Yours faithfully,


MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL

EO/rwm

Appendix 19: of Research Proposal



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School

DATE: 4th May, 2016

TO: Bitok Jane Jebet
C/o Tourism Management Dept.
Kenyatta University

REF: T130/23080/2011

SUBJECT: APPROVAL OF RESEARCH PROPOSAL


This is to inform you that Graduate School Board at its meeting of 27th April, 2016 approved your Research Proposal for the Ph.D. Degree Entitled, "Educational Tourists' Consumer Behavior as a Strategy for Sustainable Tourism in Nairobi County, Kenya".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking Forms per semester. The form has been developed to replace the Progress Report Forms. The Supervision Tracking Forms are available at the University's Website under Graduate School webpage downloads.

By copy of this letter, the registrar (Academic) is hereby requested to grant you Substantive registration for your Ph.D studies.

Thank you.


EDWIN OBUNGU
FOR: DEAN, GRADUATE SCHOOL

c.c. Chairman, Tourism Management Department.

Registrar Academic – Att: J. Likam

Supervisors:

1. Dr. Alice Odingi
Dean, School of Hospitality and Tourism Management
Kenyatta University
2. Dr. Esther Munyiri
Department of Tourism
Kenyatta University

EO/rwm

